



education

Department of Education
REPUBLIC OF SOUTH AFRICA

**BOOK 2 [of 4]
HLAYISEKA EARLY WARNING SYSTEM:
EDUCATOR SURVEY AND
ANALYSIS FRAMEWORK**

**HLAYISEKA EARLY WARNING SYSTEM:
BE AWARE – TAKE ACTION**

**GUIDELINES FOR MONITORING SCHOOL SAFETY:
TOWARDS CREATING A SAFE LEARNING ENVIRONMENT**

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CONTENTS

BOOK 2

Foreword	iv
How to use the manual	v
How to use the manual	v

SECTION 1: THE HLAYISEKA EARLY WARNING SYSTEM: EDUCATOR SURVEY	1
1.1 Purpose	2
1.2 Procedure To Administer The Tool	2
1.3 Procedure to mark the educator survey	2
1.4 Procedure on giving feedback	5
1.5 How do I use the information?	5
1.6 Educator Survey	6
1.7 Marking Report Template	11



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FOREWORD

The Hlayiseka Early Warning System was developed with the intention of assisting schools and communities to join hands in the fight against school-based crime and violence. Over the years, various initiatives driven by government, civil society and business have been directed at addressing this complex phenomenon - each with varying degrees of success. As the Department of Education, we have relentlessly pursued strategies to make our schools safer for all our educators and learners as well as those in support services.

We do this because education can be regarded as the single most important ingredient in combating poverty and in fostering development among the various sectors of our society.

This project draws on many years of local work in the youth crime and violence sectors, ranging from tried and tested community-based initiatives to fairly sophisticated research projects which have helped us understand the nature and scale of the problem better. As a result, schools will now be able to devise strategies that are well-informed and sustainable.

The Department would like to thank the schools and communities who participated in the project during the pilot phases, and we urge all our schools to make use of this instrument. With Hlayiseka, school managers, educators, learners and community members now have the opportunity to work together in a strategic manner to address barriers to education such as crime and violence, and transform our schools into centres of learning, where every learner is able to realize their full potential.

The Department is confident that, with the cooperation and dedication of all concerned, we will stem the tide against crime and violence in our schools and, ultimately, in our communities as well.

Finally, the Department wishes to thank the Centre for Justice and Crime Prevention for this partnership.

Director General
Department of Education

HOW TO USE THIS MANUAL

The *Hlayiseka Early Warning System: Be Aware – Take Action* is designed so that it compliments normal schooling duties and activities. It aims to integrate school safety into the daily activities of the school and contribute to the development of the school community. Therefore, this manual makes the links to existing policy but does not provide detailed guidelines in terms of how to implement the *policies, regulations and procedures*.

While every care has been taken to consult broadly and to verify the accuracy of information (i.e. legislation, policies etc), no guarantee can be given that this is the case. The reader is encouraged to use these references purely as a guide and to note that policies and regulations evolve continuously and is often subject to individual interpretation.

The manual was originally structured as one composite document but due to its size, it was decided for practical reasons that it should be compartmentalized into four different modules. These modules are interdependent of each other and should therefore not be separated or regarded as independent modules. Great care has been taken to ensure that the manual is an easy to read and understandable tool that can be used by schools without much formal training. However, due to the technical nature of the application of the different tools, an understanding of the systems, procedures and issues underlying school-based crime and violence are necessary. Therefore, schools who have not undergone any formal training in the use of the manual should contact their district or provincial office for assistance before attempting to introduce the Hlayiseka system.

The layout of the different books is briefly outlined below. This book, Book 2, is highlighted.

Book 1: Hlayiseka Early Warning System: How it Works

Book 1 covers a brief history of the partnership and how the Hlayiseka project was developed. It contextualizes and defines school safety within the national Department of Education and the South African legal and policy framework. Various aides such as templates, posters and checklists are provided to give the reader a step by step guide as to how to use the system which includes identifying safety issues working all the way through to developing an action plan for the school.

Book 2: Hlayiseka Early Warning System: Educator Survey and Analysis Framework

The educator survey recognizes that educators are also affected by school-based crime and violence and provides educators with clear strategies on how to engage educators in identifying, responding and evaluating interventions aimed at improving school safety.

Book 3: Hlayiseka Early Warning System: Learner Survey and Analysis Framework

The learner survey provides learners the opportunity to inform the school of how they experience and suggest crime and violence should be dealt with at school. Several survey categories have been created for ease of use and these should by no means be regarded as absolute. The importance of understanding that crime and violence affects boys and girls very differently is highlighted and emphasis is placed on ensuring that interventions should be well informed. Lastly, guidelines on how to create a climate of "openness" in order to foster trust in the school setting is also provided.

Book 4: Hlayiseka Early Warning System: Incident Assessment and Monitoring Progress

The Hlayiseka project is informed by local evidence-based projects and research. Because the Department of Education and communities regard school-based crime and violence as a serious matter, it is important not only to see and feel change but to be able to measure progress and take corrective action in good time. Book four guides the school and districts on how to measure whether their efforts are reaping rewards and how these could be overcome. Over time this data will also enable the Education Department to have a more accurate picture of the state of affairs in schools as far as crime and violence are concerned.

SECTION 1. THE HLAYISEKA EARLY WARNING SYSTEM: EDUCATOR SURVEY



SECTION 1: THE HLAYISEKA EARLY WARNING SYSTEM: EDUCATOR SURVEY

1.1 Purpose

***The purpose of the Educator Survey
is to gather information on the experiences of educators while at school.***

The information gathered from this tool will provide insight into where educators feel safe and unsafe in the school, their exposure to safety threats and incidents, their knowledge of school safety policy and procedure, how they rate relationships between educators and learners, and ideas they have on how safety at the school can be improved.

1.2 Procedure To Administer The Tool

It is recommended that the School Management Team administer this tool with the educators.

Step 1: Make copies of the Educator Survey so that each educator is able to complete one on their own. Have a box or a plastic bag where the educators can place the completed surveys.

Arrange a time to brief the educators on why they are being asked to complete this survey. When you discuss this with them, start by explaining why school safety is important, the purpose of the *Hlayiseka Early Warning System: Be Aware – Take Action*, and why it is important for their experiences at school to be included in building school safety.

Make a time with the educators for them to complete the survey and for when you can give them feedback on the results of the survey. You may decide to do it during one tea-break, or to give educators a day or two to complete them. Indicate to the educators that they will not be asked to write their names on the survey so that the information is confidential.

Step 2: Educators to complete the survey. It is recommended that all the educators are asked to complete the surveys at the same time.

Step 3: Use the ***Educator Marking Report Template*** (Section 1.7 of this book) to mark the surveys and to make sense of the information gathered.

Step 4: Based on information received from the marking template, the Principal should share the findings with educators, for example, at a staff meeting. As part of the feedback, it is important to talk about what the results mean for teaching and learning and what action is required by everybody to prevent and manage school safety.

1.3 How do I mark the educator surveys?

The educator survey comes with a "Marking Report Template" (this forms the data analysis sheet). This template allows you to write in the results of the survey and will guide you in making sense of the findings. It will help guide you in knowing what ACTION to take as a result of this information.

Use the following procedure to mark the educator survey:

Step 1: Print out three copies of the marking template. One copy is for females, one for males and one for the total group.

Step 2: **Set aside at least one hour to complete all three marking templates.** You will find out VERY important and interesting information and so you need the time to do justice to this process. You will need a quiet place where you will not be interrupted.

Step 3: Look through the completed educator surveys and discard those surveys which have been

“spoiled.” “Spoiled” does not mean the educator made a mess or did something wrong, rather it suggests that we have doubts about the procedure that was followed and therefore cannot use the results with any sense of confidence.

The spoiled surveys are those which have several answers to several or most of the items. The educator might for example have ticked off “Yes”, “No” and “Sometimes” to a number of questions. If this has happened only once or twice on the survey, then retain the survey, simply do not add in the spoiled items. Remember that some questions allow the educator to give more than one answer for example the emotional reaction question enables the educators to endorse as many emotions as are true for him or her. This would not spoil the survey.

Step 4: Separate the surveys into males and females. You will score the groups separately initially. Work with the one group (males or females) first and then work with the second group of surveys.

Step 5: Turn to the last question of the marking template. This question asks you to mark whether educators felt free to be honest when completing the survey. Count up the “Yes” and “No” responses and enter the totals in the relevant boxes. We need to be at least reasonably sure that educators have been honest on the survey. If they state they did not feel free, we fear that they may not have been honest for some reason. If more than a third of the group stated that they did not feel free to be honest, the information may be suspect. It is important that you find out what is making educators feel unsafe and take action to ensure their sense of safety in completing the surveys. Set up a time to talk to the educators and find out from them what they fear so that some action can be taken. This should be done before any other surveys are completed. Do not use the surveys of those educators that did not feel free. If more than a third of the group felt this way, do not continue marking, address the problem and re-administer the surveys when educators feel safe enough to be honest.

Step 6: Add up the total number of male and female surveys you can use. Write in the totals of all the educators in each group who completed the survey and then all the surveys that you can use (that have not been “spoiled”) at the top of the marking template as specified.

Step 7: Work through each of the tables on the scoring template, making sure that you enter the totals of the various responses into the relevant boxes.

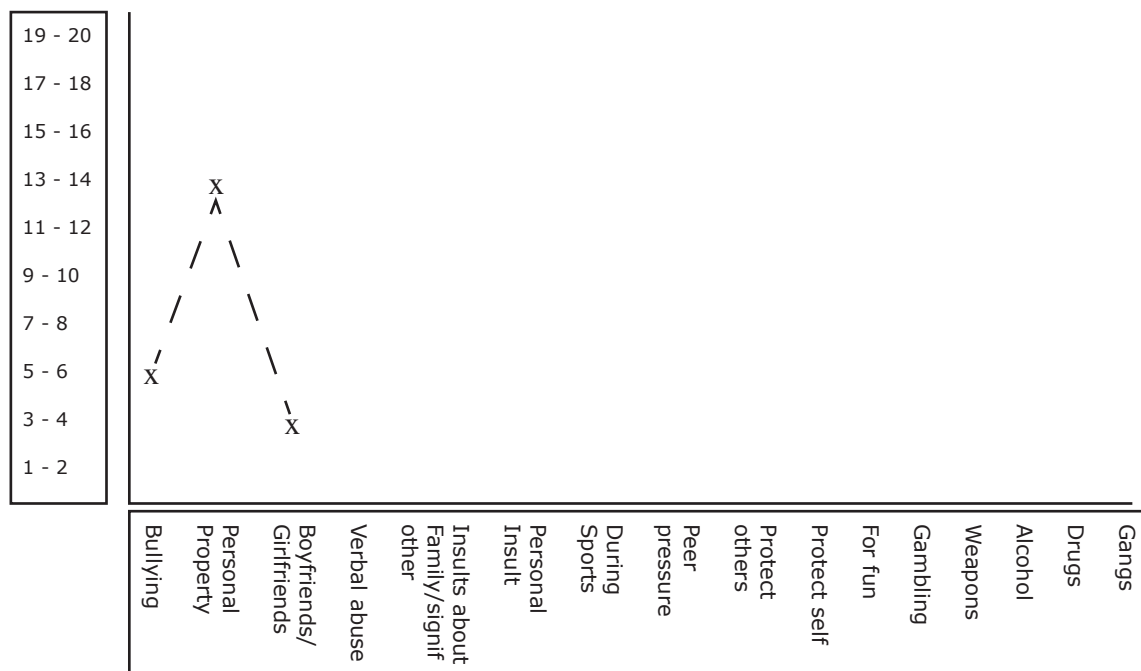
Step 8: Once you have completed all the tables, **highlight or circle in red pen the highest scores** throughout the marking template. If you decide you would like to see the information in graph form, please proceed to Step 9. If not proceed to Step 10.

Step 9: At various places in the marking template you will see a **graph**. It may for example look like the one below. At the bottom on the horizontal or y-axis of the graph, you will see that it lists the various scales or options for the educators responses. The vertical or x-axis is empty. You will need to write in interval scales:

- If the group of males or females include 1-20 educators use an interval scale of 2. In other words, make the first point on the x-axis 1-2, the point above it 3-4, the next point 5-6 etc. See the example below.
- If your group size is between 21-50 use an interval scale of 5. This means 1-5, 6-10, 11-15 and so on.
- If your group size is between 61 -100, use an interval scale of 10. This would mean 1-10, 11-20 etc.

Work only with your “Yes” totals. Let’s imagine that you have 20 people in your group, and 5 educators said “Yes” to bullying as reasons why learners got into fights; and 14 answered “Yes” to getting into fights over personal property like cell phones. You would then plot these scores on the graph as shown below. You would plot all the “Yes” totals on this graph and link the line up as shown below. The last column has been left blank. If educators have given other reasons why learners have got into fights, write what the reason is on the line and plot the total in the same way as you have done before.

Your graph helps you see the high scores very easily.



Step 10: One of the last tables on the marking template provides space for you to list some of the suggestions that educators have about making the school safer. Write down these different responses and the total number of educators who made this recommendation. If educators make similar comments, for example, one says call in the police, one says have security guards – these are similar recommendations that you can group together.

Some of the types of recommendations educators might make include the following:

- *Stop drugs and weapons on school property*
- *Call in police, have security guards around the perimeter*
- *Put the rules up where everybody can see them*
- *Offer anger management courses*
- *Punish, discipline, suspend, arrest those who break the rules*
- *Call in parents*

These are listed simply to help you. You will need to identify the categories that make sense of the recommendations your educators have made.

Step 11: Marker Commentary. You have now found out a lot about this threat/danger at the school. The last text box on the marking template asks you to review what you have found out and to list the things that stand out most for you. This basically summarises the results. The types of comments you can make here include the following:

- What is happening most often that is of concern and requires attention?
- What are some of the reasons for this danger or threat?
- What kind of impact is this having on educators, learners and on their school attendance and learning and teaching?
- How is the school responding - .e.g. rules, discipline etc? Which of these are positive responses and which if any are concerning e.g. educators not stopping fights quickly, corporal punishment being used etc.

Step 12: Once you have completed the male and female educator surveys, add up the totals for each item and write these into the final marking template that simply includes scores from both the males and females. You will see on the graph that you are prompted to plot the males and females scores in separate colours – this will help you compare the results across the genders.

Step 13: On this sheet in the “**Marker Commentary**” box just comment on what is similar and different between males and females and what the issues are that impact on both males and females

Step 14: Prepare to **give feedback** on the results at the meeting which has been set up for this purpose.

Step 15: Give the results so that these can stimulate discussion and a plan of action at your school.

1.4 Procedure On Giving Feedback

To build a system that respects the information that learners, or educators provide, it is important to give feedback about two things:

- 1. The results or findings of the survey**
- 2. What is being done to improve the situation**

When giving feedback, it is important to remember the following principles:

Principle 1: Be non judgemental about the results

Principle 2: Do not cause greater fear because of the results, particularly if the results indicate high levels of fear amongst the learners.

"It helps the entire community to be able to apply measures that are accepted by the department in combating crime in our schools"

Eastern Cape School 2006

1.5 How do I use the information that comes out of the educator surveys?

Once the educator surveys have been "marked", turn to Book 1 Section 5 of this manual which will guide you in using the information that you have recorded in the marking template.

1.6 EDUCATOR SURVEY





HLAYISEKA EDUCATOR SURVEY:

IMPROVING SCHOOL SAFETY FOR A BETTER TEACHING AND LEARNING ENVIRONMENT

PLEASE DO NOT WRITE YOUR NAME ON THIS SHEET. This will give us **confidential information**. This survey will help us to understand your experiences at this school and help guide us in how to improve the school environment – to make it easier for educators to teach and for learners to learn! **USE A PEN, NOT A PENCIL.**

Please answer the following questions by ticking the box that is true for you: ☒

Please tell us about yourself: Female ☐ Male ☐ Date: _____

Where do you feel unsafe in your school and why?

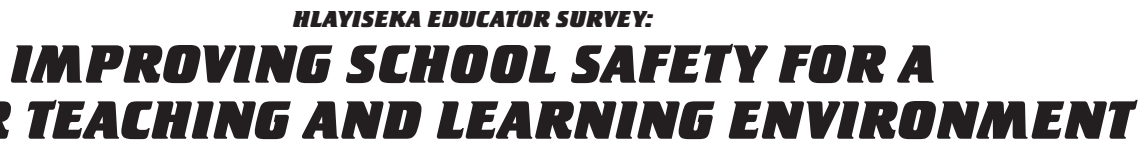
Please tick the box that is right for how you feel...

	1. senior boy learners	2. senior girl learners	3. boys out of school	4. strangers on the property	5. educators	6. gangs	7. workers on the property	8. parents	9. lack of security	10. other reason:
1. In the classroom	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
2. In the school office	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
3 In the staff room	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
4 In the car park	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
5 Walking between the classrooms	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
6 Near the learners' toilets	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
7 Behind the school buildings	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
8 Coming into and leaving the school	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
9 On the playground	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
10 Other (explain) _____										

11. When do you feel unsafe at school?

☐ unsafe all the time	☐ I feel safe all the time
☐ during school hours	☐ after school
☐ during breaks	☐ over weekends
	☐ after school activities

Other reason: _____



Date: _____



HLAYISEKA EDUCATOR SURVEY:
**IMPROVING SCHOOL SAFETY FOR A
 BETTER TEACHING AND LEARNING ENVIRONMENT**

During this school term, while at school ...

	Yes	No	Unsure
12. Have you had any personal belongings stolen?	☐	☐	☐
13. Have you had someone point a weapon at you?	☐	☐	☐
14. Have you been insulted, sworn or shouted at by a learner?	☐	☐	☐
15. Has someone threatened to hurt you?	☐	☐	☐
16. Has someone physically hurt you?	☐	☐	☐
17. Has an object been thrown at you?	☐	☐	☐
18. Have you been injured while at school because of the learners?	☐	☐	☐
19. Have you been threatened by a gang member?	☐	☐	☐
20. Have you seen drugs in the school?	☐	☐	☐
21. Have you been sexually harassed by a learner?	☐	☐	☐
22. Have you been sexually harassed by an educator?	☐	☐	☐
23. Have you been sexually assaulted by a learner?	☐	☐	☐
24. Have you been sexually assaulted by an educator?	☐	☐	☐
25. Have you reported any of these incidents to the Principal?	☐	☐	☐

26. In general, how do you rate the relationships between educators and learners at our school?

1 Extremely poor: (hostile, unable to teach and learn, complete breakdown in relationship)	Dangerous objects	Drugs and alcohol	Verbal Abuse	Physical safety	Bullying	Discrimination / lack of values	Sexual harassment	Lack of Access control	Gangs	Theft & vandalism	Lack of school management	No support from DoE
---	-------------------	-------------------	--------------	-----------------	----------	---------------------------------	-------------------	------------------------	-------	-------------------	---------------------------	---------------------

27. How would you rate your relationship with the learners?

1 Extremely poor: (hostile, unable to teach and learn, complete breakdown in relationship)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

28. How do you rate the relationship between school management and the learners?

1
Extremely poor:
(hostile, unable
to teach and
learn, complete
breakdown in
relationship)



HLAYISEKA EDUCATOR SURVEY:
**IMPROVING SCHOOL SAFETY FOR A
 BETTER TEACHING AND LEARNING ENVIRONMENT**

How well are we prepared to prevent safety incidents at our school?

29. There is a code of conduct for learners at our school

30. There is a code of conduct for educators at our school

31. There is a policy about school safety at our school

32. There is a policy about access control

33. There is a policy about dangerous objects in our school

Yes

No

☐
☐

34. Do you know what is in these policies?

☐
☐

35. Do the learners know about these policies?

36. Do you think the policies help to keep the school safe?

Better

Worse

Makes no
difference

Don't know

☐
☐
☐
☐

37. Do you know what to do if there is a fire at school?

38. Do you know what to do if a learner is injured?

39. Do you know what to do if you see drugs, suspect drugs or drugs
are reported to you?

40. Do you know what to do when bullying is reported to you?

41. Do you know what to do if sexual harassment or rape is reported to you?

Please help us to strengthen our school safety by answering the following questions:

42. What are the safety challenges that
stop you from teaching?

43. What are the safety challenges that
stop learners from learning?

44. Are there other reasons that get in the way of your teaching at this school?
If Yes please list what these are.

Yes

No

☐
☐

1.7 Marking Report Template



HLAYISEKA EDUCATOR SURVEY MARKING REPORT TEMPLATE IMPROVING SCHOOL SAFETY FOR A BETTER TEACHING AND LEARNING ENVIRONMENT

Group size: _____

EMIS:

Number of Males: _____

Number of Females: _____

Date of Survey: _____

1. Sense of freedom to be honest in survey responses

Yes	No	Did not respond

If more than a third of educators state that they did not feel free to respond (to Question 50), this suggests there is a lack of safety/trust and this needs to be understood and remedied as a matter of urgency. If at least a third suggests that did not feel free to be honest – discontinue scoring as the results are likely to be suspect – i.e. not an accurate reflection of the reality of the situation.

2. Perceived Danger/Threat for Educators

PLACE	I FEEL UNSAFE HERE TOTAL SCORES	REASONS FOR A SENSE OF DANGER/ THREAT (Q10.)		TOTAL SCORES
Q1. In the classroom		1.	6.	
		2.	7.	
		3.	8.	
		4.	9.	
		5.	10.	
Q2. In the school office		1.	6.	
		2.	7.	
		3.	8.	
		4.	9.	
		5.	10.	
Q3. In the staff room		1.	6.	
		2.	7.	
		3.	8.	
		4.	9.	
		5.	10.	

Q4. In the car park		1.	6.	.
		2.	7.	
		3.	8.	
		4.	9.	
		5.	10.	
Q5. Walking between the classrooms		1.	6.	
		2.	7.	
		3.	8.	
		4.	9.	
		5.	10.	
Q6. Near the learners toilets		1.	6.	
		2.	7.	
		3.	8.	
		4.	9.	
		5.	10.	
Q7. Behind the school buildings		1.	6.	
		2.	7.	
		3.	8.	
		4.	9.	
		5.	10.	
Q8. Coming into and leaving the school grounds		1.	6.	
		2.	7.	
		3.	8.	
		4.	9.	
		5.	10.	
Q9. On the playground		1.	6.	
		2.	7.	
		3.	8.	
		4.	9.	
		5.	10.	
Other reasons:				

Q11. Time of school day when educators feel unsafe	Number of male educators	Number of female educators	TOTAL NUMBER
All the time			
During school hours			
During breaks			

After School			
Over weekends			
After school activities			
Other reasons:			

3. Threatening or Dangerous Experiences

Add up the total number of educators who responded to each of these questions.	YES	NO	DON'T KNOW
Q12. Have you had any personal belongings taken off you by force?			
Q13. Have you had someone point a weapon at you?			
Q14. Have you been insulted, sworn or shouted at by a learner?			
Q15. Has someone threatened to hurt you?			
Q16. Has someone physically hurt you?			
Q17. Has an object been thrown at you?			
Q18. Have you been injured while at school because of the learners?			
Q19. Have you been threatened by a gang member?			
Q20. Have you seen drugs on the school?			
Q21. Have you been sexually harassed by a learner?			
Q22. Have you been sexually harassed by an educator?			
Q23. Have you been sexually assaulted by a learner?			
Q24. Have you been sexually assaulted by an educator?			
Q25. Have you reported any of these incidents to the Principal?			

4. Perceived Strength of Relationships between learners and educators generally:

Q26. Rating of relationship between educators and learners:

Extremely Poor	Poor	Get on with job	Good	Outstanding

Q27. Rating of OWN relationship with learners:

Extremely Poor	Poor	Get on with job	Good	Outstanding

Q28. Rating of relationship between school management and learners:

Extremely Poor	Poor	Get on with job	Good	Outstanding

5. Preparedness of the school and educators to respond to safety threats and incidents:

	YES	NO	UNSURE
Q29. There is a code of conduct for learners at our school			
Q30. There is a code of conduct for educators at our school			
Q31. There is a policy about school safety at our school			
Q32. There is a policy about access control			
Q33. There is a policy about dangerous objects on our school			
Q34. Do you know what is in these policies?			
Q35. Do the learners know about these policies?			
Q36. Do you think the policies help to keep the school safe?			
Q37. Do you know what to do if there is a fire at school?			
Q38. Do you know what to do if a learner is injured?			
Q39. Do you know what to do if you see drugs/ drugs reported to you?			
Q40. Do you know what to do when bullying is reported to you?			
Q41. Do you know what to do if sexual harassment or rape is reported to you?			

6. Blockages to teaching and learning:

	Dangerous objects	Drugs and alcohol	Verbal abuse	Physical safety	Bullying	Discrimination	Sexual harassment	Lack of access control	Gangs	Theft / vandalism	Lack of school management	No support from DOE
Q42. Safety challenges stopping teaching												
Q43. Safety challenges stopping learning												

Q44. Other reasons that get in the way of teaching at this school:

Reason:	Number of educators who raised this reason:
1.	
2.	
3.	
4.	

Q45. Other reasons that stop learners from learning:

Reason:	Number of educators who raised this reason:
1.	
2.	
3.	
4.	

7. Level of reporting in school:

	YES	NO
Q46. Do learners report incidents to you?		
Q47. Do you report safety incidents to the Principal?		

	BETTER	WORSE	MAKES NO DIFFERENCE	DON'T KNOW
Q48. When incidents are reported, does it make the situation:				

8. Recommendations:

Q49. Suggestions by educators to make the school safer:

Reason:	Number of educators who suggested this reason:
1.	
2.	
3.	
4.	
5.	

[illegible]