



In partnership with



PROGRAMME EVALUATION

2022 (year 3)

Table Of Contents

1. Executive Summary	4
1.1 Loving Classroom South Africa Board Members	
1.2 Loving Classroom South Africa Staff Members	
2. Background	7
2.1 Johannesburg Districts	
2.2 Regional Map	
2.3 Planned Programme Outputs	
2.4 Actual Programme Outputs	
2.5 The Loving Classroom Programme	
3. Objectives of The Loving Classroom Programme	9
3.1 Primary Objectives	
3.2 Secondary Objectives	
4. Methodology	9
4.1 Pre and Post Training Workshop Evaluation	
4.2 Class Virtue Evaluation Forms	
4.3 School Incident Report Forms	
4.4 Registers	
4.5 Interviews	
5. Loving Classroom Programme Roll Out	10
5.1 Training Workshops	
5.2 Teacher and SGB Primary Schools	
5.3 Teacher and SGB Secondary Schools	
5.4 Extra Training	
5.4.1 Teachers	
5.4.2 Peer Educators	
5.5 Monitoring and Evaluation of Training Workshops	
6. Loving Classroom Programme School Roll Out	14
6.1 Primary Schools	
6.1.1 Learners And Schools 2022	
6.2 Secondary Schools	
6.2.1 Learners and Schools 2022	
6.2.2 Loving Debate Programme	
6.3 Total of All Learners 2022	
7. Evaluation and Impact of the Loving Classroom Programme	17
7.1 Primary Objective Evaluation	
7.1.1 Bullying	
7.1.2 Violence and Fighting	
7.1.3 Drugs and Alcohol	
7.1.4 Tribalism	
7.1.5 Racism	
7.1.6 Late Coming	
7.1.7 Disruptive Behaviour	
7.2 School Incident Reports Primary School	

7.2.1	Total Number of School Incident Reports	
7.3	School Incident Reports Secondary Schools	
7.3.1	Total Number of School Incident Reports	
7.4	Loving Classroom Loving Debate	
8.	Secondary Objective Evaluation	38
8.1	Psychosocial Support	
8.2	Additional Psychosocial Support Services	
8.2.1	Legal Documentation	
8.2.2	Social Service Grants	
8.2.3	Drug and Alcohol Rehabilitation	
8.2.4	Food Parcels	
8.2.5	Professional Psychological Counselling	
8.2.6	HIV Testing and Counselling	
8.2.7	School Uniforms and Shoes	
8.2.8	Matric Dance Dresses and Shoes	
8.2.9	School Furniture and Equipment	
9.	Referral System	42
10.	Other Activities	42
10.1	Justify Adventure Holidays	
10.2	Excellence in Education Award	
10.3	Easter Egg Donation	
10.4	World AIDS day	
10.5	Primary School Community Project	
11.	Accreditation of Training Materials	45
12.	Visibility and Marketing	45
13.	Challenges	46
13.1	Life Orientation Teachers	
14.	Recommendations	46
14.1	Accreditation	
14.2	Branding and Social Media	
14.3	Early Childhood Development Loving Classroom Programme	
15.	Conclusion	46
16.	Donor and funder appreciation	47

LOVING CLASSROOM SOUTH AFRICA

2022 ANNUL REPORT

1. EXECUTIVE SUMMARY

2022 has been a very exciting and fulfilling year for Loving Classroom South Africa and the school programme. This was the 3rd year of the pilot programme rollout and they were able to successfully introduce and implement a number of the recommendations put forward at the end of the 2021.

These included adapting the school programme by increasing the number of primary school enrolment and decreasing the number of secondary school enrolment accordingly. The first two years of the pilot saw Loving Classroom South Africa concentrating on secondary schools and introducing primary schools to the programme. Increasing the primary school enrolment both balances the pilot with the added benefit of seeing an increased impact on younger children. A total of 37 441 primary school learners were impacted by The Loving Classroom Programme 2022.

The secondary school program was adapted into two sections, one was made up of new schools running the loving school program for the first time (9 547 learners) whilst the other was made up of a follow up program, in schools that had already been through a previous loving classroom programme, called the Loving Debate (4739 learners) The Loving Debate which was a chance for the lessons learnt during the initial program to be reinforced.

662 teachers were trained to run the Loving Classroom Programme as well as 351 of the Schools Governing Body members.

Our social media footprint has been increased exponentially on platforms such as Facebook and Instagram with Twitter and TikTok to follow.

Loving Classroom South Africa Received the *Excellence in Education Award* from the Gauteng Department of Education for our contribution in improving positive communication and better relationships in schools thus making teaching and learning run smoothly.

Loving Classroom South Africa managed to lease a minibus which transports staff and volunteers from the office in the mornings to the schools and collects them at the end of the day and returns to the office. This has been cost effective saving time and ensuring punctuality as opposed to using unreliable public transport.

This year also saw the beginning of the accreditation process of the Loving Classroom training program. The importance of this cannot be over stated. This is the 3rd year of the service agreement between Loving Classroom South Africa and the Gauteng Department of Education. Accreditation of the Loving Classroom Program will enable it to continue with full support from the Gauteng Department of Education.

The annual general meeting was held on 20 May 2022 where a report was tabled to all stakeholders. The stakeholders included Gauteng Department of Education, District officials, Principals, Teachers, Learners, Parents and Partner Organisations. The report highlighted amongst other things the progress of the Pilot Program with the Department of Education, Successes, Challenges, Financial Report and Audit report which was done by an qualified independent audit which was a clean unqualified audit 3years in a row. A new board was also chosen, members of which will each serve for 3 years

1.1 Loving Classroom South Africa Board



(left to right **Joey Monane** Deputy Chairperson, **Jabu Masuku** Chairperson, **Matshidiso Mfikoe** secretary, **Nthabaseng Radebe** Treasurer, **Thato Makhudu** Deputy Secretary, **Thabang Mdluli** member)

Chairperson Jabu Masuku

Founder member of community called Devland EXT27, First chairperson of civic movement called SANCO in Devland and a founder member of an organisation called Soweto Kliptown Youth which deals with youth development

Deputy Chairperson Joey Monane

Founder of Ikusasaletu Youth Project an organisation assisting HIV and AIDS patients and Orphans and Vulnerable Children, Former chairperson of Jozi Hlomile program in the city of Johannesburg, Board Member of Gauteng AIDS Council

Secretary Matshidiso Mfikoe,

Former Member of Mayoral Committee for Infrastructure in the city of Joburg, Former Member of Mayoral Committee for Finance in the City of Joburg, Once a Mayoral Candidate for City of Joburg, currently a Member of Parliament in the South African National Assembly

Deputy Secretary Thato Makhudu

HIV and AIDS activists who worked for HIVSA, Former manager of Tharolo Youth Project, Currently advocating for fibre in poor organisations

Treasurer Nthabiseng Radebe,

Community Activist advocating for education, Former national organiser for fees must fall, currently working in Johannesburg Road Agency as a Community Liaising Officer,

Member Thabang Mdluli

Founder and fitness instructor for Freedom Park Healthy Living for youth, Currently Ward Committee for Community Development.

1.2 Loving Classroom Staff and Volunteers

11 Fulltime staff



Love Engineers (Facilitators) (Bottom row, left to right) Rethabile Ntepe, Sifiso Tawane, Amanda Mabaso, Nomfundo Khumalo, Naledi Selematsela,

(Top row, left to right) Sibusiso Mthembu, Lerato Nkosi, Mafoko Mokoena, Neo Mfundisi, Bongani Shabangu.

Not pictured:

Love Engineers: Emmanuel Tshabalala, Performing arts co-ordinator. Rethabile Lesofe, Marketing Management.

7 Volunteers:

Sphiwe Mthimkulu, Sibusiso Ngcobo, Yolanda Mazibuko, Relebogile Setshedi, Nonkululeko Khoza, Nokulunga Thusi.

Driver: Mpho Mabitsela

Social Media Manager Ntombifuthi Mokoena, B.A Communication.

2. Background

2022 is the final year of a 3year pilot project, between the Gauteng Department of Education and Loving Classroom South Africa, roll out the Loving Classroom programme to schools in the Johannesburg districts. These are made up as follows

2.1 Johannesburg Districts

Johannesburg Central JC (D14)

Soweto; Eldorado Park; Johannesburg Southern Suburbs: Lenasia

Johannesburg East JE (D9)

Halfway House; Hyde Park; Lyndhurst; Modderfontein; Parktown; Sandton; Alexandra Township, Ivory Park Midrand

Johannesburg North JN (D10)

Halfway House; Hyde Park; Lyndhurst; Modderfontein; 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; Tshepising; Meadowlands, Dobsonville

2.2 Regional Map and areas where chosen schools are based



57 schools were identified by the district officials to take part in the 3rd year of the pilot study. This was made up 37 Primary Schools and 20 Secondary schools

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.

2.3 Planned Programme Outputs

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

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.

2.4 Actual Programme Outputs

year	schools	teachers	learners	SGB members
2022	10 secondary schools running first LCSA programme	143	9547	82
	10 secondary schools running the Loving Debate programme		4739	
	37 primary schools running the first LCSA programme	479	37441	269
total	57	622	51727	351

2.5 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 premise 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*

3. Objectives of The Loving Classroom Programme

3.1 Primary Objective

- 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 the tools necessary to create a positive and nurturing environment in which learning can take place.
- To run a follow up programme called the Loving Debate to reinforce lessons learnt after the initial programme.

3.2 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 donations of desks and other furniture needed by the schools

4. Methodology

Methodology for Year 2 was unchanged.

4.1 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

4.2 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.

4.3 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.

4.4 Registers

These comprised of workshop training registers, class registers, virtue registers

4.5 One on One Interviews and Focus Group Discussions

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

5. Programme Roll Out

5.1 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.

5.2 Teachers and School Governing Body Trained– Primary Schools

NAME OF SCHOOL	NUMBER OF TEACHERS	NUMBER OF SGB	TOTAL
Freedom Primary School	10	8	18
Olivantsvlei Primary School	15	10	25
Emisebeni Primary School	12	5	17
Zibambeke Primary School	12	8	20
Emzimvubu Primary School	8	9	17
Khauhelo Primary School	6	9	15
Luyolo Primary School	10	6	16
Ebuhleni Lower Primary school	12	5	17
Atamelang Primary School	20	12	32
Lethabo Primary School	8	6	14
Khuthala Primary school	16	6	22
Faranani Primary School	18	10	28
Thabisile Primary School	15	4	19
Boepakitso Primary School	17	5	22
Nandi Primary School	13	8	21
Elsie Ngidi Primary School	12	8	20
Goza Primary School	15	7	22
Naturena Primary School 1	11	6	17
Naturena Primary School 2	8	6	14
Lukholweni Primary School	15	5	20
Zakheni Primary School	19	6	25
Zifuneleni Primary School	13	5	18
Wisani Primary School	17	9	26
Tshebedisano Primary School	10	8	18
Farisani Primary School	12	5	17
Rebone Primary School	18	6	24
Paul Mosaka Primary School	14	7	21
Winnie Ngwekazi Primary School	16	12	28
Funda Ujabule Primary School	12	4	16
Meredale Primary School	17	5	22
Mondeor Primary School	15	10	25
Dalmondeor Primary school	13	6	19
Forest Hill Primary school	8	6	14
Jabavu Primary School	13	7	20
Oos Primary School	7	10	17
Giyani Primary school	12	12	24
Somelulwazi Primary School	10	8	18
TOTAL	479	269	748

5.3 Teachers And School Governing Body Parents Trained Secondary Schools

NAME OF SCHOOL	NUMBER OF TEACHERS	NUMBER OF SGB	TOTAL
Mncube Secondary School	17	10	27
Dr Vilakazi Secondary School	13	12	25
Moses Maren Mission	25	10	35
Reasoma High School	12	6	18
Mapetla High School	17	8	25
Tetelo High School	12	9	21
Protea Glen Secondary School 1	8	9	17
Protea Glen Secondary School 2	10	6	16
Seanamarena Secondary School	13	7	20
Moletsane Secondary School	16	5	21
TOTAL	143	82	225

5.4 Extra training

5.4.1 Teachers

There was a high turnover of life orientation teachers in the school in which the Loving Classroom programme was run in 2002. This necessitated extra training workshops for the new teachers involved in the programme.

5.4.2 Peer Educators

In order to ensure continuity of the Loving Classroom 30 peer educators were trained to continue to work within their own school once Loving Classroom South Africa moves on to new schools.

5.5 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



6. Loving Classroom Program Roll Out in schools

The Programme with children at schools began in January 2022 and it was implemented through to November 2022

Loving Classroom South Africa delivered **46 988** books to **46 988** children. A further **973** 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

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.

6.1 Primary Schools

37 441 Primary School learners of 37 schools took part in the Loving Classroom programme. These learners were from grades 4,5,6 aged between 9 – 13years

6.1.1 Table of learners participating in the Loving Classroom Programme 2022

Name of School	Number of males	Number of females	Totals
Freedom Primary School	520	580	1100
Olivantsvlei Primary School	590	610	1200
Emisebeni Primary School	408	528	1008
Zibambebe Primary School	486	502	988
Emzimvubu Primary School	428	600	1029
Khauhelo Primary School	361	620	981
Luyolo Primary School	421	583	1004
Ebuhleni Lower Primary school	210	496	706
Atamelang Primary School	515	611	1126
Lethabo Primary School	495	545	1040
Khuthala Primary school	480	606	1086
Faranani Primary School	512	783	1295
Thabisile Primary School	389	486	875
Boepakitso Primary School	560	591	1151
Nandi Primary School	345	444	789
Elsie Ngidi Primary School	450	680	1130
Goza Primary School	289	611	900
Naturena Primary School 1	310	610	920
Naturena Primary School 2	291	600	891
Lukholweni Primary School	439	760	1199
Zakheni Primary School	378	573	951
Zifuneleni Primary School	377	583	960
Wisani Primary School	431	567	998
Tshebedisano Primary School	339	509	848
Farisani Primary School	439	681	1120
Rebone Primary School	299	486	785
Paul Mosaka Primary School	376	496	872
Winnie gwekazi Primary School	541	680	1221
Funda Ujabule Primary School	451	623	1074
Meredale Primary School	364	581	945
Mondeor Primary School	455	612	1067
Dalmondeor Primary school	367	598	965
Forest Hill Primary school	489	603	1092
Jabavu Primary School	431	589	1020
Oos Primary School	551	707	1258
Giyani Primary school	459	590	1049
Somelulwazi Primary School	345	459	804
Totals	15 591	21 850	37 441

6.2 Secondary Schools Loving Classroom Programme

9547 learners from 10 secondary schools took part in the Loving Classroom programme. These learners were from grades 8 and 10 aged between 13-18years

6.2.1 Table of secondary school learners participating in the Loving Classroom Programme 2022

Name of School	Number of males	Number of females	Totals
Mncube Secondary School	380	520	900
Dr Vilakazi Secondary School	400	650	1050
Moses Maren Mission	500	650	1150
Reasoma High School	378	429	807
Mapetla High School	280	610	890
Tetelo High School	390	510	900
Protea Glen Secondary School 1	428	537	965
Protea Glen Secondary School 2	440	510	950
Seanamarena Secondary School	386	581	967
Moletsane Secondary School	402	566	968
Totals	3984	5563	9547

6.2.2 Secondary Schools Loving Debate Programme

4739 learners from 10 secondary schools took part in the Loving Classroom Loving Debate programme. These learners were from grades 8+10 aged between 13-18years

Table Of Secondary School Learners - The Loving Debate Follow Up Programme 2022

Name of School	Number of males	Number of females	Totals
Mncube Secondary School	190	260	450
Dr Vilakazi Secondary School	200	325	525
Moses Maren Mission	265	324	589
Reasoma High School	175	215	390
Mapetla High School	190	300	490
Tetelo High School	158	260	418
Protea Glen Secondary School 1	229	270	499
Protea Glen Secondary School 2	189	265	454
Seanamarena Secondary School	178	255	433
Moletsane Secondary School	201	290	491
Totals	1 975	2 764	4 739

6.3 Gross Total of all learners

	Number of males	Number of females	Totals
First Year High School Totals	3 984	5 563	9 547
Primary School Totals	15 591	21 850	37 441
Loving Debate secondary School	1 975	2 764	4 739
Totals	21 550	30 177	51 727

7. 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.

7.1 Primary Objective Evaluation

In order to evaluate the primary objectives 7 negative and problematic behaviours that consistently 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

7.1.1 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.

7.1.2 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.

7.1.3 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.

7.1.4 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.

7.1.5 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.

7.1.6 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)

7.1.7 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.

7.2 School Incident Reports

School Incident reports per school

Freedom Park Primary School

Situated in Freedom Park Soweto

Freedom Park Primary School 1100 grade 4,5,6 learners			
Incident reports	Pre-program 2021	Post-program 2022	Impact
Bullying	388	97	75%
Violence/fighting	180	35	83%
Tribalism	192	58	70%
Drug/alcohol	431	23	95%
Disruptive	380	92	76%
Late coming	210	33	84%
Pass rate	987	1056	7%

Table of school incidence reports pre loving classroom programme 2021 compared to incidence reports post loving classroom programme 2022

Olivantsvlei Primary School

Situated in Lenasia

Olivantsvlei School 1200 grade 4,5,6 learners			
Incident reports	Pre program 2021	Post program 2022	Impact
Bullying	240	80	67%
Violence/fighting	228	38	83%
Tribalism	156	28	82%
Drug/alcohol	154	42	73%
Disruptive	145	19	87%
Late coming	468	203	57%
Pass rate	809	985	22%

Table of school incidence reports pre loving classroom programme 2021 compared to incidence reports post loving classroom programme 2022

Emisebeni Primary School

Situated in Mofolo central Soweto

Emisebeni Primary School 1008 grade 4,5,6 learners			
Incident reports	Pre program 2021	Post program 2022	Impact
Bullying	154	18	88%
Violence/fighting	180	22	88%
Tribalism	130	43	67%
Drug/alcohol	244	23	91%
Disruptive	244	51	79%
Late coming	234	22	91%
Pass rate	785	983	25%

Table of school incidence reports pre loving classroom programme 2021 compared to incidence reports post loving classroom programme 2022

Zibambele Primary School

Situated in Emdeni south

Zibambele Primary School 988 grade 4,5,6 learners			
Incident reports	Pre program 2021	Post program 2022	Impact
Bullying	197	11	94%
Violence/fighting	230	12	95%
Tribalism	186	56	70%
Drug/alcohol	178	19	89%
Disruptive	199	63	68%
Late coming	263	130	51%
Pass rate	798	816	2%

Table of school incidence reports pre loving classroom programme 2021 compared to incidence reports post loving classroom programme 2022

Emzimvubu Primary School

Situated in Meadowlands, Soweto

Emzimvubu Primary School 1029 grade 4,5,6 learners			
Incident reports	Pre program 2021	Post program 2022	Impact
Bullying	272	20	93%
Violence/fighting	231	45	81%
Tribalism	128	36	72%
Drug/alcohol	234	34	85%
Disruptive	651	59	91%
Late coming	378	27	93%
Pass rate	834	922	11%

Table of school incidence reports pre loving classroom programme 2021 compared to incidence reports post loving classroom programme 2022

Khauhelo Primary School

Situated in Naledi, Soweto

Khauhelo Primary School 981 grade 4,5,6 learners			
Incident reports	Pre program 2021	Post program 2022	Impact
Bullying	89	15	83%
Violence/fighting	78	12	85%
Tribalism	188	46	76%
Drug/alcohol	345	23	93%
Disruptive	198	12	94%
Late coming	211	25	88%
Pass rate	889	960	8%

Table of school incidence reports pre loving classroom programme 2021 compared to incidence reports post loving classroom programme 2022

Luyolo Primary School

Situated in Emdeni South

Luyolo Primary School 1004 grade 4,5,6 learners			
Incident reports	Pre program 2021	Post program 2022	Impact
Bullying	289	25	91%
Violence/fighting	180	21	88%
Tribalism	140	24	83%
Drug/alcohol	344	43	88%
Disruptive	233	22	91%
Late coming	322	31	90%
Pass rate	785	926	18%

Table of school incidence reports pre loving classroom programme 2021 compared to incidence reports post loving classroom programme 2022

Ebuhleni Lower Primary School

Situated in Emdeni South

Ebuhleni Lower Primary School 706 grade 4,5,6 learners			
Incident reports	Pre program 2021	Post program 2022	Impact
Bullying	178	5	97%
Violence/fighting	45	12	73%
Tribalism	121	20	83%
Drug/alcohol	122	21	83%
Disruptive	96	58	40%
Late coming	211	12	94%
Pass rate	698	701	8%

Table of school incidence reports pre loving classroom programme 2021 compared to incidence reports post loving classroom programme 2022

Atamelene Primary School

Situated in Naledi, Soweto

Atamelene Primary School 1126 grade 4,5,6 learners			
Incident reports	Pre program 2021	Post program 2022	Impact
Bullying	412	45	89%
Violence/fighting	231	18	92%
Tribalism	155	19	88%
Drug/alcohol	189	22	85%
Disruptive	302	82	73%
Late coming	298	68	77%
Pass rate	899	1011	12%

Table of school incidence reports pre loving classroom programme 2021 compared to incidence reports post loving classroom programme 2022

Lethabo Primary School

Situated in Naledi, Soweto

Lethabo Primary School 1040 grade 4,5,6 learners			
Incident reports	Pre program 2021	Post program 2022	Impact
Bullying	345	22	94%
Violence/fighting	211	32	85%
Tribalism	174	43	75%
Drug/alcohol	162	16	90%
Disruptive	200	21	90%
Late coming	311	190	39%
Pass rate	923	1000	8%

Table of school incidence reports pre loving classroom programme 2021 compared to incidence reports post loving classroom programme 2022

Khuthala Secondary School

Situated in Protea North

Khuthala Primary School 1086 grade 4,5,6 learners			
Incident reports	Pre program 2021	Post program 2022	Impact
Bullying	289	48	83%
Violence/fighting	165	12	93%
Tribalism	119	31	74%
Drug/alcohol	119	6	95%
Disruptive	165	71	57%
Late coming	171	13	92%
Pass rate	954	1054	10%

Table of school incidence reports pre loving classroom programme 2021 compared to incidence reports post loving classroom programme 2022

Faranani Secondary School

Situated in Protea Glen

Faranani Primary School 1295 grade 4,5,6 learners			
Incident reports	Pre program 2021	Post program 2022	Impact
Bullying	355	80	77%
Violence/fighting	39	7	82%
Tribalism	142	23	84%
Drug/alcohol	122	19	84%
Disruptive	415	49	88%
Late coming	125	33	74%
Pass rate	821	1200	46%

Table of school incidence reports pre loving classroom programme 2021 compared to incidence reports post loving classroom programme 2022

Thabisile Primary School

Situated in Diepkloof

Thabisile Primary School 875 grade 4,5,6 learners			
Incident reports	Pre program 2021	Post program 2022	Impact
Bullying	145	12	92%
Violence/fighting	106	15	86%
Tribalism	166	49	70%
Drug/alcohol	138	33	76%
Disruptive	187	18	90%
Late coming	133	23	83%
Pass rate	754	800	6%

Table of school incidence reports pre loving classroom programme 2021 compared to incidence reports post loving classroom programme 2022

Boepakitso Primary School

Situated in Diepkloof

Boepakitso Primary School 1151 grade 4,5,6 learners			
Incident reports	Pre program 2021	Post program 2022	Impact
Bullying	378	18	95%
Violence/fighting	342	12	96%
Tribalism	122	43	65%
Drug/alcohol	123	12	90%
Disruptive	284	75	74%
Late coming	161	19	88%
Pass rate	945	1000	6%

Table of school incidence reports pre loving classroom programme 2021 compared to incidence reports post loving classroom programme 2022

Nandi Primary School

Situated in Diepkloof

Nandi Primary School 789 grade 4,5,6 learners			
Incident reports	Pre program 2021	Post program 2022	Impact
Bullying	89	11	88%
Violence/fighting	56	10	82%
Tribalism	183	32	83%
Drug/alcohol	34	21	38%
Disruptive	297	88	70%
Late coming	321	59	82%
Pass rate	578	699	21%

Table of school incidence reports pre loving classroom programme 2021 compared to incidence reports post loving classroom programme 2022

Elsie Ngidi Primary School

Situated in Chiawelo, Soweto

Elsie Ngidi Primary School 1130 grade 4,5,6 learners			
Incident reports	Pre program 2021	Post program 2022	Impact
Bullying	179	16	91%
Violence/fighting	89	15	83%
Tribalism	134	27	80%
Drug/alcohol	322	108	66%
Disruptive	198	21	89%
Late coming	122	18	85%
Pass rate	900	1010	12%

Table of school incidence reports pre loving classroom programme 2021 compared to incidence reports post loving classroom programme 2022

Goza Primary School

Situated in Freedom Park

Goza Primary School 900 grade 4,5,6 learners			
Incident reports	Pre program 2021	Post program 2022	Impact
Bullying	169	29	83%
Violence/fighting	108	18	83%
Tribalism	144	28	81%
Drug/alcohol	122	34	72%
Disruptive	99	17	83%
Late coming	126	24	81%
Pass rate	754	869	15%

Table of school incidence reports pre loving classroom programme 2021 compared to incidence reports post loving classroom programme 2022

Naturena 1 Primary School

Situated in Naturena

Naturena 1 Primary School 920 grade 4,5,6 learners			
Incident reports	Pre program 2021	Post program 2022	Impact
Bullying	287	26	91%
Violence/fighting	25	12	52%
Tribalism	128	41	68%
Drug/alcohol	234	23	90%
Disruptive	112	11	90%
Late coming	134	19	86%
Pass rate	854	903	6%

Table of school incidence reports pre loving classroom programme 2021 compared to incidence reports post loving classroom programme 2022

Naturena 2 Primary School

Situated in Naturena

Naturena 2 Primary School 891 grade 4,5,6 learners			
Incident reports	Pre program 2021	Post program 2022	Impact
Bullying	187	21	89%
Violence/fighting	38	21	45%
Tribalism	192	51	73%
Drug/alcohol	222	23	90%
Disruptive	201	81	60%
Late coming	199	122	39%
Pass rate	752	879	17%

Table of school incidence reports pre loving classroom programme 2021 compared to incidence reports post loving classroom programme 2022

Lukholweni Primary School

Situated in Orlando East

Lukholweni Primary School 1199 grade 4,5,6 learners			
Incident reports	Pre program 2021	Post program 2022	Impact
Bullying	123	57	54%
Violence/fighting	199	45	77%
Tribalism	183	36	80%
Drug/alcohol	144	25	83%
Disruptive	133	12	94%
Late coming	278	13	95%
Pass rate	899	960	7%

Table of school incidence reports pre loving classroom programme 2021 compared to incidence reports post loving classroom programme 2022

Zakheni Primary School

Situated in Orlando East

Zakheni Primary School 951 grade 4,5,6 learners			
Incident reports	Pre program 2021	Post program 2022	Impact
Bullying	129	12	91%
Violence/fighting	197	22	89%
Tribalism	113	18	84%
Drug/alcohol	23	10	57%
Disruptive	34	23	32%
Late coming	139	20	86%
Pass rate	773	832	8%

Table of school incidence reports pre loving classroom programme 2021 compared to incidence reports post loving classroom programme 2022

Zifuneleni Primary School

Situated in Orlando East

Zifuneleni Primary School 960 grade 4,5,6 learners			
Incident reports	Pre program 2021	Post program 2022	Impact
Bullying	89	12	87%
Violence/fighting	143	6	96%
Tribalism	167	43	74%
Drug/alcohol	232	44	81%
Disruptive	321	71	78%
Late coming	281	31	89%
Pass rate	852	905	6%

Table of school incidence reports pre loving classroom programme 2021 compared to incidence reports post loving classroom programme 2022

Wisani Primary School

Situated in Pimville

Wisani Primary School 998 grade 4,5,6 learners			
Incident reports	Pre program 2021	Post program 2022	Impact
Bullying	121	44	64%
Violence/fighting	123	23	81%
Tribalism	121	12	90%
Drug/alcohol	256	21	92%
Disruptive	233	11	95%
Late coming	211	22	90%
Pass rate	876	903	8%

Table of school incidence reports pre loving classroom programme 2021 compared to incidence reports post loving classroom programme 2022

Tshebdisano Primary School

Situated in Pimville

Tshebdisano Primary School 848 grade 4,5,6 learners			
Incident reports	Pre program 2021	Post program 2022	Impact
Bullying	169	22	87%
Violence/fighting	122	21	83%
Tribalism	179	33	82%
Drug/alcohol	24	19	21%
Disruptive	123	56	54%
Late coming	134	21	84%
Pass rate	735	840	14%

Table of school incidence reports pre loving classroom programme 2021 compared to incidence reports post loving classroom programme 2022

Farisani Primary School

Situated in Pimville

Farisani Primary School 1120 grade 4,5,6 learners			
Incident reports	Pre program 2021	Post program 2022	Impact
Bullying	397	26	93%
Violence/fighting	389	38	90%
Tribalism	183	46	75%
Drug/alcohol	133	24	82%
Disruptive	196	14	93%
Late coming	154	44	71%
Pass rate	870	914	5%

Table of school incidence reports pre loving classroom programme 2021 compared to incidence reports post loving classroom programme 2022

Rebone Primary School

Situated in Naledi

Rebone Primary School 785 grade 4,5,6 learners			
Incident reports	Pre program 2021	Post program 2022	Impact
Bullying	129	12	91%
Violence/fighting	123	18	85%
Tribalism	118	31	74%
Drug/alcohol	234	23	90%
Disruptive	123	68	45%
Late coming	130	25	81%
Pass rate	632	780	23%

Table of school incidence reports pre loving classroom programme 2021 compared to incidence reports post loving classroom programme 2022

Paul Mosaka Primary School

Situated in Pimville

Paul Mosaka Primary School 872 grade 4,5,6 learners			
Incident reports	Pre program 2021	Post program 2022	Impact
Bullying	236	28	88%
Violence/fighting	122	28	77%
Tribalism	163	44	73%
Drug/alcohol	67	9	87%
Disruptive	206	16	92%
Late coming	123	19	85%
Pass rate	774	850	10%

Table of school incidence reports pre loving classroom programme 2021 compared to incidence reports post loving classroom programme 2022

Winnie Ngwekazi Primary School

Situated in Pimville

Winnie Ngwekazi Primary School 1221 grade 4,5,6 learners			
Incident reports	Pre program 2021	Post program 2022	Impact
Bullying	114	7	94%
Violence/fighting	96	11	89%
Tribalism	129	47	64%
Drug/alcohol	234	33	86%
Disruptive	267	21	92%
Late coming	278	39	86%
Pass rate	1008	1200	19%

Table of school incidence reports pre loving classroom programme 2021 compared to incidence reports post loving classroom programme 2022

Funda Ujabule Primary School

Situated in Pimville

Funda Ujabule Primary School 1074 grade 4,5,6 learners			
Incident reports	Pre program 2021	Post program 2022	Impact
Bullying	325	49	85%
Violence/fighting	289	36	88%
Tribalism	169	21	88%
Drug/alcohol	134	19	86%
Disruptive	289	55	81%
Late coming	144	32	78%
Pass rate	789	941	19%

Table of school incidence reports pre loving classroom programme 2021 compared to incidence reports post loving classroom programme 2022

Meredale Primary School

Situated in Meredale

Meredale Primary School 945 grade 4,5,6 learners			
Incident reports	Pre program 2021	Post program 2022	Impact
Bullying	125	26	79%
Violence/fighting	124	19	85%
Tribalism	97	11	89%
Drug/alcohol	24	21	13%
Disruptive	263	11	96%
Late coming	288	28	90%
Pass rate	865	935	8%

Table of school incidence reports pre loving classroom programme 2021 compared to incidence reports post loving classroom programme 2022

Mondeor Primary School

Situated in Mondeor

Mondeor Primary School 1067 grade 4,5,6 learners			
Incident reports	Pre program 2021	Post program 2022	Impact
Bullying	233	45	81%
Violence/fighting	301	12	96%
Tribalism	183	55	70%
Drug/alcohol	35	12	66%
Disruptive	225	110	51%
Late coming	125	31	75%
Pass rate	953	1062	11%

Table of school incidence reports pre loving classroom programme 2021 compared to incidence reports post loving classroom programme 2022

Dalmondeor Primary School

Situated in Mondeor

Dalmondeor Primary School 965 grade 4,5,6 learners			
Incident reports	Pre program 2021	Post program 2022	Impact
Bullying	102	13	87%
Violence/fighting	209	12	94%
Tribalism	128	37	71%
Drug/alcohol	30	12	60%
Disruptive	136	12	91%
Late coming	245	17	93%
Pass rate	819	965	18%

Table of school incidence reports pre loving classroom programme 2021 compared to incidence reports post loving classroom programme 2022

Forest Hill Primary School

Situated in Forest Hill

Forest Hill Primary School 1092 grade 4,5,6 learners			
Incident reports	Pre program 2021	Post program 2022	Impact
Bullying	9246	81	67%
Violence/fighting	211	38	82%
Tribalism	183	47	74%
Drug/alcohol	233	11	95%
Disruptive	109	32	71%
Late coming	345	33	90%
Pass rate	719	987	37%

Table of school incidence reports pre loving classroom programme 2021 compared to incidence reports post loving classroom programme 2022

Jabavu Primary School

Situated in Jabavu

Jabavu Primary School 1020 grade 4,5,6 learners			
Incident reports	Pre program 2021	Post program 2022	Impact
Bullying	369	15	96%
Violence/fighting	221	21	90%
Tribalism	127	28	78%
Drug/alcohol	86	71	17%
Disruptive	123	23	81%
Late coming	112	16	86%
Pass rate	969	1018	5%

Table of school incidence reports pre loving classroom programme 2021 compared to incidence reports post loving classroom programme 2022

Oos Primary School

Situated in Moroka

Oos Primary School 1258 grade 4,5,6 learners			
Incident reports	Pre program 2021	Post program 2022	Impact
Bullying	285	65	77%
Violence/fighting	248	89	64%
Tribalism	197	51	74%
Drug/alcohol	134	23	83%
Disruptive	122	22	82%
Late coming	355	41	88%
Pass rate	1090	1215	11%

Table of school incidence reports pre loving classroom programme 2021 compared to incidence reports post loving classroom programme 2022

Giyani Primary School

Situated in Diepmeadow

Giyani Primary School 1049 grade 4,5,6 learners			
Incident reports	Pre program 2021	Post program 2022	Impact
Bullying	189	76	60%
Violence/fighting	390	16	96%
Tribalism	102	39	62%
Drug/alcohol	123	13	89%
Disruptive	163	25	85%
Late coming	187	45	76%
Pass rate	905	1020	13%

Table of school incidence reports pre loving classroom programme 2021 compared to incidence reports post loving classroom programme 2022

Somelulwazi Primary School

Situated in Freedom Park

Somelulwazi Primary School 804 grade 4,5,6 learners			
Incident reports	Pre program 2021	Post program 2022	Impact
Bullying	122	19	84%
Violence/fighting	68	19	72%
Tribalism	176	46	74%
Drug/alcohol	189	19	90%
Disruptive	127	31	76%
Late coming	44	32	27%
Pass rate	754	800	6%

Table of school incidence reports pre loving classroom programme 2021 compared to incidence reports post loving classroom programme 2022

7.2.1 Total Number of School Incident Reports - Primary Schools

Primary Schools Incident Reports			
Incident Report	Pre-program	Post program	Impact/Improvement
Bullying	9314	1020	89%
Violence/Fighting	6337	843	86%
Tribalism	5618	1343	76%
Drug/Alcohol	6174	867	85%
Class Disruptions	7908	1523	80%
Late Coming	7481	1580	78%

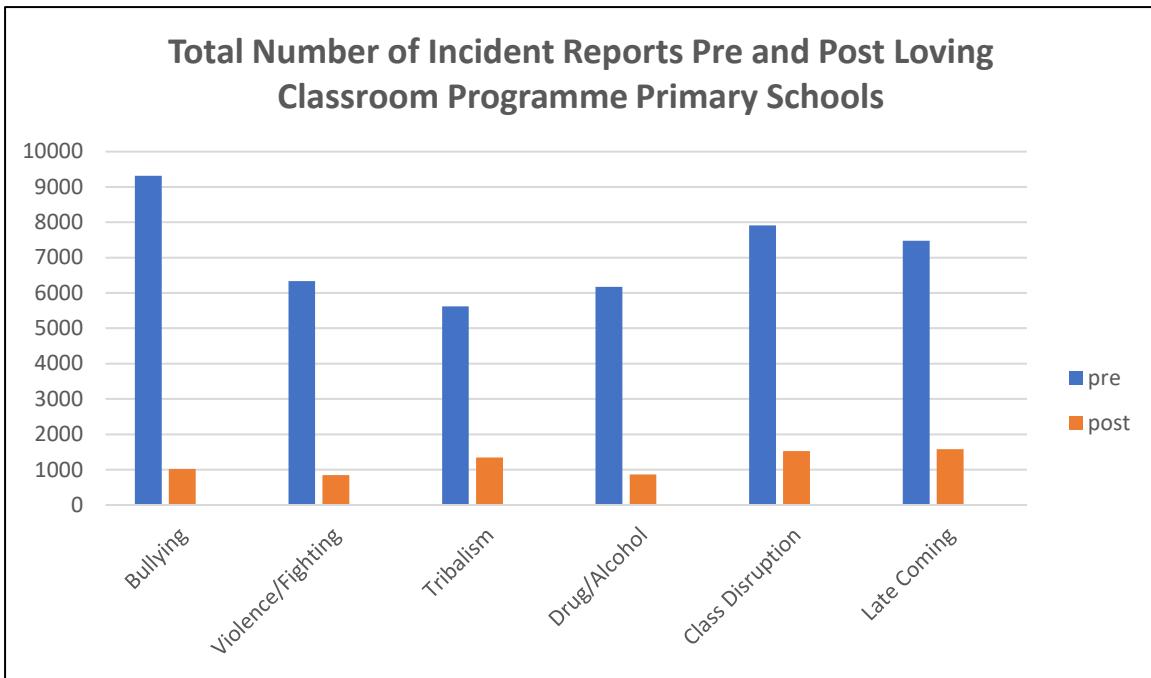


Table of total of school incidence reports pre loving classroom programme 2021 compared to incidence reports post loving classroom programme 2022

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.

INCIDENT REPORTS PRE - LOVING CLASSROOM

42 832

INCIDENT REPORTS POST LOVING CLASSROOM

7176

7.3 School Incident Reports Secondary Schools per school

Mcube Secondary School

Situated in Mofolo North

Mcube Secondary School 900 grade 8 & grade 10 learners			
Incident reports	Pre program 2021	Post program 2022	Impact
Bullying	280	63	78%
Violence/fighting	300	120	60%
Tribalism	103	40	61%
Drug/alcohol	218	38	83%
Disruptive	121	25	79%
Late coming	155	31	80%
Pass rate	721	877	22%

Table of school incidence reports pre loving classroom programme 2021 compared to incidence reports post loving classroom programme 2022

Dr Vilakazi Secondary School

Situated in Zola

Dr Vilakazi Secondary School 1050 grade 8 & grade 10 learners			
Incident reports	Pre program 2021	Post program 2022	Impact
Bullying	322	60	78%
Violence/fighting	459	189	59%
Tribalism	123	24	80%
Drug/alcohol	241	21	91%
Disruptive	142	18	87%
Late coming	132	24	82%
Pass rate	889	910	2%

Table of school incidence reports pre loving classroom programme 2021 compared to incidence reports post loving classroom programme 2022

Moses Marren Secondary School

Situated in Lenasia

Moses Marren Secondary School 1150 grade 8 & grade 10 learners			
Incident reports	Pre program 2021	Post program 2022	Impact
Bullying	259	89	66%
Violence/fighting	215	65	70%
Tribalism	113	38	66%
Drug/alcohol	134	47	65%
Disruptive	116	21	82%
Late coming	160	66	59%
Pass rate	788	989	26%

Table of school incidence reports pre loving classroom programme 2021 compared to incidence reports post loving classroom programme 2022

Reasoma High School

Situated in Protea North

Reasoma High School 807 grade 8 & grade 10 learners			
Incident reports	Pre program 2021	Post program 2022	Impact
Bullying	227	90	60%
Violence/fighting	131	21	84%
Tribalism	144	56	61%
Drug/alcohol	131	34	74%
Disruptive	145	19	87%
Late coming	45	21	53%
Pass rate	751	800	7%

Table of school incidence reports pre loving classroom programme 2021 compared to incidence reports post loving classroom programme 2022

Mpetla High School

Situated in Mapetla Extension

Mpetla High School 890 grade 8 & grade 10 learners			
Incident reports	Pre program 2021	Post program 2022	Impact
Bullying	188	27	86%
Violence/fighting	118	15	87%
Tribalism	160	48	70%
Drug/alcohol	231	11	95%
Disruptive	189	24	87%
Late coming	322	12	96%
Pass rate	760	800	5%

Table of school incidence reports pre loving classroom programme 2021 compared to incidence reports post loving classroom programme 2022

Tetelo High School

Situated in Protea North

Tetelo High School 900 grade 8 & grade 10 learners			
Incident reports	Pre program 2021	Post program 2022	Impact
Bullying	170	15	91%
Violence/fighting	213	21	84%
Tribalism	176	68	61%
Drug/alcohol	123	65	47%
Disruptive	380	56	85%
Late coming	226	33	85%
Pass rate	699	852	22%

Table of school incidence reports pre loving classroom programme 2021 compared to incidence reports post loving classroom programme 2022

Protea Glen 1 Secondary School

Situated in Protea Glen

Protea Glen 1 Secondary School 965 grade 8 & grade 10 learners			
Incident reports	Pre program 2021	Post program 2022	Impact
Bullying	238	30	87%
Violence/fighting	216	38	82%
Tribalism	126	30	76%
Drug/alcohol	432	156	64%
Disruptive	420	28	93%
Late coming	322	16	95%
Pass rate	788	897	14%

Table of school incidence reports pre loving classroom programme 2021 compared to incidence reports post loving classroom programme 2022

Protea Glen 2 Secondary School

Situated in Protea Glen

Protea Glen 2 Secondary School 950 grade 8 & grade 10 learners			
Incident reports	Pre program 2021	Post program 2022	Impact
Bullying	329	26	92%
Violence/fighting	223	29	87%
Tribalism	159	47	70%
Drug/alcohol	236	43	82%
Disruptive	122	18	85%
Late coming	244	34	86%
Pass rate	688	890	29%

Table of school incidence reports pre loving classroom programme 2021 compared to incidence reports post loving classroom programme 2022

Seana Marena Secondary School

Situated in Mapetla

Seana Marena Secondary School 967 grade 8 & grade 10 learners			
Incident reports	Pre program 2021	Post program 2022	Impact
Bullying	195	12	94%
Violence/fighting	89	16	82%
Tribalism	160	27	83%
Drug/alcohol	143	56	61%
Disruptive	183	19	90%
Late coming	199	56	72%
Pass rate	785	901	15%

Table of school incidence reports pre loving classroom programme 2021 compared to incidence reports post loving classroom programme 2022

Moletsane Secondary School

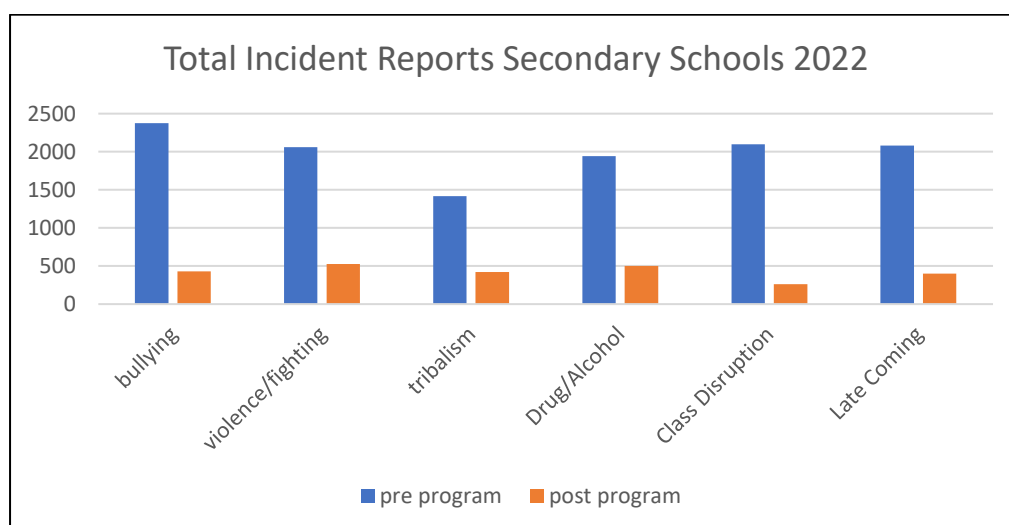
Situated in Moletsane

Moletsane Secondary School 968 grade 8 & grade 10 learners			
Incident reports	Pre program 2021	Post program 2022	Impact
Bullying	168	16	90%
Violence/fighting	95	12	87%
Tribalism	153	42	73%
Drug/alcohol	54	42	22%
Disruptive	281	35	88%
Late coming	276	109	61%
Pass rate	898	913	2%

Table of school incidence reports pre loving classroom programme 2021 compared to incidence reports post loving classroom programme 2022

7.3.1 Total Number of School Incident Reports - Secondary Schools

Secondary Schools Incident Reports			
Incident Report	Pre-program	Post program	Impact/Improvement
Bullying	2376	428	81%
Violence/Fighting	2059	526	74%
Tribalism	1417	420	70%
Drug/Alcohol	1943	500	74%
Class Disruptions	2099	263	87%
Late Coming	2081	402	80%



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

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

7.4 Loving Classroom Loving Debate Programme in Secondary Schools.

10 schools that had previously completed the Loving Classroom school programme were enrolled onto the Loving Debate Programme. This programme was to reinforce and strengthen lessons learnt through the virtues as well as to encourage the learners to become informed about societal issues that can have an impact on their lives.

Name of School	Number of males	Number of females	Totals
Mncube Secondary School	190	260	450
Dr Vilakazi Secondary School	200	325	525
Moses Maren Mission	265	324	589
Reasoma High School	175	215	390
Mapetla High School	190	300	490
Tetelo High School	158	260	418
Protea Glen Secondary School 1	229	270	499
Protea Glen Secondary School 2	189	265	454
Seanamarena Secondary School	178	255	433
Moletsane Secondary School	201	290	491
Totals	1 975	2 764	4 739

Grades were asked to make a list of topics for debate that they were concerned about. Once this was completed the 8 most common topics were chosen for a debate. They were as follows in no particular order – Religion, LGBTQI+ community, teenage pregnancy and abortion, suicide and mental health, gender based violence, rape, depression and anxiety and freedom of speech.

Classes divided themselves into learners who would argue positively and those who would argue negatively about each topic.

Gross Totals of all learners who took part in the Loving Classroom Programme 2022

	Number of males	Number of females	Totals
First Year High School	3 984	5 563	9 547
Primary School	15 591	21 850	37 441
Loving Debate High School	1 975	2 764	4 739
Total	21 550	30 177	51 727

8. Secondary Objective Evaluation

8.1 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.

8.2 Additional psychosocial support services

8.2.1 Legal Documentation beneficiaries 13 460

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.



8.2.2 Social Services Grants

40 548

Learners who come from disadvantaged families and from Child Headed households were helped to access social services. This remains crucial as the unemployment figures have kept rising dramatically post covid and with the supply of electricity being a huge problem many small businesses have closed and more people are unemployed and have no means of support.

Child Support Grants - 10 135

Disability Grant – 3 901

Foster Care Grant- 1 403

Care Dependency Grants- 9 218

Social Relief Of Distress Grant- 15 891

8.2.3 Drug and Alcohol Rehabilitation

beneficiaries

12 341

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

8.2.4 Food Parcels

30 129

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. According to the United Nations, millions of children are now returning to school carrying the triple burden of lost learning, increased poverty and malnutrition.



Loving Classroom South Africa through donations were able to distribute 30 129 food parcel directly into the homes of children on the programme whilst their parents/caregivers were waiting for their child support or social relief of distress grants

8.2.5 Professional Psychological Counselling

14 299

Learners with serious mental health concerns were referred to a psychologist and social workers 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.

8.2.6 HIV Testing and Counselling

23 411

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.

8.2.7 Full School Uniforms including shoes

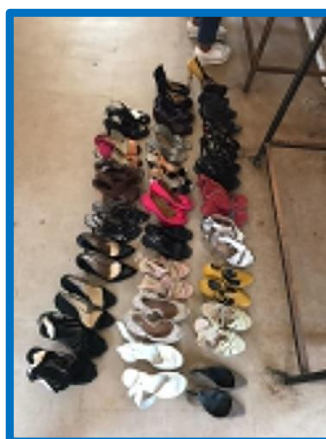
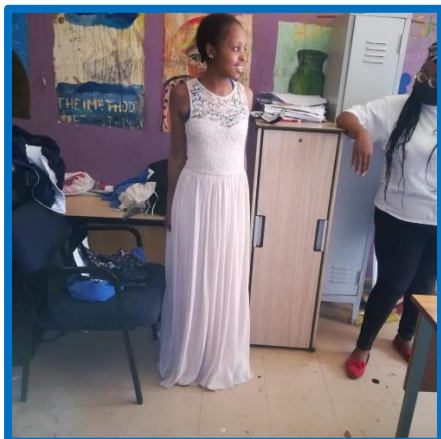
10 100

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



8.2.8 1270 Matric Dance Dresses and 707 Ladies shoes

The Matric Dance is one of the most important events in a learner's high school career, and it is often considered to be one of the best memories of their high school career. In South Africa, the "matric dance" is the equivalent to the American prom. It takes place during the matric year. Loving Classroom South Africa arranged for the donation of a number of dresses and shoes for learners unable to afford new gowns.



- Mapetla secondary school – we donated 150 dresses and 100 ladies shoes.
- Reasoma secondary school – we donated 100 dresses and 75 ladies shoes.
- Mncube Secondary School - we donated 75 dresses and 40 ladies shoes.
- Tetelo Secondary School - we donated 120 dresses and 100 ladies shoes.
- Dr Vilakazi Secondary School - we donated 125 dresses and 75 ladies shoes.
- Protea Glen Secondary School - we donated 105 dresses and 82 ladies shoes.
- Moletsane Secondary School - we donated 110 dresses and 55 ladies shoes.
- Seanamarena Secondary School - we donated 85 dresses and 30 ladies shoes.
- Ikusasaletu Youth Project - we donated 400 dresses and 150 ladies shoes.

8.2.9 School Furniture and Equipment Donations 9835

In 2022 schools received much needed tables and chairs for learners. Many schools still do not have enough chairs and desks for each classroom. It is not uncommon for a few learners to try and share a single desk or for others to be seated on the floor.

Name of schools	Number of chairs and tables
Nandi primary school	900 tables and 900 chairs
Thabisile primary school	700 tables and 700 chairs
Emsebeni primary school	400 tables and 400 chairs
Olivantsflei primary school	650 tables and 650 chairs
Faranani primary school	800 tables and 800 chairs
Freedom primary school	700 tables and 700 chairs
Tumang primary school	250 tables and 250 chairs
Tetelo secondary school	400 tables and 400 chairs
Mncube secondary school	40 office tables, 40 drawers and 20 office chairs
Reasoma secondary school	30 office tables, 20 drawers and 20 office chairs
Moletsane secondary school	30 office tables, 15 drawers and 20 office chairs



9. 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.

10. Other Activities

10.1 Justify Adventure Holidays

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



10.2 Excellence in Education Award

In November 2022 Mr Makhoba received an Excellence in Education Award, on behalf of Loving Classroom South Africa, from the Gauteng Department of Education. The ceremony was held at the Sun International Hotel in Rosebank Johannesburg S.A.



10.3 Easter Egg Donation

Loving Classroom South Africa arranged a donation of easter eggs and each of our primary school learners received an easter egg much to their delight. This might seem like a small feat but to most of these children is huge as these are some of the privileges they will might not enjoy anytime soon.



10.4 World Aids Day

A number of schools chose World AIDS day for their community project.

Their objectives were

- To raise awareness of HIV and AIDS
- Remembrance of those who have lost their lives
- Saluting those living with the virus
- Reflecting on how far we have come



10.5 Primary School Community Project

Learners expressed that they felt disconnected to their parents and decided to have a fun day at school with parents and teachers. They had entrepreneur days at school to raise money for their fun day so they could hire jumping castles and other equipment for races, tug of war ropes and so forth. Each school raised between R30 000 – R50 000. The fun day was successful, teachers were able to connect to parents and the children verbalised that their communication with their parents and teachers was positive and fun.



11. 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 with SETA (Sector for Education and Training Authority) 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 was fortunate enough to engage the services of a professional who specialises in assisting with the accreditation process.

Accreditation process involves

- Developing all compliance documentation for Loving Classroom South Africa (done)
- Preparing all training materials (done)
- Submitting all documents for approval to ETDP SETA (Still to be done)
- Approval of training material (Still to be done)
- Awaiting a site visit and inspection by SETA (Still to be done)
- Awaiting Accreditation approval (to receive after site visit 2023)

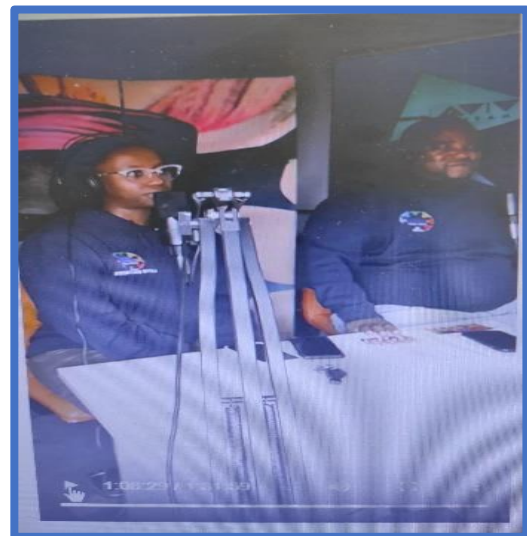
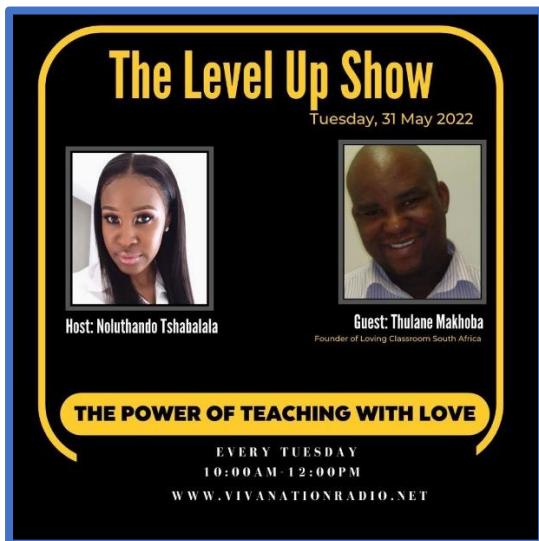
12. Visibility and Marketing

Loving Classroom South Africa engaged the services of a social media specialist and their social media presence has increased substantially during 2022.

Facebook followers have increase from 98 in 2021 to 579 in 2022 with an average of 60 000 views/comments per month.

Instagram has 235 followers and 10 100 views interactions monthly.

A local radio station heard of the Loving Classroom programme and invited them to a live chat on the radio station.



13. Challenges

13.1 Life Orientation Teachers

Shortage of staff in schools continued to be a challenge. Many schools still only had one life orientation teacher. This is overwhelming and the teachers in these schools were unable to make time for the loving classroom sessions as well as completing their own curricula goals. This necessitated Loving Classroom South Africa to provide more volunteer Love Engineers to run the sessions.

There is also a large staff turnover which meant new teachers running life orientation classes. This led to a number of new training workshops to be run throughout the year.

Over-crowding in classroom remains another challenge with some primary school class numbers reaching up to 60 learners per class.

Not completing the accreditation process is a major challenge as this was part of the pilot agreement. According to legislation no program should be implemented at any school without South African Council of Educators (SACE) approval.

14.Recommendations

14.1 Accreditation of Training Programme

Loving Classroom South Africa needs to continue applying pressure to ensure the earliest possible site visit during 2023 so as to speed up the accreditation process. All school programmes must be registered with the South African Council of Educators (SACE) Accreditation is the first step towards that.

14.2 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. 2023 to include the use of Twitter and TikTok in raising community awareness.

14.3 Early Childhood Development Under 5yrs Loving Classroom Programme

In anticipation of the way forward Loving Classroom South Africa carried out an assessment of the Early Childhood Development Centres in Soweto. This included where they were situated, who the main contact person was and the number of children attending classes.

15. 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.

16. Donor and Funder Appreciation

The above-mentioned work, results and successes would have not been possible without the major contribution of funders and partners in this incredible programme.

On behalf of Gauteng Department of Education, Schools that have benefitted in the program, School Principals, Learners, Teachers, School Governing Bodies, Parents, Communities and most of all learners we would like to thank the following people for their selfless and generous contribution in making sure that they give hope to our children by making their education better:

- David and Naomi Geffen
- Neal, Nicci and the Menashe
- Frankie Cohen (In Living Memory of Eric Samson OBM, EZRIEL BEN DAVID Z"l)
- Wendy Fisher
- Tim Whyles
- Spencer McNally
- Gary Milner
- Laurence Michaels
- Tamara Klein
- Debbie and Ivor Ichikowitz
- Florence Hasson
- Dorothy Sank
- Jeffrey and Ilana Samson
- Sean Melnick
- Oren and Tanya Kaplan
- Moshal Scholarship Foundation
- Kirsh Foundation
- Eric Samson Legacy Fund
- Loving Classroom Inc
- The Angels Network
- Action Africa
- Transpaco

And all the sea of love that we might not have mentioned here we say thank for the spirit of UBUNTU (HUMANITY).