

**Indicator development for the monitoring of performance of sport for
development programmes for the youth in the Western Cape Government**

Yolanda Christians

2438210

A Mini-Thesis submitted in partial fulfilment of the requirements for the degree of
MA in Development Studies at the Institute for Social Development, Faculty of Arts,

University of the Western Cape



UNIVERSITY *of the*
WESTERN CAPE

Institute for Social Development

(Development Studies)

Supervisor: Prof. Christo De Coning

November 2014

DECLARATION

I declare that *Indicator development for the monitoring of performance of sport for development programmes for the youth in the Western Cape Government* is my own work, that it have not been submitted before for any degree or examination in any other university, and that all sources I have used or quoted have been indicated and acknowledged as complete references.

Yolanda Christians

November 2014

SIGNATURE:



Indicator development for the monitoring of performance of sport for development programmes for the youth in the Western Cape Government.

Yolanda Christians

KEY WORDS

Monitoring

Evaluation

Participation

Development

Sport for development

Recreation

Youth development programmes

Mass sport

Monitoring and Evaluation

Indicators

MOD Centres

Department of Cultural Affairs and Sport, Western Cape Government.



ABSTRACT

ABSTRACT

Indicator development for the monitoring of performance of sport for development programmes for the youth in the Western Cape Government.

From the international literature, as well as from South African initiatives, it is clear that the use of sport and development programmes have a tremendous potential to impact on development. Past efforts in South Africa also shows that sport and development initiatives can make a huge impact on youth development and serve as a vehicle for improved social and economic well-being. This was acknowledged by a recent Department of Cultural Affairs and Sport (DCAS) and Interdisciplinary Centre for Sport and Development (ICESSD) publication called, "The Case for Sport: Socio-economic benefits of Sport and Recreation in the Western Cape". This was the first such research done at the Provincial Government and a particular research finding showed that inadequate monitoring of youth programmes, including the Mass Participation, Opportunity Access, Development and Growth (MOD) Centres were being done. Against the background of the South African Government's increased efforts to support sport and development a need has also arisen for the improved performance management of these initiatives. In particular, a need exists for an improved understanding of available indicators for the improved monitoring and evaluation of sport youth development programmes.

This research investigation conducted both an assessment of available indicators from a theoretical and comparative point of view as well as undertook a case study approach to investigating the type of indicators needed in future in the case of the MOD Centres in the Western Cape. The research methodology consisted of a qualitative study using a case study approach and by collecting information through a literature review, desktop study of primary and secondary sources, semi-structured interviews as well as focus groups. The study included a psycho-social behavioural survey to develop and test some of the anticipated outcomes and indicators for youth programmes.

The research findings show that the MOD Centres have been using a good basic set of mostly output indicators but that international and local experiences show that a generic compendium of outcomes-based indicators can be developed that will provide a basis for the monitoring of sport and development programmes for the youth. These provide for exciting options, including the application of the Olympic values and the possibility of including human capital indicators to assess the impact of sport and development initiatives on the youth. This study provides a systematic overview of the existing indicators in use as well as alternative indicators that have been identified through this study.

The research findings include a set of proposed anticipated outcomes and indicators for use in sport and development programmes. Specific recommendations have been made to Government, civil society and the research community in this respect.

ABBREVIATIONS

AFREA:	African Evaluation and Association
APRM:	African Peer Review Mechanism
CIDA:	Canadian Institute for Development Assistance
CPUT:	Cape Peninsula University of Technology
CSD:	Commission on Sustainable Development (UN)
DCAS:	Department of Cultural Affairs and Sport, Western Cape Provincial Government
IPDP:	Individual Performance Development Plan
IGR:	Intergovernmental relations
GPI:	Genuine Progress Indicator
HDI:	Human Development Index
ICESSD:	Interdisciplinary Centre for Sport Science and Development (UWC)
ISD:	Institute for Social Development (UWC)
ISEW:	Index of Sustainable Economic Welfare
M&E:	Monitoring and Evaluation
MOD:	Mass Participation, Opportunity Access, Development and Growth
MTEF:	Medium-Term Expenditure Framework
NEPAD:	New Economic Programme for African Development
NPOA:	National Programme of Action
NPF:	National Planning Framework
NSS:	National Statistical System
OECD:	Organisation for Economic Cooperation and Development
PDC:	Provincial Development Council
PFMA:	Public Finance Management Act
PGDS:	Provincial Growth and Development Strategy
PWMES:	Provincial-Wide Monitoring and Evaluation System
RBM&E:	Results-Based Monitoring and Evaluation
SAMEA:	South African Monitoring and Evaluation Association
SDC:	Swiss Development Agency
SRAs:	Strategic Result Areas
SRSA:	Sport Recreation South Africa
StatsSA:	Statistics South Africa
UCT:	University of Cape Town
UN:	United Nations
UNESCO:	United Nations Education and Cultural Organisation
VOPEs:	Voluntary Organisation for Professional Evaluation
WB:	World Bank
WC:	Western Cape

ACKNOWLEDGEMENTS

I wish to thank the Almighty God for giving me the opportunity to do this research and for all the opportunities in my life.

I wish to acknowledge:

- The support that I received from the academics and administrative professionals at the Institute for Social Development (ISD) at UWC to do this Degree;
- The assistance and advice that I enjoyed from the Interdisciplinary Centre for Sport and development (ICESSD) at UWC.
- The opportunity that was given to me by Prof Marion Keim Lees and the International Olympic Academy for providing me with the opportunity to undertake the Olympic study Seminar in September 2014.
- Thank you to the Management Team at DCAS for their approval of my studies, the opportunity to do field work, and for according me with study leave days to conduct the fieldwork and to travel to Greece for the IOA Seminar.
- A special thanks for the assistance I received from my supervisor Prof Christo De Coning with all the editing, the endless motivation and encouragement to embark on this very journey.
- The support I received from Mbulelo Malotana for always encouraging me in my studies and to pursue my career; and
- The support received from my friends, Dominika, Philasande, Nathan and Abedah for always believing in me.
- Lastly, I wish to thank my immediate and distant family for on-going support even before this journey, in particular my mom and grandma, dad and Laurie-Kay whom I love as if she was my own child.

I would not be true to myself if I did not acknowledge the significance of this Thesis. It forms part of a journey which began before my enrollment in the Masters Programme and it bore witness to the many transitional areas I went through. The experience was rich in lessons which moved beyond the academia to areas of personal development. I laughed, cried and in the end I persevered. Thank you C.

*“No matter how straight the gate, how charged with punishments the scroll,
For I am the master of my fate, the captain of my soul” W.H. Henley*

Yolanda Christians
November 2014

TABLE OF CONTENTS

<i>Title page</i>	<i>i</i>
<i>Key words</i>	<i>ii</i>
<i>Abstract</i>	<i>iii</i>
<i>Abbreviations</i>	<i>iv</i>
<i>Acknowledgements</i>	<i>v</i>
Table of Contents.....	1
List of Figures.....	5

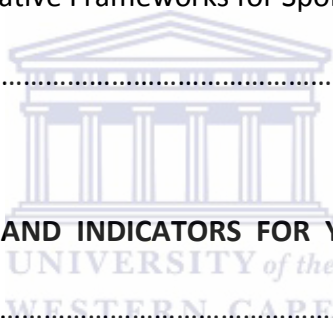
CHAPTER ONE: INTRODUCTION

1.1 Introduction	6
1.2 Background	7
1.3 Rationale	7
1.4 Literature	8
1.4.1 Development theory and People-centered development.....	8
1.4.2 Sport for Development.....	8
1.4.3 Youth and Development Programmes.....	9
1.4.4 Monitoring and Evaluation.....	10
1.4.5 Indicator Development.....	10
1.4.6 Government Policies and Mass Participation, Opportunities Development and Growth Centres in the Western Cape.....	11
1.5 Problem statement, research question, aims and objectives	11
1.5.1 Problem Statement.....	11
1.5.2 Research Question.....	12
1.5.3 Aims and Objectives.....	12
1.6 Research Methodology.....	12
1.6.1 Research Design.....	12
1.6.2 Qualitative Research.....	13
1.6.3 Data Collection Methods.....	13
1.7 Limitations to the Research	15
1.8 Conclusion	15

CHAPTER 2: LITERATURE REVIEW AND THEORETICAL OVERVIEW

2.1 Introduction.....	16
2.2 Development Theory and People Centred-Development.....	16
2.3 Sport and Development.....	18
2.3.1 Issues of Definition.....	18
2.3.2 Historical Overview.....	19

2.3.3 Sport for Development and Inter-organizational Cooperation.....	20
2.3.4 Sport for Development in South Africa.....	21
2.3.5 Challenges Facing Sport for Development.....	22
2.3.6 Sport for Development and Monitoring and Evaluation Practices.....	22
2.4 Youth and Development Programmes.....	23
2.4.1 Youth and Social Change.....	23
2.4.2 Defining and Profiling Youth.....	23
2.4.3 Defining Youth Development.....	24
2.5 Youth and Development Programmes	25
2.6 Monitoring and Evaluation.....	27
2.6.1 Introduction.....	27
2.6.2 Clarification of Key Concepts and Terminologies.....	28
2.6.3 Institutionalizing Participatory Monitoring and Evaluation: Developing	29
an M&E System and Indicators	
2.6.4 Developing and Implementing a Results-Based M&E System.....	29
2.7 Indicator Development.....	33
2.8 Government Policies and Legislative Frameworks for Sport and Development	34
in the Western Cape	
2.9 Conclusion.....	36

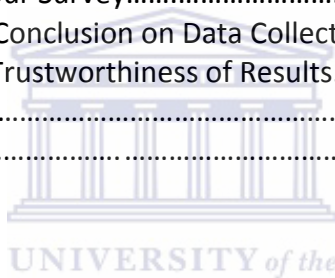


CHAPTER 3: EXPECTED RESULTS AND INDICATORS FOR YOUTH SPORT AND DEVELOPMENT INITIATIVES

3.1 Introduction.....	38
3.2 International Social Development Indicators.....	39
3.2.1 UN Millennium Goals.....	39
3.2.2 UNDP Human Development Index.....	39
3.2.3 World Bank.....	39
3.3 Sport and Youth Specific Indicators: IOC and UN.....	40
3.3.1 International Olympic Committee on Olympism.....	40
3.3.2 The UN Office for Sport, Development and Peace.....	41
3.4 Social Development Indicators In South Africa.....	42
3.5 Indicators in use by selected NGOs in Sport and Development.....	47
3.5.1 Indicators in use by Amandla Edufootball.....	47
3.5.2 Indicators in use by the South African Football Association.....	48
3.5.3 Outcomes and Indicators for Sport and Development in use by NGOs.....	49
3.6 Chapter Summary: Anticipated Outcomes for Sport and Development for the Youth	52
3.7 Conclusion.....	53

CHAPTER 4: RESEARCH METHODOLOGY

4.1 Introduction.....	55
4.2 Problem Statement, Research Question, Aims and Objectives.....	57
4.2.1 Problem Statement.....	57
4.2.2 Research Question.....	57
4.2.3 Research Assumption.....	58
4.3 Aims and Research Objectives.....	58
4.4 Research Methodology.....	59
4.4.1 Research Design.....	59
4.4.2 Qualitative Research.....	61
4.4.3 Data Collection Methods.....	61
4.4.4 Case Study Method.....	63
4.4.5 Focus Group Discussion (FGD).....	64
4.4.6 Interviews.....	65
4.4.7 Observation and Data Collection.....	66
4.4.8 The Psycho-socio Behaviour Survey.....	67
4.4.9 Research Procedure and Conclusion on Data Collection Methods.....	69
4.4.10 Validity, Reliability and Trustworthiness of Results.....	70
4.5 Research Ethics.....	70
4.6 Conclusion.....	70



CHAPTER 5: FIELDWORK RESULTS ON THE USE OF AND NEED FOR INDICATORS IN THE MOD PROGRAMME

5.1 Introduction.....	71
5.2 Rationale and Context of the MOD Programme.....	72
5.3 The Nature and Characteristics of MOD Centres... ..	74
5.4 Objective of the MOD Programme in National and Provincial Context.....	80
5.5 Anticipated Outcomes and Indicators in use in the MOD Programme.....	84
5.6 The use of alternative anticipated outcomes and indicators in the MOD Programme	87
5.7 Focus on Indicators for Psycho-socio Behavioural Changes.....	90
5.7.1 Biographical Information.....	92
5.7.2 Behavioural Change: Talent Spotted Participants.....	94
5.7.3 Findings on Mass Participation: Baseline Information.....	96
5.7.4 Fieldwork Results: Psychological Factors.....	98
5.7.5 Conclusions and Recommendations on the Survey Results: Usage of Indicators	99
5.8 Summary of Priority Outcomes.....	100
5.9 Conclusion	103

CHAPTER 6: RESEARCH FINDINGS, CONCLUSIONS AND RECOMMENDATIONS AND AREAS FOR FUTURE RESEARCH

6.1 Introduction.....	104
6.2 Research Findings: Theoretical and Conceptual Approaches.....	104
6.2.1 Youth Development.....	104
6.2.2 Sport for Development.....	105
6.2.3 Monitoring and Evaluation.....	107
6.3 Research Findings: The use of Indicators in Sport and Development Programmes.....	108
6.4 Research Finding: The Case of the MOD Programme.....	108
6.5 Research Findings: Existing and Future Indicators.....	111
6.6 Conclusions.....	112
6.7 Recommendations.....	113
6.8 Areas for Future Research.....	113
6.9 Final Conclusion.....	114

8. REFERENCES.....	115
---------------------------	------------

9. ANNEXURES.....	123
--------------------------	------------

Annexure A	
9.1 Ethics Statement	
Annexure B	
9.2 Questionnaire/Research Schedule	
Annexure C	
9.3 Participants of Focus Group	
Annexure D	
10.1 Data for Psycho-socio Factors: Survey Results	



LIST OF FIGURES

Figure 1: Focus group results for desired results and impacts of sport and development offered by NGOs and MOD Centres

Figure 2: Summary of anticipated outcomes for Youth Sport Programmes and Development Programmes

Figure 3: MOD Centres according to Districts (2013)

Figure 4: Output Indicators in use by the MOD Programme 2013/2014

Figure 5: Outcome Indicators and Targets in use by MOD Programme 2013/2014

Figure 6: Example of Indicator table in use by the IKM Unit (DCAS, 2013).

Figure 7: Alternative/ Potential Indicators

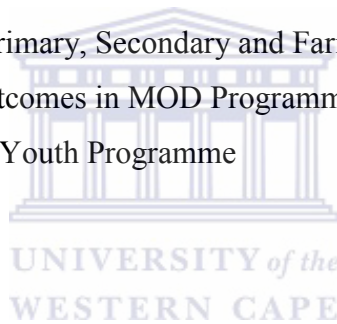
Figure 8: Biographical Profiling of Respondents

Figure 9: Most Popular Codes

Figure 10: Sample Composition: Primary, Secondary and Farm Schools

Figure 11: Most Desired results/outcomes in MOD Programme

Figure 12: Top 5 desired results in Youth Programme



CHAPTER 1: INTRODUCTION

“Sport has the power to change the world, the power to inspire, the power to unite people in a way that little else can ... sport can create hope ... it is an instrument for peace” (Mandela, 2011: 255).

1.1 INTRODUCTION

The use of sport and development programmes as a means to support the development of communities has not only become a prominent theme in development management globally, but also in South Africa. Internationally the United Nations and other major development agencies have increased their advocacy of the important role of sport and development. In South Africa, the recently released Sport and Recreation Plan, developed by the National Department of Sport and Recreation South Africa (SRSA:2012) as well as various other policies have acknowledged the important role of sport and development in youth development programmes. One of the best examples in South Africa, although not yet well recorded, has been the *Mass, Participation and Access, Development and Growth (MOD) Centres* Programme in the Western Cape where mass sport and talent spotting are encouraged at schools as well as farms and community centres.

Following the last two years of implementation of the MOD Programme in the Western Cape, one of the key challenges in the facilitation and management of MOD Centres has been the development of a performance management system that can record and assess progress and performance, so as to also improve the development effectiveness of these centres. This research investigation focuses on the much needed topic of the availability and use of relevant M&E indicators for use in youth development programmes of a sport and development nature.

The development of results-based M&E systems have been a prominent development in South Africa and the Department of Performance, Monitoring and Evaluation (DPME) in the Presidency has played a prominent role in this respect. Various other strategic trends are evident including the prominent rise of AFREA, SAMEA and other VOPFs as well as the publication of the first dedicated book for South African and African practitioners and researchers, namely, *Evaluation Management in Africa and South Africa* by Cloete, Rabie and De Coning, (2014). The reader should note that no further explanation of the concept of AFREA and VOPEs are pursued in this thesis as it falls outside of the primary scope of this study. At all levels of Government these systems have been developed to improve the assessment of performance of development programmes. Although economic development, social development and environmental indicators have received much attention, the field of indicator development of the social development impact of sport and development programmes are still in its infancy. A dire need exists for monitoring frameworks and relevant and appropriate indicators, in order to improve performance assessments, in areas such as skills development and education, social cohesion and trust, improved communication,

improvement of confidence, community resilience and other community development aspects as a result of sport for development initiatives.

Against the above background, the empirical focus of the study concerns the sport and development initiatives of government amongst the youth and the experiences of the MOD Programme in the Western Cape specifically. The MOD Centres concept provides an ideal fieldwork opportunity to determine the type of indicators needed for the assessment of youth at risk interventions and to identify lessons of experience regarding indicator development and the establishment of M&E systems in a sport and development context.

1.2 BACKGROUND

This research was motivated by the involvement of the researcher in youth development work over the last five years and her involvement in research concerning the development of M&E systems for MOD Centres with the Department of Cultural Affairs and Sport (DCAS) in the Western Cape Provincial Government and the Interdisciplinary Centre for Sport Science and Development (ICSSD) at The University of the Western Cape (UWC). Previous experiences have also shown the need for a focus on the monitoring and evaluation of youth programmes such as with Usiko Stellenbosch, the Thogomelo Psychosocial Skills Programme, the Child Protection Programme, Phelophepha Train Project, the Peer Education Programmes of Government in the Overberg Area as well as the Elgin Learning Foundation (ELF). These experiences have convinced the researcher that further study and improved options on the use of indicators (and M&E systems) on the relevant expected outcomes of sport and youth development programmes have become critical. Of late, the researcher also had the opportunity to study Olympism and to travel to Greece to engage with international scholars on the possibilities of applying the Olympic values to youth programmes and these findings have also been included in the study. The discussion below will provide a perspective on the background and rationale of the study followed by the problem statement, literature review and research objectives.

1.3 RATIONALE

The rationale for this study is to be found in the need to develop performance measures for the assessment of sport programmes amongst the youth. This is important as such evaluations may improve the effectiveness of these programmes. It is therefore the rationale of this study to improve our conceptual understanding of relevant indicators for this purpose in order to improve our ability to monitor performance. This study is therefore not about assessing the performance of the MOD Centres of Provincial Government or the impact of sport and development programmes on the youth, but about assisting and contributing to this quest by improving the methodology to do so. The rationale of this study concerns both the need for an improved conceptual understanding of relevant indicators (available from comparative and

international experiences) as well as the need for relevant indicators to be identified by practitioners in the field based on actual experiences of the MOD Centres.

1.4 LITERATURE REVIEW

The literature review, discussion of theoretical approaches and reflections on dominant conceptual frameworks in the field will be addressed in Chapters 2 and 3. The Section below will provide a short summary of some of the major trends in the literature in the fields of:

- Development, Human Development and People Centred Development in the emergence of Development Theory and Practise;
- Youth Development within the above context of people centred development as the unit of analysis in the study concerns Sport and Development Programmes amongst the youth;
- Monitoring and Evaluation with specific reference to Indicator Development; and
- The discussion below will also briefly deal with the availability of literature regarding MOD Centres and Government initiatives in Sport and Development.

1.4.1 Development Theory and People-Centered Development

Development approaches came under serious fire from the late 1980's when many of the previous gains and achievements of development either stagnated or reversed. Influential scholars such as Amartya Sen, Paulo Freire, Arturo Escobar and Manfred Max-Neef criticised the Western model of development claiming that it is inherently unsustainable. While first world scholars grappled with the deadlock in development, Southern scholars abandoned the search for development alternatives and started looking for alternatives to development. The people centred approach formed the basis for our understanding of human development and youth development in this context. In terms of this study it is concluded from the above that the theory on 'development' and especially 'people-centred development' is important. The interested reader is referred to Chapter 2 for a more detailed discussion of this theme.

1.4.2 Sport for Development

When reading scholarly literature on the theoretical concept of 'sport for development' it becomes apparent that it is an enigmatic theory and difficult to conceptualize as it is a relatively new study field with evolving focus areas such as 'sport for development', 'sport

development' and 'sport and development'. In addition to 'sport science' (note e.g. Prof Tim Noakes at UCT), 'sport management' (CPUT) and 'sport and development' (note Prof Marion Keim Lees at ICSSD, UWC) have developed as important focus areas. Cuskelly, Hoye, & Auld (2006:30) make the following statement when discussing sport for development, "... sport development is designed to increase the participation rate and performance levels of people involved in sport". The concept of sport as a tool for development is a fairly recent phenomenon and has its origins in the various programmes and projects of the United Nations (UN). In and during 2003 the General Assembly of the United Nations accepted a resolution confirming its commitment to sport as a tool to promote education, health, development and peace. The UN also undertook to utilise sport and physical education as an instrument towards achieving the internationally agreed-upon development goals (Coalter, 2007:68).

It is concluded in terms of the literature review on 'sport and development' that adequate material exists to inform this study on the impact of sport on development and people-centered development but also regarding the development of sport indicators specifically. This is important as the study is interested in identifying the development areas that are impacted upon by sport and development initiatives such as MOD Centres as well as identifying specific indicators that are in use by the sport and development theorists and practitioners.



1.4.3 Youth and Development Programmes

Youth roles as social change agents came into prominence with the ratification of the 1989 United Nations Convention on the Rights of the Children [CRC] (Delgado, 2006; Earls & Carlson, 2001; O'Donoghue et al., 2002; Sabo, 2003) in White (2009). The CRC universally positioned youth not as objects or recipients of public policy and adult-constructed interventions and preventative measures, but as the constructors and framers of their own abilities to contribute to their well-being and that of the communities in which they live. Decades in advancements in participatory evaluation added to the new philosophy of positive youth development, contributed to shaping the field of youth participatory evaluation (Sabo, 2003) in White (2009). Positive youth development is a theory that centres on the talents, strengths and future potential of all youth. The conceptualized benefits of participation in positive youth development programs include the promotion of the functionally valued behaviours of competence, confidence, connection, character, caring, and contribution suggestive of positive youth development (White, 2009). Modern literature relevant to positive youth development is 'socially' and 'contextually' based.

1.4.4 Monitoring and Evaluation

Globally, it is becoming apparent that our language for achieving and articulating performance has to include the terminologies of transparency, accountability, effectiveness and the likes if we are to be viewed serious about contributing to the internationally recognised priority areas. Gone are the days that donors are merely satisfied with the minimum results in reaching the outputs of the funder. South Africa has inter alia committed itself to adhering to the priorities of the Millennium Development Goals thereby forcing the state to move away from the traditional approaches of performance management to managing and assessing for results.

Monitoring is about the ongoing tracking of performance using specific indicators whilst evaluation concerns the periodic assessment of performance. The M&E approaches of Kusek & Rist (2004) and Immas & Rist (2007) have had a powerful impact on theories, approaches and methods concerning results-based M&E and its application in government and development management settings (Kusek & Rist, 2004; Immas & Rist, 2009). However, there is no single definition of M&E although the literature draws on common features of programme monitoring and evaluation (Oackley & Clayton, 2000).

Results based M&E, unlike traditional M&E, combines the traditional approach of monitoring implementation with the assessment of outcomes and impacts, or more generally of ‘results’ and ‘impacts’ (Immas & Rist, 2009). It therefore asks the “so what” question, as in, so what if we build ten schools? What kind of development impacts are we achieving at the end of the day? By adopting a results-based M&E system organizations and states can dramatically increase their credibility and public confidence as it will reflect the organization’s performance, whether outcomes has been achieved, if promises were kept and ultimately whether the strategy guiding the intervention is appropriate, correct and adequate to bring about the desired changes (Immas & Rist, 2009).

1.4.5 Indicator Development

A results-based M&E system consists of process as well as institutional elements and use is often made of the Kuzek and Rist 10 Step Model¹. The capacity for a results-based M&E reporting system has to include, at a minimum, the ability to successfully construct indicators (Kuzek et al, 2004:22). In South Africa a recent PhD study by Rabie, (2011) shows that indicator development in South Africa, although in its infancy, has made significant progress.

¹ These ten steps include a systematic approach of 1, conducting a readiness assessment, 2, Agreeing on Outcomes to Monitor and Evaluate, 3, Selecting key indicators to monitor, 4, Baseline Data on Indicators, 5, Planning for improvement, 6, Monitoring for results, 7, the role of evaluations, 8, reporting findings, 9, using findings, & 10, sustaining the M&E system within the organization. Although the sequence of the ten steps may differ according to different experts, the overall intent remains the same, Kuzek et al, 2004).

According to Rabie, one gets different indicators at different levels of the M&E system. She emphasizes the fact that even though all indicators are useful, outcome indicators are seen as authoritative since these illustrate whether the desired goals of the intervention has been achieved and whether the necessary changes occurred (Rabie, 2011:95).

1.4.6 Government Policies and Mass, Participation, Opportunity and Access, Development and Growth Centres in the Western Cape

In South Africa, the key policies, legislation and strategies that drive sport and development include *The White Paper on Sport and Recreation* (Revised in 2011), the *National Sport and Recreation Act, 1998* (No 110 of 1998) and Amendment Act No 18 of 2007, the *School Sport Mass Participation Policy* 2011. In the early 1990's equality in sport was advocated by a series of different sport organisations such as the South African Council on Sport (SACOS), the South African Non Racial Committee (SANROC), the National Olympic Committee of South Africa (NOCSA) and the National Sports Council (NSC), amongst others.

The MOD programme was launched in 2010 and has since expanded immensely. There are currently 181 Centres across the Western Cape Province, with more than 450 staff running the Programme. The idea behind these centres is to establish community centres to provide sporting opportunities for children from previously disadvantaged areas who may otherwise not be exposed to sport.



1.5 PROBLEM STATEMENT, RESEARCH QUESTION, AIMS AND OBJECTIVES

1.5.1 Problem Statement

The problem being investigated in this study is that a lack of knowledge exists concerning the availability of measurable indicators to monitor and evaluate sport and development youth programmes such as those being implemented at MOD Centres specifically. A need also exists to establish appropriate indicators for the monitoring of MOD Centres that are informed by MOD Centre objectives, programmes and practices.

The above problem statement has two particular elements. The first is that although M&E systems and indicator development for social development has made substantive progress internationally and in South Africa over the last 20 years, in the field of sport and development youth programmes have been neglected. Although some common indicators exist such as with the SA Presidency, National Treasury, the UNDP, the AU (APRM) and the Millennium Goals, a specific problem is that adequate monitoring systems and indicators have not yet been developed in this field.

A second problem is that although MOD Centres have been in existence for some time, these experiences are not adequately recorded, monitored and evaluated. As stated by senior government managers from SRSA and DCAS an urgent need exists to establish sound M&E. The specific problem being addressed by this study is that a lack of adequate knowledge exists on the type of anticipated outcomes and indicators needed for the MOD Centre purposes. The development of a needed case study is therefore seen as an important contribution to record the type of development indicators needed. It should therefore be noted that the actual monitoring and evaluation of MOD Centres is not part of this study.

1.5.2 Research Questions

The following research questions have been postulated in order to provide the problem statement:

- What are the key indicators in use internationally and in South Africa to monitor the performance of sport and development programmes amongst the youth?
- What are the specific needs of MOD Centres with respect to indicator development? Are there any indicators currently being used?
- What are the specific issues and anticipated outcomes to be monitored at these MOD Centres?
- From the above, which indicators or compendium of indicators could be used to monitor MOD Centres?
- What are the lessons of experience that are relevant to establish M&E systems, monitor frameworks and indicators for sport and development purposes?

1.5.3 Aims and Objectives

The aim of this study is to identify, consider and select appropriate indicators from the existing compendium of indicators locally and abroad and to make recommendations on the possible use of these indicators to monitor MOD Centres. Secondly, the aim of the study is also to do a case study on three MOD Centres in order to ascertain the type of indicators and anticipated outcomes needed by the MOD programme, what about those currently used and if so what are they? Lastly, the aim of the study is to make recommendations on the improved monitoring of the performance of sport and development programmes amongst the youth by suggesting appropriate results-based indicators. The primary objective of the study is to do an assessment of available indicators for the monitoring of sport and development projects to establish the need for indicators concerning this initiative in particular.

1.6 RESEARCH METHODOLOGY

1.6.1 Research Design

The research design is described by many scholars as the strategic plans that guide "... the arrangements of conditions for the collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure" (Sellitz, Jahoda,

Deutsch & Cook, 1965) in Blanche & Durrheim (1999:29). Durrheim further postulated that research design should provide explicit plans for action and must include the techniques that will be employed in the implementation or execution of the research (Blanche et al., 1999:32). The research design therefore can be seen as an essential part of the research as it provides a concrete road map for the collection, measurement and analysis of data.

The research design in this study will be based on the M&E approach by Kusek and Rist regarding the basic Logic of Change models and a thematic approach will be followed in assessing the literature and international as well as local experiences to identify the most important indicators in use as well as the alternative indicators that are being considered. The case study on MOD Centres focused therefore also on the existing and alternative indicator frameworks and these research results therefore used the above themes to identify indicators (see Chapter 5).

1.6.2 Qualitative Research

This methodology is useful when the aim of the research is to understand a particular group or interaction (Creswell, 2003). Qualitative research is common for avoiding numbers, and rather deals with interpreting social realities, and is considered ‘soft’ research (Bauer & Gaskell, 2000). Blanche et al. (1999) further indicates that this particular method encourages more discussion and involvement by the respondents who may include individuals and focus groups. We can thus argue that a qualitative inquiry enables the researcher to develop a pattern of understanding and to shape the inquiry as meanings emerge and themes are identified. It will ultimately yield the thick description and rich narrative on which to build the process of understanding the subject of the study.

A key qualitative aspect of this study is improving our understanding of the anticipated outcomes of MOD Centres. Other than what may be formally available as primary source documentation, it is important to collect data on how stakeholders interpret and understand these anticipated outcomes as well as how it is applied. Qualitative research in this respect will therefore focus on the trustworthiness in addition to reliability and validity of how participants view, perceive and understand the objectives and anticipated outcomes of MOD Centres. Qualitative research methods will also be used to gather the opinions of participants through focus group discussions as well as to record the opinions of experts in M&E on the most appropriate indicators available.

1.6.3 Data Collection Methods

The case study will include an assessment of the objectives, anticipated outcomes and possible indicators in use by MOD Centres. The data collection methods through which the case will be developed include desk-top study of primary documentation; secondary sources and articles; interviews with experts; interviews with participants; focus group discussions with MOD stakeholders; and observation. According to Brink Van Der Walt & Van Rensburg (2006), data collection methods allow the researcher to extract more information relevant to the study. It is also anticipated that by using semi-structured interviews and

probing, it will allow for more knowledge to be obtained about the experiences and feelings of the participants with regards to the MOD Centres.

The case study method has been acknowledged as a powerful and meaningful way of recording experiences and of capturing qualitative information. In South Africa the case method in public and development management has especially been developed by Brynard & Erasmus (1995) and Schutte et al. (1995). Internationally, the work of Yin has become especially valuable. The fieldwork results from interviews and focus groups will be presented as part of the case study. As discussed previously all three constituent cases will be presented in a combined case. The major issues in the case will concern those addressed in the research design. Although this study is not primarily of a comparative nature, some other valuable cases exist that may provide meaningful information and approaches for this study. These include the Gauteng Childline Case Study, African cases as well as monitoring performed on peer-education programmes.

Other than a desk-top study of the available information through an assessment of the primary research material (see sources below), the research contribution is aimed at conducting original fieldwork in two areas. Research completed for the purposes of this study include:

Firstly, the fieldwork completed comprises the sourcing of formal research and M&E reports and related primary research sources in order to record the present indicators in use by DCAS to monitor the MOD Programme (Chapter 4 provides a detailed overview of these sources).

Secondly, primary sources and interviews were used to determine what type of indicators is being considered by DCAS that is not presently part of the formal DCAS/ MOD Centre monitoring framework. A set of five qualitative interviews that were conducted with practitioners that were directly involved with the management of the MOD Centre programme

Thirdly, primary sources and interviews were used to determine what type of indicators have been considered for use in sport and development programmes for the youth as well as the MOD Programme, by specialists involved in the field but that are active externally of DCAS and the MOD Programme. This concerned material by and perspectives from various practitioners and academics, as discussed in the previous Chapter. Specialists at Universities, in Government and practitioners from NGOs have a good knowledge of MOD Centre activities and the need for M&E in particular areas. sixteen interviews were conducted for this study that focused on present and future indicators in sport and development programmes. These included five interviews with MOD Centre practitioners (government officials from DCAS), six interviews with academics and practitioners that had a direct working knowledge of MOD Centres, as well as five interviews with international specialists on sport and development programmes. These discussions focused largely on new indicators and performance areas to be considered in the future monitoring of the MOD Programme. These interviews also served as a verification of the information obtained through the fieldwork above.

Fourthly, the results of a psycho-socio survey done by the researcher with sixty two MOD Centre participants regarding psycho-social behaviour changes as a result of MOD Programme activities are regarded as an important contribution by this study to identify relevant indicators in the psycho-social behavioural areas, a dimension that has been neglected in research previously. As will be apparent in the Fieldwork Chapter 5, the Psycho-social behaviour indicators are regarded as an important but a neglected field in indicator development in youth development, and the survey and survey results provide findings on the possible types and the use of these indicators.

The primary sources of the research material contained in the case study contained in the next Chapter were derived from:

- Primary research and Monitoring and Evaluation Reports of the Department of Cultural Affairs and Sport (DCAS), see details in Chapter 4;
- Secondly, secondary material that concerns scientific articles and research reports published by researchers in the field specifically on MOD Centres; and
- Thirdly and most importantly, original research material gathered by way of a Psycho-Social Behaviour Survey conducted with participants, as well as a set of interviews with practitioners and experts on MOD Centres on the use of future indicators as discussed above. (See Chapter 4 for details).

1.7 LIMITATIONS TO THE STUDY

The findings on existing and alternative indicators in use on the MOD Centres may have limitations as to the direct application and use in other sport and development programmes in other provinces and countries as the Western Cape context may be different from other settings.

Although care has been taken to develop generic indicators as indicated in Chapter 6, practitioners need to be careful to apply these indicators and need to make sure that indicators fit local circumstances and requirements.

The findings of this study also refer to sport and development programmes amongst the youth and the findings do not necessarily relate to all youth programmes.

1.8 CONCLUSION

It is concluded that the rationale for this study confirms that a real research need exists for the development of appropriate sets of indicators (and anticipated outcomes) for the monitoring of sport and development programmes amongst the youth. It is furthermore concluded that the study performed a literature review in the appropriate areas and that the research design is appropriate for this research investigation. The following Chapter will provide an overview of the literature review conducted for this study.

CHAPTER 2: LITERATURE REVIEW AND THEORETICAL OVERVIEW

2.1 INTRODUCTION

This Chapter provides an overview of the literature review conducted for this study and a perspective on prominent and relevant theoretical approaches to sport and development amongst the youth and the monitoring thereof.

The Chapter will, together with Chapter 3, identify important themes that need to be considered for the development of indicators in the sport and development field. Following this rationale, the literature review for this study will thus focus on theoretical and conceptual approaches to:

- Development, human development and people centred development in the emergence of development theory and practise;
- Youth development within the above context of people centred development, sport and development and sport initiatives amongst the youth in particular.
- Monitoring and evaluation with specific reference to indicator development.

2.2 DEVELOPMENT THEORY AND PEOPLE-CENTERED DEVELOPMENT

The debate on development theory and the human development and people-centered approaches to development in particular, provides an important theoretical basis for this study. Various specific approaches are relevant to sport and development practices. The scholarly works of these thinkers were all based on the changes brought about by the Industrial Revolution and the resultant new economic system called capitalism. Marx was best known for his critique of the capitalist system. Marx was optimistic that the capitalist beast would turn on itself, making way for a new societal structure. Weber was more interested in explaining the underlying forces that allowed the new capitalist societies to develop. Emile Durkheim based his observations on the stark division of labour that followed the Industrial Revolution. According to Durkheim, the division of labour's heterogeneity allowed it to function on an interdependent basis (Roberts & Hite, 2000).

Traditional development theories were thus all based on economic interpretations of the world order within specific eras. Consequently, none of these theories could offer a solution to countries' development problems as development consists of more than fiscal structures. Contemporary scholars moved away from these capitalist theories to a more socialist approach (Roberts & Hite, 2000).

Development came under serious fire from the late 1980's when many of the previous gains and achievements of development either stagnated or reversed. Influential scholars such as Amartya Sen, Paulo Freire, Arturo Escobar and Manfred Max-Neef criticised the Western

model of development claiming that it is inherently unsustainable. It was generally accepted that global institutions such as the World Bank, International Monetary Fund and United Nations reinforced a worldview that regarded development as “paving the way for the achievement of those conditions that characterise rich societies: industrialisation, agricultural modernisation, and urbanisation” (Eade, 1997). While first world scholars grappled with the deadlock in development, Southern scholars abandoned the search for development alternatives and started looking for alternatives to development. “Development could not be delivered by markets or by economic growth alone, which might, indeed, undermine it; and it required something quite distinct from the re-distribution of financial and material resources. The constraints on development were in large measure social, political, and cultural. The assumption that ‘development would trickle down to all income classes and that it was gender-neutral in its impact’ were thus widely discredited” (UNDP, 1995:1) in Eade (1997).

Korten, (1984) defines people-centred development as “a process by which the members of a society increase their personal and institutional capacities to mobilize and manage resources to produce sustainable and justly distributed improvements in their own quality of life consistent with their own aspirations. According to Davids, Theron & Maphunye, (2005) this definition supports the view that people should decide for themselves what constitutes a “better life”. People-centred development makes people central, insisting that development should be for people and by people. People should be active agents in their own development.

The people-centred approach is strongly supported by the South African government through its Socio-Economic policy- Reconstruction & Development Programme (RDP), making it a central part of policy making in post Apartheid South Africa. Development through this approach was now redefined as integrated development, characterised by integration between decision makers from public, private and voluntary sectors and the intended beneficiaries of development. By doing this the government attempted to change the negative connotation attached to development, as it was used by the previous government to keep people poor through social, economical and political engineering. Development thus became a tool to exploit and disempower certain groups in South Africa (Davids, Theron & Maphunye, 2005).

The principles of people-centred approach feature strongly in the RDP, and are expressed as the building blocks of development. These building blocks consist of public participation, social learning, empowerment and sustainability. The first building block of public participation is defined by Swanepoel, (1997) when he argues that development is people-centred only if it entails the active and voluntary participation of its intended beneficiaries. This is a reciprocal process of decision-making, views and preferences. As Yadav, (1980) explains, it should be understood in the sense of participating in decision making, the implementation of development projects and programmes, the monitoring and evaluation of those projects and programmes as well as sharing the benefits of development (Davids, Theron & Maphunye, 2005). The second building block which refers to social learning views this people-centred approach as the product of the social learning process. The social learning process consist of learning how to use the impact of the social context on the self and the self on the environment to improve the needs of the self and others. Social

learning is also referred by Feire, (1972) as “conscientisation” that is the critical awareness of one’s potential to initiate and manage positive change for the benefit of oneself and others.

The third building block, empowerment “relates to power to and power from within. Empowerment is thus more than simply bringing people who are outside to the design making process into it (power to); it includes the process that lead people to perceive themselves as able and entitled to occupy the decision-making space (power within)” Davids et al. The last building block, sustainability, is defined by the World Commission on Environment and Development, 1987 as “development that meets the needs of the present without compromising the ability of future generations to meet their own needs”. This is further explained by Davids, et al., (2005) to be development that can be sustained long-term without adversely affecting the natural environment.

The Humanistic approach shows that development implies more than just mere economic growth. The theory is part of a movement away from the previous capitalist schools of thought and envisages that societies are more than mere money-producing agents (Davids, Theron & Maphunye, 2005).

Although the humanistic approach is the best suited to development, it does have its flaws. People-centred policy makers and practitioners often still do not grasp the social context and dynamics of the communities in which they intervene. There are still a vast amount of unanswered questions with this approach: who will act on behalf of the people? How will community empowerment be managed? When and how will those that have hitherto not been included in the development discussions be given a chance to voice their opinions?

2.3 SPORT AND DEVELOPMENT

2.3.1 Issues of Definition

Sport for development is an ideology conceptualised by the United Nations and Olympic Committee that asserts that sport is not merely a tool benefiting an elitist group on a physical- and financial level but that sport encompass a legion of benefits. Cuskelly, Hoyer, & Auld, (2006:30) contend that sports development has the potential to boost the participation rate- and performance levels of athletes. Hylton & Bramham, (2008) advocate that sport for development do not merely refer to the development of sport but includes community development. More recently, Sanders, Phillips & Vanreusel, (2012:1) states that, “Participating in sport has proven intrinsic benefits but it also provides extrinsic value as it can facilitate the development of education, health and peace amongst other social issues”.

In addition to the aforementioned viewpoints held by scholars on the extended benefits of sport, sport for development protagonists submit that sport has a positive role to play in conflict resolution and they termed this philosophy “sport for development and peace”. Sport for development is globally recognised as an instrument for socio-economic development and peace building. Sport is considered as an effective tool in the broader context of development,

and can be applied holistically with other interventions and programmes to achieve the best possible results (Cardenas, 2012). It should also be noted that these approaches are inherently of a pro-sport advocacy nature, but that sport and development initiatives could also be detrimental to development.

It is advocated that sport can benefit its participants by improving their health and mental wellbeing. It could be a means of bringing people together and it may foster social connections, as teammates have to work toward a common objective. Sport also has social benefits, which include, but is not limited to, social cohesion through teamwork (Crawford, 2010:4). Sport is furthermore linked with politics and may in certain instances bring about political change. An apt example can be found in pre-democratic South Africa where sport bans were implemented by the international community as a result of their disapproval of apartheid and as a means of putting pressure on the Apartheid government (Sanders et al, 2012:5).

2.3.2 Historical Overview

The concept of sport as a tool for development is a recent phenomenon and has its origins in the various programmes and projects of the United Nations (UN). In and during 2003 the General Assembly of the United Nations accepted a resolution confirming its commitment to sport as a tool to promote education, health, development and peace. The UN also undertook to utilise sport and physical education as an instrument towards achieving the internationally agreed-upon development goals (Coalter, 2007:68).

During the late 1970's, the United Nations' Education-, Scientific-, and Cultural Organisation (UNESCO) accepted the International Charter of Physical Education and Sport (UNESCO Charter) which was in line with the Universal Declaration of Human Rights. The Charter acknowledged sports' contribution to lifelong education and advocated that sport can assist in fulfilling socio-economic needs through the delivery of sport programmes, coaches, and facilities to communities. It was UNESCO's view that sport has the ability to advance the values of peace, respect and friendship and to this end it directed its domestic- and international administrative bodies to further mass participation in sport. The UNESCO Charter was the pioneer behind the concept that sport should be recognised as a human right that in turn would afford all individuals access to sport (Hancock et al, 2013:15).

The Global Millennium Development Goals and the Magglingen Conference of 2005 both acknowledged the global role sport can play in conflict resolution and community development initiatives.

2.3.3 Sport for Development and Inter-Organisational Cooperation

Sport for development is a modern ideology in the field of international development, originating mainly from partnerships between organisations such as the United Nations and the International Olympic Committee. An international policy framework was established and this in turn enabled institutions that use sport in their development initiatives to access a localised pool of resources. The use of sport to advance the socio-economic circumstances of communities is the common denominator connecting these organisations in their attempts to achieve the Millennium Development Goals (Crawford, 2010: ii).

Currently, more than a century after the advent of the modern Olympic Games, the International Olympic Committee forms part of a global network consisting of national governments, United Nations agencies, private corporations and domestic- and international non-governmental organisations. These institutions all believe that sport is an important instrument in the struggle for socio-economic development. These institutions furthermore believe that sport can be utilised successfully to resolve conflict and promote peace in war-torn countries. They have rolled out various projects and programmes and have undertaken extensive research with the purpose of promoting peace and socio-economic development (Cardenas et al, 2012).

A new trend emerged in that an assortment of organisations, which advocated the philosophy of sport for development, were established in various developing countries. This development was supported by global institutions such as the United Nations and the International Olympic Committee who partnered with these smaller organisations to undertake these sport for development initiatives (Crawford, 2010:1). In addition to these international institutions partnering with the non-governmental organisations, a further global collaboration was formed in 2005 whose sole objective was the advancement of sport for development and peace. This collaboration consists of various representatives from fifteen respective state “Ministries of Sport, Youth and Development” together with the United Nations and non-governmental organisations operating in these fifteen countries. According to some scholars, it was at this point in 2005 and through this collaboration that non-governmental organisations became part of the sport for development initiative (Crawford, 2010:14).

There are quite a number of organisational- and government initiatives in the field of sport for development. “Three Sisters Adventure Trekking” was founded in the late 1990’s to promote the socio-economic development of Nepalese women (Hancock, et al, 2013). Established in 1994, the South African Government Department of Sport and Recreation launched the programme “Siyadlala”, which was designed to facilitate mass participation in sport and recreational activities in the country (Integrated draft 1: South African National Implementation Plan for Physical Activity: pg 3). A global collaboration between local governments, football associations, clubs and athletes, professional leagues and the business community resulted in the “Football for Hope Movement”. Initiated in 2007, this movement’s

core focus is the establishment of a framework for sustainable human- and social development programs (Cardenas, 2012).

These collaborations are not always such positive endeavours as they are made to sound. Research suggests that partnering with state entities may be a catch twenty-two situation for many non-governmental organisations, as it presents both an opportunity and a challenge (Sanders et al 2012:5). Various South African cases exist that will be discussed in Chapter 3.

Alliances with government entities aid these organisations in broadening the reach of their work; in accessing funding opportunities; and becoming more sustainable; but they may sometimes result in dependency upon government; an excessive amount of bureaucratic red-tape and even the obstruction of the development work itself. Involvement with government may also lead to sport becoming entwined with politics and having to conform to national government policies, which may not be in line with the objectives desired by these organisations (Sanders et al 2012:5).

2.3.4 Sport for Development in South Africa

The broader South African socio-economic landscape was not, according to researchers, successfully transformed to include the previously disadvantaged communities.

Contemporary South Africa displays negative social indicators with more than fifty percent of its citizens having a daily struggle to survive on insufficient income. There is an ever-widening chasm between the rich and the poor and a long road lies ahead in correcting the wrongs of apartheid (Sanders et al, 2012:1). South Africa's new democracy has been very progressive and whilst countless socio-economic advances were made to the benefit of the greater population, many apartheid-related problems still persist: unemployment is high as the majority of the work-force is unskilled, there is a shortage in housing and a lack of adequate resources and facilities for the poor exists.

These pessimists however, have a positive outlook on the role that sport can play, and have already played, in alleviating the problems South Africa is facing. "While sport and physical activity cannot solve these problems alone, it may play a positive developmental role" (Sanders et al, 2012:4). Sport for development has recently, after the advent of the Soccer World Cup in South Africa in 2010, garnered much interest with many development programmes implemented countrywide, which utilise sport for social transformation (Sanders et al, 2012:4).

Scholars admit that there is not enough research done in the South African context on the effect of sport, albeit positive or negative, on the country's communities.

“While there is much literature on the way sport can promote development, there is little reference to obstacles that hamper this approach in South Africa” (Sanders et al, 2012:5). “Yet in the struggle for a new South Africa, in the effort to create better communities, a better society, a better life for all, I am saddened that sport has been relegated to a seat in the back of the people’s bus” (Interview Prof Keim, August 2014).

2.3.5 Challenges Facing Sport for Development

Education forms an integral part of any development initiative, globally but more specifically in South Africa with its high unemployment rate and shortage of skilled employees. Sport, as a key element of education can be used as a ‘school for life’ by implanting values and life skills among the youth (Sanders et al, 2012:2).

Yet, academics warn against making such sweeping, general claims. They propose that sport does not automatically lead to social upliftment, an improvement in the education system or the positive development of the youth. The fact that sport may have a positive impact on an individual does not inevitably lead to the development of the community or society from which that individual stems (Sanders et al, 2012:2).

Sport is praised as a medium that exceeds the boundaries of traditional class divisions, particularly during the stages of adolescence and youth and it is believed that class-related differences in sport only emerge after adolescence when athletes are in their 20’s. This generalisation does not hold true for a country such as South Africa. Due to the historical inequalities and racial segregation introduced during Apartheid, sport in South Africa frequently emphasise class divisions: the previously disadvantaged communities, which comprise the majority of the population, still battle with poor socio-economic conditions and a critical lack, and sometimes complete absence, of sports facilities. Facilities, equipment and coaches are still scant in the so-called previously disadvantaged communities. It effectively means that in South Africa, sport is for the small minority of wealthy occupants or for those lucky enough to excel in their chosen item of sport. It means that the idea of sport for development is in its infancy in this country.

2.3.6 Sport for Development and Monitoring and Evaluation Practices

The latest trend in sport for development theory is to utilise empirical evidence from the field through the investigation of the sport mechanisms that can increase the management, assessment, and effectiveness of physical educational through sport programmes. It is said that the theory was developed to address the chasm between theory and practice by using scientific assessments to measure three segments of sport for development programmes, namely the content, process and outcomes thereof. Sport for development theory furthermore states that programmes and projects should utilise monitoring and evaluation methods to measure the impact and outcomes of physical education through sport. This is vital in the creation and amendment of policy and programme syllabus and in determining whether a programme or project is achieving the proposed objectives and impact. It is believed that

without these monitoring and evaluation practices the sustainability of sport for development programmes and projects are doubtful (Hancock, et al, 2013).

2.4 YOUTH AND DEVELOPMENT PROGRAMMES

2.4.1 Youth and Social Change

Youth roles as social change agents came into prominence with the ratification of the 1989 United Nations Convention on the Rights of the Children [CRC] (Delgado, 2006; Earls & Carlson, 2001; O'Donoghue et al., 2002; Sabo, 2003) in White (2009). The CRC universally positioned youth not as objects or recipients of public policy and adult-constructed interventions and preventative measures, but as the constructors and framers of their own abilities to contribute to their well-being and that of the communities in which they live. Prior to this time, youth were often undervalued, disenfranchised, underrepresented, and essentially transparent (Checkoway et al., 2003; Delgado, 2006). The United Nation CRC, although unenforceable and as yet not ratified by the United States, does provide a framework, known as “positive youth development”, from which to start thinking about youth engaged as citizens and not just subjects (White, 2009).

It was accepted, prior to the development of the conceptual framework of positive youth development, that services for youth merely exist to address youth problems and that youth development occurred naturally in the absence of youth problems. This ideology was transformed when social science researchers started to investigate why certain youth adopted “risky lifestyles” while others did not (Sabo, 2003). They focused their attention on the youth’s environments and social settings, which included community-based organisations and youth programs. Investigations disclosed that even though preventing high-risk behaviours was good, it was not necessarily developmental. It became evident that an equal commitment was needed to help young people develop the necessary skills to succeed as adults (Sabo, 2003) in White (2009).

Following the revolution towards youth development, youth were regarded as assets and resources within their communities, rather than entities whose behaviours needed to be modified or prevented. Researchers and practitioners now focus on developing youth leadership; and existing literature refer to youth as community builders whilst practitioners endeavour to empower youth to become social change agents-, community organisers- and activists (Sabo, 2003) in White (2009).

2.4.2 Defining and Profiling Youth

In South Africa it is generally accepted that youth are those persons widely falling within the age range of 14 years to 35 years. This is evident from governmental policies on the subject of youth. The South African National Youth Policy of 2009-2014 inclusively refers to young people as those between the ages of 14 years to 35 years (National Youth Policy of 2009-

2014). Other South African government instruments defining youth are the National Youth Development Policy Framework which classify youth as those persons between the ages of 15 years to 28 years. The Children's Act No. 35 of 2005 classifies a child as a person younger than 18 years. The Correctional Services Act identifies youth for its purposes as delinquents between the ages of 14 years and 25 years (National Youth Policy of 2009-2014).

The African Union included in its definition of youth those persons being between the ages of 15 years and 35 years. The African Youth Decade 2009-2018 Plan of Action now widely talks of youth as persons under the age of 35 years (National Youth Policy of 2009-2014) (The African Youth Decade 2009-2018 Plan of Action).

The United Nations identify the term youth as being all persons aged between 15 years and 24 years whilst the 2007 World Development Report expanded the definition of youth to include all individuals aged between 12 years and 24 years (Bennell, 2007).

Although it would seem that no hard-and-fast rule regarding the definition of youth exists, there seems to be one common denominator which is used globally in defining those persons who are regarded as youth, namely the age of the individual concerned.

2.4.3 Defining Youth Development

In South Africa, arguably the most important piece of government policy currently in existence regarding youth development is the South African National Youth Policy 2009-2014.

According to the National Youth Policy youth development is a deliberately inclusive approach that provides space, opportunities and support for youth to capitalize on their individual and collective creativity for personal development as well as development of the broader society of which they form an integral part" (National Youth Policy, 2009-14:11).

This definition was build upon the National Youth Policy's predecessor being the National Youth Development Policy Framework of 2002-2007 (National Youth Policy, 2009-14:11). The latter policy framework states that youth development celebrates the roles of young women and men in South Africa together with their contribution to the reconstruction and development of their communities and the country. Youth development is furthermore an acknowledgment of the contributions that these young people made to their societies and it expands upon the imagination, vigour, vitality and talents of all young women and men. The aim is to augment these contributions through enterprises that will result in personal development for youth and their organisations (National Youth Development Policy Framework, 2002:3).

The African Union is of the opinion that youth development is an ongoing growth process in

which youth is engaged in an attempt to meet their basic needs, feel cared for and be valued, and build skills that allow them to function and contribute within- and to their communities (African Youth Decade 2009-2018 Plan of Action).

A scholarly definition of youth development is that it is an ideological framework through which youth have the capacity to act in ways that not only supports their own individual needs but also their communities' expectations. Youth development is characterised by its endorsement of adolescent health and well-being through community systems that build developmental strengths. Youth development as a theory views youth as resources capable of development in a principled movement away from "deficit models" that allow youth to develop their physical, psychological, and social selves (White, 2009).

2.5 YOUTH AND DEVELOPMENT PROGRAMMES

The notion that adolescents needed special programmes to aid their developmental growth had its origins in the post World War II United States of America (USA); when childhood and adolescence were regarded as a time in which children should be provided support to enable them to learn and grow emotionally (Catalano et al 2004). It was during this time that the traditional framework within which children grew up transformed and the communal ties that traditionally fulfilled the psychosocial needs of adolescents systematically changed. As the world became globally entwined and the conventional support structures of the youth, such as the church, family-life and community, weakened, it became evident that new approaches to adolescent wellbeing should be pursued (Weissberg & O'Brien, 2004).

During the 1990's the world, led by America, saw a rapid increase of investments in after-school programmes- and services due, in part, to the weakening traditional support structures of the youth as well as the poor day-care system evident at the time. It was during this period that research indicated that adolescents get in the most trouble during the unsupervised hours after completion of the school day, and the modern after-school movement started (Nicholson, 2004).

"Positive youth development programmes" incorporates the following objectives: it encourages bonding, cultivates resilience, teaches psychosocial competence, builds a clear and positive identity within the child, fosters hope, rewards positive behaviour and provides opportunities for positive communal involvement (Catalano et al, 2004).

Programmes such as The After-School Corporation in New York and the Beacons schools in Boston were indicative of the profile these programmes would form: they were established specifically to provide ancillary positive development in the hours after school; were mainly run at or near the school; and were predominantly managed in cooperation with community-based organizations (Nicholson, 2004).

It was found that even though the approaches of these organizations generally differed, they shared certain common characteristics: they paid attention to young people's physical-, social- and emotional development as a holistic approach; they provided informal education and skill building; and taught adolescents how to form significant non-family relationships. Another key aspect of these organisations was the fact that they all tried, in one form or another, to incorporate some form of entertainment for the adolescent (Nicholson, 2004).

Researchers of youth development programmes argue that these types of programmes are beneficial for formal education as well (Nicholson, 2004). These programmes are, in addition to being linked to improved academic results, responsible for improved social development, as well as a rise in civic engagement for youth (Castrechini et al, 2011).

The conceptualized benefits of participation in youth development programmes include the promotion of the functionally valued behaviours of competence, confidence, connection, character, caring, and contribution suggestive of positive youth development (White, 2009).

Prevalent amongst youth development protagonists is the belief that organised sport is a powerful tool for positive youth development. Wagnsson et al, (2013) believe that human development occurs through intricate, symbiotic interactions between an active human organism and people; and also between objects and symbols in an organism's immediate and remote environment. They state that these exchanges have to transpire regularly over an extensive period to be able to influence human development and hold that one such a proximal process is organised sport, where youth constantly interact with their peers and with adults, while simultaneously learning new skills and performing complicated tasks (Wagnsson et al, 2013).

There is thus a belief that within youth development programs there exists the structure and opportunity for leadership; positive youth and adult relationships; and empowerment that allows youth to function as their own facilitators in their growth and maturation (White, 2009).

Organised sport is, however, not the all-encompassing answer it is lauded to be. Factors such as parental pressure, substance abuse and bullying are also present within the sporting arena, which can create a platform for failure. Another factor to be considered are that studies on the positive effect of sport on youth development has not adequately explained why these programmes affect individuals differently. The studies cannot conclusively provide an answer to the question if it is participation in sport, which creates differences between groups; or whether the various selection processes cause these differences; or whether they are a consequence of psychosocial characteristics formed prior to commencing sport activities (Wagnsson et al, 2013).

In many cases, research findings have been inconsistent. One such research technique, which has failed to yield any conclusive proof that sport and development programmes are indeed

responsible for positive youth development, is the use of longitudinal studies to determine the effect of sport on youth development. Some longitudinal studies support the conviction that sport leads to positive youth development, showing that participation in organised sports can boost self-esteem-, academic achievement- and peer interaction while simultaneously reducing depression and social isolation. However, other longitudinal studies have found no such effects when using similar outcome variables (Wagnsson et al, 2013).

2.6 MONITORING AND EVALUATION

2.6.1 Introduction

Monitoring and Evaluation is a key focus area of the study. As this field is now well established it is not necessary to give an elaborate overview to the background and nature of M&E. However, indicator development as a pivotal area to the study, relates directly to a number of M&E areas and a discussion of the M&E process, logical models and other areas are therefore important in order to contextualise indicator development in M&E context.

During the 1980's and 1990's there has been an increased emphasis on "performance" as an imperative in public sector theory and practise. This was further reinforced by the advent of globalization which placed increasing pressure on Governments and NGOs to demonstrate performance in their development initiatives. Monitoring and evaluation has since become a powerful instrument in assessing whether states and non-government entities are taking the necessary steps towards the realization of their goals and objectives. Furthermore Monitoring and Evaluation of programmes and projects also allows for continuous introspection, reflection and learning, as so often the pressure to be fast is overwhelming the opportunity to be effective over the long term (Van der Molen, Van Rooyen, Van Wyk, 2002 : 181). From the literature it becomes evident that there has been a shift from traditional Monitoring and Evaluation to Results-based Monitoring and Evaluation (Kusek & Rist, 2004). In an attempt to respond to the ever pressing demands from external and internal stakeholders this new approach focuses on the "so what" question, what was the tangible results which occurred as a result of the intervention, in other words, are we making a developmental impact and or improvements (Kusek et al, 2004).

Over the last decade the field of Monitoring and Evaluation experienced yet another new development due to the international community's dissatisfaction with the more conventional top down approach to M&E. This called for a more participatory approach to M&E, arguing that stakeholders directly benefiting or affected by development initiatives are normally excluded in decision making processes with little or no input in the evaluation process itself (Estrella, Blauert, Campilan, Gaventa, Consalves, Guijt, Johnson & Ricafort, 2000: 3). Participatory Monitoring and Evaluation unlike the conventional approach goes beyond data gathering as it enhances institutional learning and demands greater social responsiveness, thus leading to better service delivery (Estrella, 2000 et al).

From the above it becomes clear that Participatory Monitoring and Evaluation as a tool for reaching more effective development goals holds great potential for government as well as non-government organisation. This paper adopts the opinion of Participatory Monitoring and Evaluation as the authoritative approach to M&E and will move from this premise, attempting to provide an argument for this approach as well as the application through a case study method of building a Results-based Monitoring and Evaluation System for the Sport Development Directorate in the Department of Cultural Affairs, Sport and Recreation

2.6.2 Clarification of Key M&E Concepts and Terminologies

The commencement of globalization, together with the current socio-economic crises, marked a new area in the field of development: placing governments and organisations under severe pressure to rethink their conventional approaches of public management (Kusek & Rist, 2004). Globally, it is becoming apparent that our language for achieving and articulating performance has to include the terminologies of transparency, accountability, effectiveness and the likes if we were to be viewed serious about contributing to the internationally recognised priority areas.

Gone are the days that donors are merely satisfied with the minimum results in reaching the outputs of the funder. South Africa, being a developing country which benefits from international aid, has committed itself to adhering to the priorities of the Millennium Development Goals; thereby forcing the state to move away from the traditional approaches of performance management to managing and assessing for results.

According to Armstrong & Baron, (2004) **Performance Management** can be defined as “A process which contributes to the effective management of organisational performance. As such, it establishes shared understanding about what is to be achieved and an approach to leading and developing people which will ensure it is achieved” (Armstrong & Baron, 2004). The approaches of Kusek & Rist as well as Immas & Rist have had a powerful impact on theories, approaches and methods concerning results-based M&E (Kusek, et al 2004; Immas & Rist, 2009). Monitoring and Evaluation, although one tool, need to be conceptualised as individual entities if we were to give justice to the authoritative role each part of the tool plays. However, there is no single definition of Monitoring and Evaluation, although the literature draws on common features of Programme Monitoring and Evaluation (Oakley & Clayton, 2000).

Casely & Kumar, in Oakley & Clayton (2000:14) defines **Monitoring** as a “continuous assessment of the functioning of the project activities in the context of implementation schedules and of the use of the project inputs by targeted populations in the context of design expectations. This is an internal project activity, an essential part of good management practice and therefore an integral part of day-to-day management”.

On the other hand academics such as Kusek & Rist, (2004) describe **Evaluation** as the “systematic and objective assessment of an on-going or completed project, programme or policy, including its design, implementation and results. The aim is to determine the relevance

and fulfilment of objectives, development efficiency, effectiveness, impact and sustainability. An **Evaluation** should provide information that is credible and useful, enabling the incorporation of lessons of experience into the decision-making process of both recipients and donors” (OECD, 2002:21). Evaluations can be internal, conducted by someone within the organization or external, conducted by someone outside of the organization (often by a consultant).

2.6.3 Institutionalizing Participatory Monitoring and Evaluation: Developing M&E System and Indicators

Participatory Monitoring and Evaluation is essentially a collaborative approach. The primary objective of the Participatory Approach is to assess the role of the different actors or stakeholders in the formulation, implementation and evaluation process (Desai, 2011:34). This means that a group made up of project and development institution staff and stakeholders have shared responsibility for PME and not just one person or a single unit (Sartorius, 1997:3). Desai, (2011) further emphasizes, that it involves a greater degree of the interests and values of the various stakeholders as well as greater participation in decision making processes. This will effectively enhance buy-in and ownership of the whole team and ultimately increase the shared responsibility and accountability. The notion of “ownership” can play a powerful role in the overall success of institutionalizing M&E in any organization. According to Sartorius, (1997) the team should be comprised of key PME stakeholders in the development project and organisation that is people who are committed to PME and who are willing to take responsibility for it in their respective capacities, further individual role and responsibilities for each team member are spelled out in the M&E plan.

A written M&E plan is a brief but detailed plan that should be developed following a participatory approach, could be in the form of meetings with the various key actors of the project or programme. The plan according to Sartorius, (1997) gives a description of the project’s approach to M&E, a description of the key users of the PME information and their specific information needs, a list of PME team members and their responsibilities, a M&E training plan, details for reports and evaluations as well as a logical framework approach of the implementation process of the project or programme.

This approach holds great opportunity to strengthen programmes by marrying PME with results-oriented approaches to programme management.

2.6.4 Developing and Implementing a Results-Based M&E System

Results-Based M&E goes beyond traditional implementation-focused Monitoring and Evaluation in including the assessment of outcomes and impacts (Rabbie, 2011:2). This is further illustrated in the designing of an M&E system. Kusek & Rist, (2004:12) confirms this when they articulate that “ building an M&E system essentially adds that fourth leg to the governance chair, which is the feedback component with respect to outcomes and consequences of governmental action”. It provides decision-makers an additional

performance management tool enabling them to track the consequences of action (Gorgens & Kusek, 2009).

It is important to note that M&E is not an add-on activity and must be integrated in the management or institutional environment of an organisation. Sartorius, (1997) warns us that if we are to avoid M&E operating as an afterthought in the organisation, it needs to be part of the strategic objectives of the organisation and be integrated into the inception phase of any project or programme thus increase benefits such as organisational learning aimed at continuous improvements.

Kusek & Rist, (2004:25) identifies 10 steps to building and sustaining a Results-Based M&E system:

- Step 1: Conducting a readiness assessment
- Step 2: Agreeing on outcomes to Monitor and Evaluate
- Step 3: Selecting key performance indicators to monitor outcomes
- Step 4: Setting baselines and gathering data on indicators
- Step 5: Planning for improvement-Selecting results targets
- Step 6: Monitor for results
- Step 7: Using Evaluations
- Step 8: Reporting the findings
- Step 9: Using the findings
- Step 10: Sustaining the M&E system within the organisation

Conducting a Readiness Assessment

M& E systems in government should ideally be driven by sector policy goals which are based on the needs of the beneficiaries. The South African Government has adopted a Government-Wide M&E Policy Framework (Presidency, 2007). This policy framework serves as the overarching guide for Monitoring and Evaluation in government. It applies to all entities of national, provincial and local government and provides the context for supporting frameworks such as National Treasury's Framework for Managing Programme Performance Information and Statistics South Africa's Statistics Quality Assurance Framework.

Conducting a readiness assessment provides a unique opportunity for a country or organisation with an analytical framework to assess its institutional capacity (Kusek & Rist, 2004). This refers to the identification of all the organisational elements ranging from management systems, skills placement of staff, existing organizational policies, that is required to institutionalise an M&E system. It further more assess whether there is willingness for the organisation to adopt and M&E system.

A well-developed Readiness Assessment according to Kusek & Rist, (2004) responds to the following eight questions:

1. What potential pressures are encouraging the need for the M&E system within the organisation?
2. Who is the advocate for an M&E system?
3. What is motivating the champions to support such an effort?
4. Who will own the system? Who will benefit from the system and how much information do they really want?
5. How will the system directly support better resource allocation and the achievement of the Programme goals?
6. How will the organisation, the Champions, and the staff react to negative information generated by the M&E system?
7. Where capacity does exist to support a Results-based M&E system?
8. How will the M&E System link project, programme and sector goals?

Agreeing on Outcomes to Monitor and Evaluate

“If you do not know where you are going, any road will take you there” (Alice’s Adventures in Wonderland, Lewis Carroll, 1865, Kusek & Rist, 2004).

This next step focuses on the main requirements of developing strategic outcomes (Gorgens et al, 2009). Outcomes, as stipulated in the Government-Wide M&E Policy Framework of SA, should clearly relate to institutions’ strategic goals and objectives set out in their plans. Where goals are generally long term, outcomes can be seen as the medium term results achieved (Kusek et al, 2004). It can, however, be categorized into immediate/direct outcomes and intermediate outcomes. The outcomes should be agreed upon thus implying a participatory and consultative approach to be followed. It is important to note that outcomes cannot be directly measured and should be further translated into a set of measurable performance indicators (Kusek et al, 2004).

Selecting Key Performance Indicators to Monitor Outcomes

One of the critical objectives of government is the promotion of economic welfare of citizens and in the absence of specific indicators for Local Economic Development measurement it effectively hampers the ability of government to successfully determine whether their efforts are achieving the expected results (Rabbie, 2011:1).

In assessing the achievement of our outcomes, we have to reflect on the key indicators that were developed. “Outcome indicators are not the same as outcomes it is rather the quantitative or qualitative variables that provide a simple and reliable means to measure achievement, to reflect the changes connected to an intervention, or to help assess performance against the stated outcome” (Kusek et al, 2004:65). Good indicators are developed according the principle criteria that it should be measurable, practical, reliable, relevant, useful to management, direct, sensitive, responsive, objective and capable of being disaggregated (Gorgens & Kusek, 2009). A shorter criteria for good performance indicators appears in Kusek & Rist, (2004) and contains the principles of being clear, relevant,

economic, adequate and monitorable. Developing the correct indicators can become a very complex and sometimes tedious process and often requires highly technical skills in this area.

Selecting Baselines and Gathering Data on Indicators

Baselines are generally information or data that is collated prior to the implementation of an intervention. The data collection method can follow a qualitative, quantitative or mix-method approach. Baselines are the first critical measurement of indicators and are used as a starting point or guide by which to monitor future performance (Kusek et al, 2004).

Planning for Improvement- Selecting Results Targets

This step involves the setting of realistic targets (Gorgens et al, 2009). Targets according to Kusek et al, (2009) are the quantifiable levels of the indicators that one wishes to achieve over a certain period. A proposed method for establishing performance targets is to start with the baseline indicator level, and include the desired level of improvement” (Kusek et al, 2004).

Monitoring for Results

Gorgens et al, (2009) explains this step as the “administrative and institutional task of establishing data collection, analysis and reporting guidelines”. In monitoring for results it is important to clearly identify the key activities and people responsible for the various activities, timelines and cost and developing strong quality control tools such as Gant charts (Kusek et al, 2004). Monitoring for results is an activity that should occur on a continuous basis throughout the project or programme management cycle.

The Role of Evaluations

In the last decade a new shift emerged from the more traditional top-down approaches to evaluation to more participatory approach. Where monitoring looks at “are we doing things right”, evaluation assess whether “we are doing the right things” (Presidency, 2007).

“Analysis of programme theory, process evaluation, outcomes and impact evaluation are among the strategies that can be employed in evaluating a results-based M&E system” (Gorgens et al 2009). Cloete, (2006) does a critical assessment of the emerging types of evaluation as proposed in the South African Government-Wide Monitoring and Evaluation System, which is currently the driving M&E document in all spheres of government. He specifically draws on the distinction between formative evaluation, process evaluation and summative evaluation. Arguing that where formative evaluation is required at the onset of planning phase, process evaluation takes place during the implementation phase of a project or programme, and summative evaluation essentially occurs after the completion of a policy, project or programme (Cloete, 2006).

Reporting Findings

This important step identifies, the users of the findings, the best format that the report should adopt for the respective users as well as the time frames that the reports are due (Gorgens et al, 2009). During this step attention is also given to existing capacities in the organisation as it requires skills in accumulating, assessing and writing up the report (Kusek, 2004).

Using Findings

The emphasis as with the previous step falls on discerning on the appropriate users of the findings, the best time so as to influence decision making (Gorgens et al, 2009). This step also creates opportunity for feedback and accountability. There is also a range of ways to communicate the findings internally as well as to external beneficiaries.

Sustaining the M&E System within the Organisation

This is the final step of the M&E system. An M&E system should be seen as a long-term effort that requires constant self-reflection (Kusek, 2004). It is thus important that adopting the M&E system should become part of the culture of an organisation. The drives of M&E should thus constantly look for ways to enhance buy in of the system. The usefulness of such a system must be clearly visible in an organisation and should appeal to all its users.

2.7 INDICATOR DEVELOPMENT

A results-based M&E system however useful is not an easy system to build and maintain as it requires continues commitment, time and resources, and more importantly champions (Kusek et al, 2004). Successful attempts at building such a system has nevertheless been well recorded, and according to Kusek et al, (2004) consist of a 10 Step Model². This capacity for a results-based M&E reporting system has to include, at a minimum, the ability to successfully construct indicators (Kusek et al, 2004). In South Africa a recent PhD study by Babette Rabie, (2011) shows that indicator development in South Africa, although in its infancy have made important progress. As the absence of appropriate indicators may hamper the ability of successfully determining whether the expected results was achieved (Rabie, 2011). An indicator can be defined as a “measure tracked systematically over time that indicates progress (or the lack thereof) towards a target“ (Immas et al., 2009).

² These ten steps include a systematic approach of 1, conducting a readiness assessment, 2, Agreeing on Outcomes to Monitor and Evaluate, 3, Selecting key indicators to monitor, 4, Baseline Data on Indicators, 5, Planning for improvement, 6, Monitoring for results, 7, the role of evaluations, 8, reporting findings, 9, using findings, & 10, sustaining the M&E system within the organization. Although the sequence of the ten steps may differ according to different experts, the overall intent remains the same, Kuzek et al, 2004).

According to Rabie, one gets different indicators at different levels of the M&E system. She emphasizes the fact that even though all indicators are useful, outcome indicators are seen as authoritative since these illustrate whether the desired goals of the intervention have been achieved and whether the necessary changes occurred (Rabie, 2011). The selected indicators have a highly specified function and are differentiated between the streams of process and impact indicators. The process indicators according to Immas et al, (2009) measure whether, and how, the activities planned are being implemented. They are used to track the number, quality, and efficiency of operations. They are normally short term-, quantifiable- and immediate results that are being monitored on an output level. As mentioned earlier, the results-based M&E system focus on the development outcomes and impacts that should be achieved, these outcomes are systematically monitored through the impact indicators which measures the change that the implemented activities have made (Kusek et al, 2004). It would therefore be correct to surmise that indicators are used as performance management tools to measure progress toward output or outcome, and that they ultimately also reflect the degrees of success and not just the success in itself (Rabie, 2011). The reader should note that a more detailed theoretical focus on indicator development is provided in Chapter 3.

2.8 GOVERNMENT POLICIES AND LEGISLATIVE FRAMEWORKS FOR SPORT AND DEVELOPMENT IN THE WESTERN CAPE

According to Dr. David Maralack, in Keim & De Coning (2014)), "... the White Paper for Sport and Recreation was the first and remains the only comprehensive sport and recreation policy framework". He further states that roles and responsibilities by all institutions involved in Sport are clearly stipulated and determined by this policy (Maralack in Keim & De Coning, 2014).

In South Africa, the key policies, legislation and strategies that drive sport and development include *The White Paper on Sport and Recreation* (Revised in 2011), the *National Sport and Recreation Act, 1998* (No 110 of 1998) and Amendment Act No 18 of 2007, the *South African Institute for Drug Free Sport Act* of 1997 (Act no 14 of 1997) and Amendment Act 25 of 2006, *the Safety at Sport and Recreation Events Act* of 2010 (Act No 2 of 2010), *the National Sport and Recreation Act* (110/1998), *the Bidding and Hosting of International Sport and Recreation Events Regulations* (Gazette Number 33211 – Regulation 433); the *School Sport Mass Participation Policy* 2011, and in the case of the Western Cape Province, the *Western Cape Department of Sport: Rainbow Paper on Sport and Recreation*, the *Western Cape Department of Sport: Guidelines for Funding* as well as the *Western Cape Department of Sport: Sport Transformation Charter*.

Secondary sport policies in addition to the sport legislation provide more detailed instructions for the overarching sport policies. The recent approved frameworks are, the *Bidding and Hosting of International Sport and Recreation Events Regulations* (Gazette Number 33211-Regulation 433), *Safety at Sport and Recreation Events Act* (Act 2 of 2010); *Safety at Sport and Recreation Event Regulations* of 2011; and *School Sport Mass Participation Policy* 2011)

(Maralack in Keim and De Coning, 2014). Several legal frameworks affected Sport and Recreation policy from 1996 onward. As cited in Keim & De Coning, (2014) these are:

- The Constitution of the Republic of South Africa, 1996 (Act No. 108 of 1996);
- The School Sport Act (Sa School Act, 1996 (Act No. 84 of 1996);
- The Lotteries Act, 1997 (Act No. 57 of 1997);
- The Public Finance Management Act, 1999 (Act No. 1 of 1999 as amended); and
- The Intergovernmental Relations Framework Act, 2005 (Act. No. 13 of 2005).

In South Africa, government policy in sport has to a large extent been influenced by Apartheid and the effects that this previous regime had on the country as a whole and its sports development in particular. In Apartheid South African sport and recreational activities were not equally available to all citizens either at school or community level; and there was scant investment into sports infrastructure for the previously disadvantaged populace. However, the white population were not altogether free from discrimination either, since pre-1994 South Africa was subject to rigorous international sporting sanctions that precluded the country from international competition. It is thus not surprising that the eradication of all inequalities and the development of a national sports policy for a democratic South Africa form the cornerstone of this country's government policy on sport. (See the National Sport and Recreational Plan, 2012). In the early 1990's equality in sport was advocated by a series of different sport organisations such as the South African Council on Sport (SACOS); the South African Non Racial Committee (SANROC); the National Olympic Committee of South Africa (NOCSA); and the National Sports Council (NSC), amongst others. After the commencement of the new political dispensation, the ideologies of these organisations were formalised: the first official policy on sport and recreation released by the then Minister of Sport, Mr. S.V. Tshwete, in 1996. It was called the White Paper on sport and recreation (The National Sport and Recreational Plan, 2012). In the 21st century, after the country's poor performance at the 2000 Olympic Games, the Minister of Sport and Recreation appointed a Ministerial Task Team (MTT) to investigate South Africa's high performance in sport at international level. The task team included in its report a segment on how to develop South Africa's sports system in general. The approval of the task team's report by government led to the establishment of only two sporting bodies to regulate the development of sport: the Department of Sport and Recreation and the South African Sports Confederation and Olympic Committee (SASCOC). The former regulated mass participation in sport and the latter encompassed all previous non-governmental organisations relating to sport. The White Paper on sport and recreation has been revised twice, once in 2001 and again in 2011, and together with the Road Map designed to outline the priority areas for sport and recreation, it forms the basis for the National Sport and Recreation Plan (The National Sport and Recreational Plan, 2012).

The Mass Participation, Opportunity and Access, Development and Growth, better known as the MOD programme is located within the policy framework of the Department of Cultural

Affairs and Sport (DCAS) in the Western Cape government; the National Sport and Recreation Plan; the Long Term Coach and Participant Development Framework; and the School Sport Policy and Memorandum of Understanding between the Department of Sport and Recreation South Africa (SRSA) and the Department of Basic Education (MOD Programme – Annual Report, 2011, Department of Cultural Affairs and Sport).

The directorate of Sports Development Directorate in the Department of Cultural Affairs and Sport is responsible for the introduction and successful implementation of the MOD programme. In terms of the Strategic Plan of DCAS their purpose is to “promote sport and recreation that will contribute towards the reconciliation and development of the Western Cape community through the provision of equitable, assessable and affordable facilities, programmes and services.” It is with this in mind that the School Sports Component developed the MOD centres (MOD Programme – Annual Report, 2011 Department of Cultural Affairs and Sport).

The MOD Programme was launched in 2010 and has since expanded immensely. There are currently 181 Centres across the Western Cape Province, with more than 450 staff running the programme. The idea behind these centres is to establish community centres to provide sporting opportunities for children from previously disadvantaged areas, who may otherwise not be exposed to sport. However, the Department soon realised that these communities did not always possess over the type of sporting facilities needed to make a success of the programme and the programme relocated to schools within these communities.

The MOD Programme is largely based in schools and the Western Cape Education Department is an important role player as all public schools in the province are under its jurisdiction. Another major role player is the Ministry of Sport and Recreation that seeks to fulfil its mandate on a provincial, regional, and local level across the Western Cape Province. The National Sport and Recreation Plan (MOD Programme – Annual Report, 2012, Department of Cultural Affairs and Sport), in turn, direct this mandate.

2.9 CONCLUSION

It is concluded that from the development theory, important approaches exist that are pertinent to the development of indicator frameworks for sport and development programmes that especially concerns human development and the various approaches to people-centred development. It is concluded that from the theoretical perspectives on sport and development programmes for the youth, various themes emanate that show that various anticipated results or outcomes are expected. These include improved activity, talent spotting and competitive performance, but also expected results in areas that include psycho-social behaviour, human development, social development, economic aspects such as employment as well as other developmental themes. From the literature review on M&E it is clear that sound methodologies exist to establish M&E systems but also to develop monitoring frameworks and this specific issue will receive further attention in the next Chapter. Lastly, the literature

review in this Chapter shows that various important policies and acts are in existence that guides government action in the field of sport and development. The statutory and policy environment of the MOD Centres will receive further attention in Chapter 5.



CHAPTER 3: EXPECTED RESULTS AND INDICATORS FOR YOUTH SPORT AND DEVELOPMENT INITIATIVES

3.1 INTRODUCTION

An assessment of the availability of results-based indicators as part of M&E systems for sport and development programmes amongst the youth shows that various role players are increasingly using output and outcome based indicators in this field. The rapid development of results-based systems in almost all sectors in South Africa through the Government-Wide Results Based Monitoring and Evaluation spearheaded by DPME in the Presidency has also allowed for the development of norms and standards in related fields, such as in education and health. It has also been found that sport and development but also sport, recreation, arts, culture and heritage related M&E systems have been lagging behind. An important need therefore exists to assess the availability of relevant ‘anticipated outcomes’ and outcome indicators (Kusek & Rist, 2004). Technically, outputs and output indicators may also be considered as ‘expected results’ are often defined as outputs with the ‘outcome’ implied (see discussion below). This Chapter will therefore provide an overview of the availability of results-based indicators as part of M&E systems for sport and development programmes amongst the youth.

Although valuable M&E systems exist at the global level, such as through the MDG Initiative and the African Peer Review Mechanism (APRM), social and economic indicators do not yet directly include indicators that specify the contribution of sport and recreation. It is noted that in the Western Cape, the first country –wide effort was made to calculate the contribution of sport to GDP (see DCAS and ICESD, 2014). However, sport and development indicators do not yet feature in major compendia of indicators although ‘expected results’ include improved health and wellbeing (through sport and increased activity). ICESD researchers have identified the need for the development of results-based indicators at the meso level in order to include such monitoring results in the South African, APRM and MDG levels. In a recent article titled “Voices from the South: The need for evidence-based research on the socio-economic benefits of sport and recreation”, De Coning & Keim (2014) noted that:

“ ... an urgent need exists for a systematic approach to record and interpret quantitative and statistical information on the socio-economic benefits of sport and recreation... Although M&E systems have been developed on sport and development in the South, a need exists to connect these indicators that are used to macro M&E systems such as the African Peer Review Mechanism and the MDG Goals”.

The discussion below will therefore attempt to identify some of the important results-based outcomes in relevant sport and development policies and practises.

3.2 INTERNATIONAL SOCIAL DEVELOPMENT INDICATORS

As noted above, although the indicators in use by major players internationally, such as the World Bank and the United Nations do not contain detailed indicators for sport and development as related to the youth, these social development indicators often indicate geographical areas, gender groups, disadvantaged groups or other vulnerable groups that should be targeted for sport and development support. As M&E systems become more sophisticated, also in South Africa, it is expected that sport and development indicators will increasingly be used as indicators in the compilation of higher order M&E results by multilateral agencies such as the World Bank.

3.2.1 UN Millennium Goals

In the case of the United Nations Millennium Goals this is perhaps one of the most well-known set of goals and corresponding outcomes and indicators on development in use today. The 8 Millennium goals translate to 80 core indicators. The major social goals include a reduction in poverty, the improvement in maternal health, reduction in child mortality, achievement of universal primary education, promotion of gender equality and empowerment of woman, combating HIV AIDS, Malaria and other diseases and ensuring environmental sustainability. Some specific indicators that have an indirect relationship with sport and development include the insurance of environmental sustainability, combating HIV AIDS, Malaria and other diseases, increase in woman in wage employment in non-agricultural sector, increase of net enrolment in primary school and increase in seats held by woman in parliament.

3.2.2 UNDP Human Development Index

The Human Development Index (HDI) has been one of the major monitoring frameworks for social development that has been available for an extensive period of time and the UNDP has been publishing the Human Development Reports on a regular basis. A composite statistic of life expectancy, education and income indicators are used to determine or rank countries into four levels of human development. The most important indicators in use look as follows: In the category of Health, the life expectancy at birth (in years) is used as a specific indicator of the population health and longevity of a country. Knowledge and Education, as measured by the adult literacy rate and the combined primary, secondary and tertiary gross enrolment ratio and lastly, the standard of living as indicated by the natural logarithm of GDP per capita.

3.2.3 World Bank

The World Bank is committed to achieve the Millennium Development Goals through this quest a range of Development indicators have been developed which offer evidence that reflect the progress toward the achievement of these Millennium Development Goals (The World Bank, 2005:v). Thus the most basic needs as expressed by the Millenium Development Goals such as people in education, health care, clean air and water, poverty and

empowerment are translated into targets and indicators for each goal which aims to provide ongoing credible statistics to illustrate where we are advancing and where we are falling (World Bank, 2005:v). Specific indicators include: share of woman in wage employment in the non-agricultural sector, proportion of seats held by woman in national parliament, ratio of literate females to males among 15-24 year olds, poverty gap ratio, prevalence of underweight children, primary education completion rate.

Other indicators and perhaps more relevant to the study also appear, for example, in assessing vulnerability, which is a very dynamic concept, specific indicators focussing on youth unemployment, informal sector employment, child labour, female-headed household etc. the one on youth unemployment is specifically relevant since it is commonly known that permanent unemployment impair a young person on many levels (World Bank, 2005:79).

3.3 SPORT AND YOUTH SPECIFIC INDICATORS: IOC AND UN

3.3.1 International Olympic Committee on Olympism

The Olympic values and ideas provide a very special reference framework for the articulation of global values concerning sport and development and as such represents a very special value statement that requires further discussion and has direct implications for the study. During the past two decades a renewed interest in the meaning and application of Olympic values are evident. Jacques Rogge, the IOC President stated that:

The IOC and the sports movement in general have a social responsibility to provide access to sports practice and in so doing to spread the values of sport to all sections of society”.

The three core values of Olympism focus **on excellence, friendship and respect**. These core values developed by the Frenchman Pierre de Coubertin were seen as critical to distinguish the Olympic Games from all other sporting events and more importantly, to underpin all the other Olympic Movement’s activities. The value and pursuit of excellence will be explored in order to assess what it means for modern day sport and society as a whole and how or if it contributes to negative sportsmanship as seen in sports, where more frequent cases of doping and corruption are reported. As the father of the Olympic Movement so eloquently articulates, “the important thing in life is not the triumph, but the fight, the essential thing is not to have won, but to have fought well”.

In addition to the above three values that are formally accepted by the IOC and associated structures, an active debate is taking place on the use of other values. These include values that were actively used as sub-values in the past (such as balanced body mind and soul; fair play; friendship and good sportsmanship; strive to win (strive for excellence); respect; and

joy of effort as well as values put forward by the paraplegic Olympic community and other interested parties. The paraplegic Olympic movement promotes a set of 10 values.

Organising Committees of the Olympic Games have gradually integrated the Olympic Truce into their activities. Since 2004, when the Olympic Truce featured at the Olympic Games in Athens, albeit as a stand-alone activity, subsequent organising committees have either brought Truce activities into the village or, as was the case with London, made them a programme of the organisation. The Hellenic Government of the day was first to truly mobilise world governments to co-sponsor the UN Resolution on the Olympic Games entitled “Building a peaceful and better world through sport and the Olympic ideal” in 2003. The Resolution became a permanent feature on the UN General Assembly agenda in 1993.

The Russian government is itself sponsoring a number of Olympic Values projects around the Games. It is determined to ensure that the Games are held in conditions of peace and that they will contribute to understanding and peaceful coexistence among the population and with the country’s neighbours.

In response to the overwhelming calls at the 2009 Olympic Congress for the IOC to directly reach out to young people, a major project, the Youth Strategy, has been authorised by the Executive Board. A fully-funded four-year plan is meant, among other things, to encourage young people to take up sport and for the population at large to adopt healthy lifestyles. It is all part of the Olympic Movements idea to get society moving, exercising and living well. The IOC Youth Strategy is built on the three pillars of **Advocacy, Activation and Education. Under the first pillar the strategy aims to create positive change through influence, the second pillar promotes shared knowledge and good practice. The last pillar focuses on the implementation of customised pilot projects.** These pillars can be further translated into outcomes and performance indicators.

Over the years, the IOC, as a responsible member of civil society, has implemented a comprehensive programme creating opportunities for access to sport and physical activities and using them as tools for socio-economic community development. A way to develop sport worldwide, but more importantly, a modest though committed contribution to support the progression of humankind’s common objectives for achieving universal human development and peace between and among nations. It is possible for the IOC to in cooperation with governments and NGO’s, apply the Olympic values far more active than is presently the case and guidelines and courses can be developed for this purpose.

3.3.2 THE UN OFFICE FOR SPORT, DEVELOPMENT AND PEACE

The sport for development and peace agenda gained momentum in 2001, but originating from the times when the Olympic truce was initially used to established temporary peace between warring states (Sport & Peace, 2008). In 2008 Wilfred Lemke was appointed as special adviser to the United Nations Secretary General, in this capacity, he aims to reach out further

in the sport world and systematically and coherently encourage sport to promote development and peace (Sport & Peace, 2008). Key aspects of the special adviser's mandate includes an advocacy role, with a specific focus on sport's **contribution to poverty reduction, universal education, gender equality, prevention of HIV & Aids and other diseases, inclusion of people living with disability, environmental sustainability as well** as peace promotion and conflict resolution (Sport & Peace, 2008).

The "Sport and child and youth development" was the first thematic working group of the Sport Development and Peace (SDP) International Working Group (IWG) to be activated in 2009. The three strategic priority areas of the working group comprise of: Child protection in sport, Sport to strengthen child and youth education and Sport to enhance transferable skills and youth employment. **The "Sport & Gender" working group's strategic priority areas include, fostering self-esteem and empowerment, facilitation social inclusion and support and providing opportunities for leadership and achievement. The third working group, Sport and Peace" focus on sport to promote social inclusion, sport in conflict and post-conflict situations and to promote a culture of peace through sport.** These strategic priority areas can be further developed into specific measurable indicators.

The United Nations views sport as a unique and powerful tool to attract, mobilize and inspire people of all ages and backgrounds. They describe sport in the development context as inclusive of a spectrum of sport activities suitable for all ages and abilities with a specific emphasis on the positive values of sport. In addition to that, the UN- Inter Agency Task Force on Sport and Development and Peace, further describes sport as all form of physical activity that contribute to physical fitness, mental well-being and social interaction, such as play, recreation and organized or competitive sport and indigenous sport and games The concept, sport, development and peace refers to the deliberate use of sport , physical activity and play to attain the specific development and peace objectives, including the millennium development goals (Sport & Peace, 2008:3).

Sport by the United Nations Sport for Development and Peace (UN SDP) is using sport as a tool to promote **peace, with intrinsic values such as teamwork, fairness, discipline, respect, and social cohesion.**

3.4 SOCIAL DEVELOPMENT INDICATORS IN SOUTH AFRICA

In the case of South Africa various important policy frameworks and plans exist that determines the nature of the Government-wide M&E system in South Africa. These priorities are well known and the interested reader may consult the DPME Website (www.thepresidency.dpme.gov.za). However, a number of specific objectives and anticipated outcomes will be highlighted in the discussion below that relates to social development and sport and development in South Africa. Some of these include:

- The Government –wide Results-based M&E system in the Presidency (DPME);
- The objectives of the National development Plan
- The 12 National Goals
- The PSO of the Western Cape Government as well as;
- DCAS specific indicators (SRSA Plan, M&E Framework, DCAS). (See Chapter 5 for details).

With respect to the Government-wide Results-based M&E system it is generally understood by Government that an improvement in M&E leads to improvements in quality of planning and implementation systems so that they are better able to record what services are delivered and what results they achieve. The Government Wide M&E system is intended to facilitate a clear sequence of events based on critical reflection and managerial action in response to analysis of the relationships between the deployment of inputs, the generation of service delivery, outputs and their associated outcomes and impacts (Presidency, 2007).

The overarching aims to provide an integrated, encompassing framework of M&E principles, practices and standards to be used throughout Government , and function as an apex-level information system which draws from the component systems in the framework to deliver useful M&E products for its users. Monitoring and Evaluation forms part of the South African Governments’ mandatory Performance Management system that ensures that the measurement of prioritised outputs as well as developmental results or outcomes and impact receive specific attention.

The National Development Plan (NDP, 2009) offers a long-term perspective. It defines a desired destination and identifies the role different sectors of society need to play in reaching that goal. As a long-term strategic plan, it serves four broad objectives. Firstly, to provide overarching goals for what we want to achieve by 2030. Secondly, to build consensus on the key obstacles to us achieving these goals what needs to be done to overcome those obstacles. Thirdly, to provide shared long-term strategic framework consisting of more detailed planning in order to advance long-term goals set out in the NDP and lastly, creating a basis for making choices about how best to use limited resources.

The NDP, (2009) also serves to ensure that all South Africans attain a decent standard of living through the elimination of poverty and reduction of inequality. Core elements of a decent standard of living, are identified in the plan. They comprise of housing, water, electricity and sanitation; safe and reliable public transport; quality education and skills development; safety and security; quality health care; social protection; employment; recreation and leisure; clean environment and adequate nutrition. The NDP has been approved and adopted by government and has received strong endorsement from the broader society. The focus now shifts to how the NDP will be implemented.

In January 2010, Cabinet adopted 12 outcomes within which to frame public service delivery priorities and targets. Cabinet ministers have signed performance agreements linked to these outcomes. More detailed outcomes have since been developed to extend targets and responsibilities to national and provincial departments, agencies and municipalities. Generally, Government departments are making active use of these outcomes, also in relation to monitoring frameworks and systems.

The 12 National outcomes as translated in the National Development Plan include the outcomes stated below and it should be noted that of particular interest is outcome 2, 3 and 12 as these three outcomes are specifically applicable to sport and development, as highlighted below and elaborated in detail in chapter 5. The National Outcomes include:

1. Improve quality of basic education
2. **Improve health and life expectancy**
3. **All people in South Africa protected and feel safe**
4. Decent employment through inclusive economic growth
5. A skilled and capable workforce to support inclusive growth
6. An efficient, comparative and responsive economic infrastructure network
7. Vibrant, equitable and sustainable rural communities and food securities
8. Sustainable human settlements and improved quality of household life
9. A responsive and, accountable, effective and efficient local government system
10. Protection and enhancement of environmental assets and natural resources
11. A better South Africa, a better and safer Africa and world
12. A development-oriented public service and **inclusive citizenship**

At the Provincial level in the Western Cape, the overarching provincial objectives that relate to the 12 outcomes discussed above, concerns the Provincial Strategic Objectives (PSO's) of the Western Cape Government. The SPO's that relate directly to social development include:

- PSO 1. Creating opportunities for growth and jobs
- PSO2. A long and healthy life for all South Africans
- PSO3. All people in South Africa are and feel safe
- PSO 4. Increasing wellness
- PSO 5. Increasing safety
- PSO 7. Vibrant, equitable and sustainable rural communities with food security for all
- PSO 8. Increasing social inclusion and reducing poverty
- PSO 11. Creating opportunities for growth and development in rural areas

When reflecting on the section of Youth Development in the previous chapter, it is evident that the concept and theory of Youth Development promotes the development and reinforcement of positive values. So the question of which type of human behaviour is promoted through youth development projects is of great importance and careful

consideration needs to be taken to monitor and assess this. Various definitions of Youth Development exist with no hard-and-fast rule but there does appear to be one common denominator which is used globally and is that it promotes the building of positive behaviour in a conducive environment. These, if used through a skill development programme needs to be unpacked and can be phrased as indicators. This will ultimately enhance the rigorous monitoring and assessment of a specific skill, value or behaviour. It will also provide reliable means to critically assess behaviour modification that took place by when. This is especially beneficial when we look at sport as a tool for positive youth development as there is currently the debate of whether all sport exposure result in positive behaviour by the youth.

In South Africa it is generally accepted that youth are those persons widely falling within the age range of 14 years to 35 years. This is evident from governmental policies on the subject of youth.

The youth in the Western Cape face similar challenges to those in the rest of South Africa and globally. They face numerous socio-economic challenges with decline in employment opportunities, development of bad coping mechanisms, increased risky behaviour, high dropout rate in school etc. One of the main objectives of the National Development Plan 2030, regarding Youth, is to Strengthen Youth service programmes and introduce new, community-based programmes to offer young people life-skills training, entrepreneurship training and opportunity to community development programmes. The intention is also to develop community safety centres to prevent crime and include youth in these initiatives.

In order to address the various challenges, a number of priority areas have been identified by the Western Cape Government to achieve the outcomes of the National Development Plan, the 12 National Outcomes, and the Western Cape OneCape 2040 strategy. Positive youth development as discussed in the previous chapter takes time and requires a long term investment in the lives of young people. For this reason the Western Cape government through its Youth Development Strategy has identified a number of outcomes or pillars which is inline in with the National Government.

The two outcomes as illustrated by the Western Cape Youth Strategy which speaks to social development are:

- Identity and Belonging - To insure youth are able to identify with positive influences in their lives which promote a sense of belonging and engagement.
- Reconnection Opportunities - To facilitate the reconnections of disillusioned youth by providing effective services and support to reconnect strengthen resilience and enable positive development.

These outcomes can be further developed into indicators at the various levels. The Youth Strategy, (2013) that outlines the whole-of-society approach shows that the need exists to equip the young people of the Western Cape with the skills and tools they can use to improve their lives and become productive, responsible members of society. It is based on the fact that the most effective time to influence the outlook, values and identity of young people is

between the ages of 10 and 25. That is the stage of life on which our Youth Development Strategy focuses, divided into two phases: the "pre-youth" phase between the ages of 10 and 14, and the "youth" phase between 15 and 24 years old (Youth Strategy, 2013).

Unfortunately many of our youth lack equitable access to the services, support and opportunities that can facilitate their development in a positive manner. They are deprived of the chance to develop their capabilities, as described by Indian economist Amartya Sen, to cope with internal and external stresses and to meet their material and emotional needs. As a result, they may turn to risky and unhealthy coping strategies to meet these needs such as substance abuse, crime and involvement in gangs. Although not unique to the Western Cape, the youth of our province face many barriers and negative influences in their immediate environments that make it difficult to climb the ladder of personal development:

- Almost 60% of Western Cape learners grow up with “absent fathers”. They are either raised by a single mother (32%); another family member (24%) or a non-family member (4%).
- More than 25% of young people live in households where the caregiver has been in jail.
- Almost 15% of young people live in households where someone is a gang member.
- Almost 25% of young people live in households where someone uses drugs.

(Youth Strategy, 2013).

These home factors lead to risky and irresponsible behaviour among young people which can harm their chances for success later in life. Research by the United Nations Office on Drugs and Crime among school-going youth has found that:

- 27.6% of youth at school are regular smokers.
- 22.4% of youth at school consume alcohol on a daily basis.
- 10% of youth at school are regular cannabis users and 2.5% are hard drug users.

(Youth Strategy, 2013).

Under these circumstances, it is not difficult to see why many of our youth struggle to make the transition into stable, self-sufficient adulthood where they can contribute to the well-being of society. The problem is more alarming than simply our crisis of youth unemployment which stands at more than 50%. It is characterised by the growing number of NEETs: young people who are not in employment, education or training. 32% of youth in the Western Cape are NEETs and they represent a deeply concerning picture of economic and social exclusion, stunted personal agency, and the absence of an enabling environment that provides meaningful opportunities for them to thrive.” (Statement by Helen Zille, Premier of the Western Cape and Albert Fritz, Minister of Social Development, 8 April 2014).

3.5 INDICATORS IN USE BY SELECTED NGOs IN SPORT AND DEVELOPMENT.

Research by the Interdisciplinary Centre for Sport and Development (ICESSD) at UWC shows that NGO's have become active players in offering development programmes for the youth in conjunction with sport programmes. In an interview with Nana Adom, a research assistant at ICESSD she noted that a study done for the International Network for Sport and Development, as well as an unrelated study for GIZ and NIKE, that large number of NGOs were involved. Of late, a study focus has been placed on the course curricula of these organisations.

The scope of this study does not allow for a comparative assessment of a large number of NGOs. However, the training courses offered by NGOs in sport and development is known and this study included relevant anticipated outcomes by recording the experiences of especially Amandla EduFootball and the SA Football Association. In addition the study made use of two focus group discussions to identify important themes in sport and development that NGOs are incorporating or are considering including in curricula.

The discussion below will therefore provide a perspective on the prevalence of anticipated outcomes in the activities of the above cases as well as provide a summary on the themes identified in the Focus Group discussions. The indicators and expected outputs and outcomes for MOD Centres will be discussed in Chapter 5.

3.5.1 Indicators in use by Amandla EduFootball

Amandla Edufootball provides a useful case study also as the experiences of this NGO is well recorded (see for example DCAS and ICESSD, 2014). Amandla Edufootball is an NGO which develops youth holistically through Developmental Football Leagues, Life Skills Programmes, Academic Support, Youth Leadership Programmes and a Crime Prevention Night League Football Programme. In an interview with Karl Voysey that is also responsible for M&E, he noted that Amandla strives to create young leaders and role models who influence their peers in a positive way and reduce unhealthy coping strategies. It targets over 2500 youth in Cape Town, who are identified as being at risk. They are organised into 135 teams, with each team practising twice a week. The programme targets 10-15 year olds.

The long-term envisioned outcome of the AMANDLA approach is the ordered, productive and stable transition of young people into adulthood. A reduction of youth gang membership and a decrease in anti-social behaviour are indicators that speak to AMANDLA's long-term anticipated outcome. Short term measureable outputs and outcomes, as seen in the Theory of Change and Programme Logframe, assist in monitoring progress towards the long-term outcome. The outcomes are further translated into the specific indicators, examples of these include the following, **Increased competence in Amandla skills development programme, the amount of graduates who move into employment or further education and training**

and maintain a stable transition for a minimum of three years, the amount of graduates who continue to remain as volunteers in the AMADLA, Increase in attendance of participants, increase feeling of belonging, increased feeling of safety, improved career awareness.

3.5.2 Indicators in use by the South African Football Association

The Gansbaai Communal Sports Centre (part of the Barclays/Absa Spaces for Sports initiative) was launched in 2008. The English Premier League, having donated the turf for the site, wanted to ensure optimal use of the facility and set up the Football Foundation to run youth sports programmes for the surrounding communities in Gansbaai. This area is a typical post-apartheid semi-rural town where poverty, unemployment and racial segregation are prevalent. The remnants of Apartheid are still very visible in the way that people live in completely separate communities, go to separate schools and use separate recreational facilities. The Gansbaai Sports Centre is located in the centre of the three diverse and separate communities and serves as a central connecting point.

In an interview with Lean Terreblanche, the coordinator of the sport and development programmes, she noted that the aim of the Football Foundation is to uplift communities by empowering individuals through accredited skills training and leadership opportunities, by promoting education, health, social integration and participation through sports. The Foundation provides a large scope of activities, for a range of culturally diverse people, with the goal of social integration and education through sport. It utilises sport to engage children who do not have access to sports coaching programmes, who may fall outside of mainstream school activities, children who are at risk of disengaging from the education system and falling victim to anti-social behaviour. By providing a variety of programmes, the Foundation offers something for everyone in the community, extending its reach to children and adults from deprived communities.

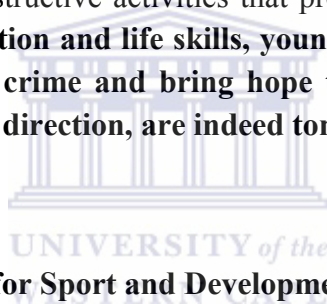
The Foundation takes a holistic approach to education through sport, addressing HIV/AIDS, the environment and conservation, computer literacy and career development. The Gansbaai project faces unique challenges where racism is still very prevalent and reinforced in schools and the societal structure. The Foundation's sports and education programmes bring children together on neutral ground where they learn key life skills such as **acceptance, tolerance and respect**.

The Foundation uses daily soccer, netball, hockey and athletics trainings to engage the youth in the area. Participants are given a safe space to take part in sports, develop life skills, and also gain awareness about the social issues infecting their community. The Foundation's sport for education programmes focus on six communities in the Overstrand in the Western Cape: small communities that are in dire need of support and social investment. Through these programmes, the Foundation reaches and impacts the lives of 520 children and young people per week (boys and girls), from three different cultural groups.

In February 2013, the online Views monitoring system was implemented. This has allowed coaches to collect and analyze their own data, empowering them to evaluate the progress and outcomes of their projects. Coaches and facilitators take attendance registers at each session and a wide range of data is collected through registration forms: age, gender, ethnicity etc. This enables the Foundation to interpret the data as a whole and measure the outputs according to our goals i.e. whether mass participation, social integration, gender equality or participation for all is achieved.

In addition, the staff team conducts: Monitoring site visits to evaluate whether goals are being achieved; Focus groups with coaches, volunteers and staff to explore topics in depth through group discussion; Questionnaires and surveys to gain knowledge about participants, their needs, the impact of the programme and how they perceive the lessons/activities; Pre and post test questionnaires with participants to measure the impact of the HIV/AIDS and Dibsansia programmes. Independent research is conducted by partner Universities and case studies are documented to fully understand the individuals' experiences in the programme, to document

By engaging the youth with constructive activities that provide them with opportunities for training and **employment, education and life skills, young South Africans can break free from the cycle of poverty and crime and bring hope to communities: Today's young people, given hope, dreams and direction, are indeed tomorrow's leaders.**



3.5.3 Outcomes and Indicators for Sport and Developments in use by NGOs

As discussed above, various NGOs are offering sport and development programmes to the youth in South Africa and in the Western Cape (also in conjunction with MOD Centres). These experiences are well recorded, also through case studies (DCAS and ICSSD, 2014). For the purpose of this discussion, two focus group discussions were held to identify the most important anticipated outcomes and indicators used by NGOs. The focus group participants included practitioners from the above two NGOs as well as academics and researchers that were actively involved with NGOs and the MOD Centres.

The following framework of relevant topics regarding the desired results and impacts of sport and development programmes were proposed in the focus groups. They are regarded as important considerations in the design of Youth Sport Programmes.

TABLE 3.1: FOCUS GROUP RESULTS³ FOR DESIRED RESULTS AND IMPACTS OF SPORT AND DEVELOPMENT PROGRAMMES OFFERED BY NGO'S AND MOD CENTRES:

CORE ANTICIPATED OUTCOME	EXPECTED OUTCOMES / KEY PERFORMANCE AREAS (KPAs)
Improved high performance	<ul style="list-style-type: none"> • Various courses and athletic programmes aimed at improved performance through improved sport skills, training and preparation • Sport science (KPA) • Sport psychology (KPA) • Sport management (KPA) • Sport nutrition (KPA) • Talent spotting and management (KPA) • Practise of various sport codes at all levels (KPA)
Improved physical activity and recreation	<ul style="list-style-type: none"> • Play, game and activity programmes in sport and recreation (KPA) • Increased general levels of activity and wellness • Improved health, increased physiological health • Lifelong participation in sport (KPA) • Improved social capital development • Psycho-socio wellbeing (KPA) • As a vehicle for education programmes (KPA) • Improved safe spaces for children • Reduces youth at risk periods • Improve social cohesion and resilience • Improved community and civil society mobilization and organization • Develop good citizens (KPA) • Improved socialization • Improved life skills • Youth at risk issues (KPA) • HIV/Aids awareness (KPA)
Improved Physical Education: CAPS at schools	<p>Training support by NGOs for:</p> <ul style="list-style-type: none"> • Grade R – 3 CAPS Statement PE/ Life Orientation (KPA) • Grade 4 – 6 CAPS Statement PE/ Life Orientation (KPA) • Grade 7 - -9 CAPS Statement PE/ Life Orientation (KPA)

³ The alerted reader will note that ‘results’ in this context includes both ‘KPA’s’ as well as ‘anticipated outcomes’. KPAs should not be confused with anticipated outcomes.

	<ul style="list-style-type: none"> • Grade 10 – 12 CAPS Statement PE/ Life Orientation (KPA)
Improved economic opportunities	<ul style="list-style-type: none"> • Increased career options and study opportunities through high performance sport • Improved employability, employment and career development • Food security (KPA) • Entrepreneurship (KPA) • Linkages between sectors (KPA) • Economic growth, Financial investment in sport and recreation (KPA)
Improved Psycho-socio behaviour and well-being	<ul style="list-style-type: none"> • Increased trust, social collaboration and social relationships • Improved discipline and fair play practises • Increased social interaction and communication • Improved confidence and trust • Sport provides role models and mentors (KPA) • Motivation and discipline (KPA) • Positive values (KPA) • Gender roles and empowerment/ mixed teams and relationships (KPA)
Improved education and capacity building through sport and development	<ul style="list-style-type: none"> • Leadership and personal management skills (KPA) • Skills programmes offered in conjunction with sport (KPA) <ul style="list-style-type: none"> • Broad range of education and training topics (KPA) • Awareness programmes on sport (KPA) • Training for teachers and coaches (KPA) • Training for administrative and management staff (KPA) • Improved information sharing • Platform for awareness programmes (KPA) • Transfer of skills to the community and beyond the playing field (KPA) • Reduce criminal behaviour (Amandla)
Improved gender equity	<ul style="list-style-type: none"> • Gender rights (KPA) • Awareness programmes (KPA) • Advocacy of female sport and increased activity
Desired Environmental impacts	<ul style="list-style-type: none"> • Awareness programmes for the youth (KPA) • Conservation aspects of sport (KPA) • Sport and sustainability (KPA) • Sport and green practises (KPA) • Sport and the environment (KPA)

Improved Peace and reconciliation/mediation	<ul style="list-style-type: none"> • Facilitation of peace initiatives (e.g. Kicking for Peace), (KPA) • Conflict resolution through sport (KPA) • Mediation and arbitration (KPA) • Decreased violence (KPA) • Platform to understand conflict in communities (KPA)
Improved ethics and values	<ul style="list-style-type: none"> • Various providers offer value-based courses, e.g. related to the Olympic Values (IOC) • Activities aimed at fair play (KPA) • Rights based approached (KPA) • Code of conduct by sport federations (KPA) • Legal aspects of sport (KPA)

(Results of Focus Group discussions, 14 and 19 August 2014).

It is clear from the above sets of anticipated outcomes that a broad range of important themes are apparent that can be incorporated into indicator frameworks for use in M&E systems of NGOs and government programmes.

3.6 CHAPTER SUMMARY: ANTICIPATED OUTCOMES FOR SPORT AND DEVELOPMENT PROGRAMMES FOR THE YOUTH

As discussed previously in Chapter 3, the outcomes identified for sport and development programmes as identified in this section have been summarised below as the various sets of anticipated outcomes identified provides a very useful framework for this study. These themes also provide guidance for the research design discussed in the next chapter as these themes are very relevant to the objectives and desired results of the MOD Centres discussed in Chapter 5.

TABLE 3.2: SUMMARY OF ANTICIPATED OUTCOMES FOR YOUTH SPORT AND DEVELOPMENT PROGRAMMES

SOURCE	SELECTED ANTICIPATED OUTCOMES
INTERNATIONAL	
International Olympic Committee	Excellence, friendship, respect
UN Sport for Development and Peace	Child protection, skills development, youth employment, self-esteem, empowerment, social inclusion, promotion of peace, gender equality.
SOUTH AFRICA	
Youth Development Strategy Western Cape Government	Skills development, social inclusion, resilience, positive role identification.
Provincial Strategic Objectives (PSO)s Western Cape Government	Employment, healthy lifestyle, safety and security, increased wellness, social

	inclusion, poverty reduction, rural development.
NGO: Amandla	Increased competence in skills, the amount of graduates employed (and employability); the amount of graduates who continue to remain as volunteers, Increase in attendance of participants, increase feeling of belonging, increased feeling of safety, improved career awareness.
NGO South African Football Association	Empowerment, accredited skills training, leadership opportunities, participation in sport, social integration, promotion of health, employment opportunities.
NGOs: Focus Group discussions	<p>Improved performance</p> <p>Improved physical activity and recreation (Indicator example: % increase in active population)</p> <p>Improved physical education</p> <p>Improved economic opportunities</p> <p>Improved psycho-socio behaviour and wellbeing (Indicator example: % increase in school attendance ascribed to S&D)</p> <p>Improved education and capacity building through sport and development</p> <p>Improved gender equity</p> <p>Improved environmental impacts</p> <p>Improved peace, conflict and mediation (Indicator example: % reduction in conflict).</p> <p>Improved values and ethics.</p>

The above summary of desired outcomes of sport and development programmes amongst the youth provides a very useful basis for discussion but also for comparison regarding the experiences of MOD Centres. These themes and summarised outcomes will again be discussed in Chapter 6.

3.7 CONCLUSION

It is concluded that this Chapter has shown that in the international and local experiences an important set of anticipated outcomes (or desired results) have been articulated for sport and development programmes amongst the youth. These themes and outcomes provide a useful conceptual baseline for this study as the activities and M&E considerations of MOD Centres

will be investigated in Chapter 5 against this framework and will be discussed in the findings in Chapter 6.



CHAPTER 4: RESEARCH METHODOLOGY AND DESIGN

Whereas the amount of anecdotal evidence of the positive contribution sport can make towards various developments aspects is tremendous, the quantity of empirical data to support these assumptions has been far more limited ... Further, the collection of good practice examples presents an excellent opportunity for replication by countries at an earlier stage of developing their policies.... I challenge you to fully utilize and experience the power of sport.

Prof Wilfried Lemke, Special advisor to the UN SG on Sport for Development and Peace (Keim & De Coning, 2014: 14).

4.1 INTRODUCTION

This study is primarily concerned with improving performance management systems that are able to provide anecdotal evidence of the positive contribution to sport as per Prof Lemke's call in the above quote. Obtaining scientific evidence of the use of existing indicators as well as other indicators to be considered in youth sport programmes such as the MOD Centres as the focus of this study thus aims to contribute to the improvement of the results-based monitoring and evaluation systems in use for this purpose. However, this Chapter also relates to the above statement as the quest in this study is to provide scientific evidence of the present indicators in use as well as to provide scientific evidence of suggested alternative and additional indicators for use in the MOD Programme (such as psych-socio behavioral outcomes) and other sport for youth development interventions, thereby making a meta-evaluation contribution to Prof Lemke's request above.

The evaluation methodology and design contained in this Chapter are primarily aimed at improving the validity, reliability and trustworthiness of the research. With respect to the MOD Centres, the research is aimed at determining:

- The existing indicators in use by the MOD Programme;
- Other alternative indicators considered by DCAS; as well as
- To determine what other likely indicators should be considered for this purpose.

Other than a desk-top study of the available information through an assessment of the primary research material (see sources below), the research contribution is aimed at conducting original fieldwork in two areas. Research completed for the purposes of this study include:

- First, the fieldwork completed comprise the sourcing of formal research and M&E reports and related primary research sources in order to record the present indicators in use by DCAS to monitor the MOD Programme;
- Secondly, primary sources and interviews were used to determine what type of indicators are being considered by DCAS that is not presently part of the formal DCAS/ MOD Centre monitoring framework. A set of 5 qualitative interviews that were conducted with practitioners that were directly involved with the management of the MOD Centre programme
- Thirdly, primary sources and interviews were used to determine what type of indicators have been considered for use in sport and development programmes for the youth as well as the MOD Programme, by specialists involved in the field but that are active externally to DCAS and the MOD Programme. This concerned material by and perspectives from various practitioners and academics, as discussed in the previous Chapter. Specialists at Universities, in Government and practitioners from NGOs have a good knowledge of MOD Centre activities and the need for M&E in particular areas. **Sixteen interviews were conducted for this study** that focused on present and future indicators in sport and development programmes. These included 5 interviews with MOD Centre practitioners (government officials from DCAS), 6 interviews with academics and practitioners that had a direct working knowledge of MOD Centres, as well as 5 interviews with international specialists on sport and development programmes. These discussions focused largely on new indicators and performance areas to be considered in the future monitoring of the MOD Programme. These interviews also served as a verification of the information obtained through the fieldwork above.
- Fourthly, the results of a psycho-socio survey done by the researcher with 62 MOD Centre participants regarding psycho-social behaviour changes as a result of MOD Programme activities are regarded as an important contribution by this study to identify relevant indicators in the psycho-social behavioural areas, a dimension that has been neglected in research previously. The Psycho-social indicators concern a neglected field in indicator development, and the survey and survey results provide findings on the possible types and the use of these indicators.

The primary sources of the research material contained in the case study contained in the next Chapter were derived from:

- Primary research and Monitoring and Evaluation Reports of the Department of Cultural Affairs and Sport (DCAS);
- Secondly, secondary material that concerns scientific articles and research reports published by researchers in the field specifically on MOD Centres; and
- Thirdly and most importantly, original research material gathered by way of a Psycho-Social Behaviour Survey conducted with participants, as well as a set of interviews

with practitioners and experts on MOD Centres on the use of future indicators as discussed above.

The following discussion will provide more information on the research methodology and the research design of the study.

4.2 PROBLEM STATEMENT, RESEARCH QUESTIONS, AIMS AND OBJECTIVES

4.2.1 Problem Statement

The problem being investigated in this study is **that a lack of measurable indicators exists to monitor and evaluate sport and development youth programmes** such as those being implemented at MOD Centres specifically. A need also exist to establish appropriate indicators for the monitoring of MOD Centres that are informed by MOD Centre objectives, programmes and practices (as well as by comparative experiences, see Chapter 3).

The above problem statement has two particular elements. The first is that although M&E systems and indicator development for social development has made substantive progress internationally and in South Africa over the last 20 years, the field of sport and development youth programmes have been neglected.

A second problem is that although MOD Centres and other dedicated sport and development programmes have been in existence for some time, these experiences are not adequately recorded, monitored and evaluated. As stated by senior government managers from SRSA and DCAS, an urgent need exists to establish sound M&E systems (DCAS and ICESDD, 2014). **The specific problem being addressed by this study is that a lack of adequate knowledge exists on the type of anticipated outcomes and indicators needed for the monitoring of MOD Centre purposes.** The development of a much needed case study is therefore seen as an important contribution to record the type of development indicators in use and that are required for future purposes. It should therefore be noted that the actual monitoring and evaluation of MOD Centres is not part of this study.

4.2.2 Research Questions

The following research questions have been postulated in order to further elaborate on the specific questions that arise from the research problem statement above:

- What objectives, anticipated outcomes and indicators are presently⁴ being utilized by DCAS in the monitoring of the MOD Programme?

⁴ The research period relevant to this study and during which time fieldwork was conducted is from June 2013 to May 2014. When the above text refers to 'present research' the above period applies.

- What objectives, anticipated outcomes and indicators are presently being considered by DCAS in the monitoring of the MOD Programme as alternative anticipated outcomes and indicators, compared to the formal system presently in use?
- What are the specific objectives, anticipated outcomes and indicators that are recommended for use by relevant experts and practitioners at universities and at NGOs outside of the MOD Programme and DCAS?
- What specific indicators can be used to monitor psycho-social behavioural changes amongst participants in the MOD Programme?
- Does the use of these psycho-socio indicators show positive or negative changes as a result of MOD Centre activities?
- From the above, which indicators or compendium of indicators could be used to monitor MOD Centres?

4.2.3 Research Assumptions:

The following research assumptions were developed as part of the research design and links directly to the fieldwork in the next chapter:

- The present indicators in use on the performance of the MOD Programme by DCAS can be determined (see Existing Output and Outcome Tables, Chapter 5).
- This existing set of indicators provide a baseline against which it can be established what other indicators are being considered by the Department that are not yet part of the formal system; and
- Thirdly, and against this framework, an assessment can be made of what alternative indicators can be or should be considered for the monitoring of the MOD Programme that is not presently in use.
- A survey amongst MOD Programme participants regarding the use of psycho-social indicators may provide useful information on the types of indicators possible as well as the use of these indicators.

4.3 AIMS AND RESEARCH OBJECTIVES

The aim of this study is to identify, consider and select appropriate indicators from the existing compendium of indicators locally and abroad and to make recommendations on the possible use of these indicators to monitor MOD Centres. Secondly, the aim of the study is also to develop a case study on the MOD Programme in order to ascertain the type of indicators and anticipated outcomes needed by the MOD programmes. Thirdly, the aim of the study is to improve our understanding on the type and use of psycho-social indicators specifically. Last, the aim of the study is to make recommendations on the improved monitoring of the performance of sport and development programmes amongst the youth by suggesting appropriate results-based indicators.

The **primary objective of the study** is therefore **to record and to assess the existing anticipated outcomes and indicators in use by the MOD Programme and to identify other potential outcomes and indicators for the monitoring of youth sport and development programmes and to provide findings and recommendations on the use of indicators for future purposes.**

4.4 RESEARCH METHODOLOGY

4.4.1 Research Design

The research design is described by many scholars as the strategic plan that guides “... the arrangements of conditions for the collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure” (Sellitz, Jahoda, Deutsch & Cook, 1965) in Blanche & Durrheim (1999:29). Durrheim, (1999) further postulated that research design should provide explicit plans for action and must include the techniques that will be employed in the implementation or execution of the research (Blanche et al., 1999: 32). The research design therefore can be seen as an essential part of the research as it provides a concrete road map for the collection, measurement and analysis of data.

The research design in this study will be based on the **M&E approach** by Kusek & Rist as well as **a thematic approach in identifying key expected results and outcomes in sport and development programmes amongst the youth** (see Chapters 2 and 3) to identify the most important themes for which indicators need to be developed. The case study to be developed on the MOD programme in need to establish the type of indicators and anticipated outcomes needed to record the objectives and anticipated outcomes in use by MOD Centres. The unit of analysis in this study is MOD Centres.

The **key research design considerations** that have been developed in this study determined the research methodology approach and type of empirical evidence needed. As will be clear from the discussion below, the theoretical chapters already provided useful guidance in establishing the assumptions and key considerations that shaped the approach to this study. The following key considerations have played an important role in determining the research design:

- As the focus of the study is on the present use of indicators in sport and development programmes related to the youth as well as the use of alternative indicators, the definition of the term ‘indicator’ and ‘indicator framework’ as well as ‘results-based M&E’ provide a useful research design basis for this study. Indicators identified and used in the empirical evidence of this study thus need to meet the formal requirements of results-based indicators (Sources, Rabie, Kusek & Rist, Immas & Rist, etc all);

- It is a paramount research design consideration that the research is not limited to the identification of indicators, but also where appropriate, policy and strategic objectives, outputs as well as anticipated outcomes (or results) as these are indicative of indicators required. The body of knowledge of results-based M&E and the 'Programme Logic' Approach are therefore utilized (Sources, extensive)
- Thirdly, from the literature review and theoretical material discussed in Chapters 2 and 3, it is clear that the body of knowledge in youth development as well as the field of sport and development both provides useful insight into the intended benefits or results that sport and development programmes amongst the youth may achieve. These areas, such a social cohesion, social capital development and various social and human development aspects of the youth will therefore be regarded as focus areas when new indicators are to be identified.
- The research design also determined that a brief assessment of the anticipated results or indicators in use by authoritative international players in sport and development, such as the UN and IOC will be useful and also that an assessment of the anticipated results and indicators in use by other players, such as NGOs will also provide a useful basis for the consideration of future indicators for the MOD Programme. This assessment has been provided in Section 3.8 (Chapter 3).
- From the above, the literature also indicated that psycho-socio-behavioural changes as a result of sport and development interventions was a particularly important area. Psycho-socio behavioural change areas, such as an improvement of trust and confidence amongst participants, have thus been identified in the literature review of this study and will be used as a basis for the search of possible (new) indicators that may be considered in the use of future M&E systems. Whereas most programmes monitor participation rates and high performance, these aspects are seldom monitored. This study therefore identified specific psycho-socio areas for further investigation in Chapter 2 and **the psycho-socio behaviour survey amongst MOD Programme participants** were therefore conducted as part of the fieldwork in order to establish whether such indicators are useful and whether such indicators could be used for future purposes.
- The research design determined that the **Western Cape MOD Programme was an appropriate case study** for this research (see motivation of selected case study below). The M&E system of the MOD Programme was therefore identified as the core unit of analysis. The research design therefore determined that with respect to both present indicators in use, as well as future possible indicators, **the sourcing of primary source material from DCAS** on the MOD Programme as well as **selected purposive interviews with practitioners** and those responsible for managing the

programme during the period June 2013 to May 2014 will be important. In addition, the research design also determined that a set of **interviews with relevant specialists and experts** that have knowledge of the MOD Programme will also be a valuable source of information as to the identification of future indicators that could be considered for monitoring purposes. In addition to this, the fourth leg of the fieldwork concerns the **psycho-socio behaviour survey** conducted for this study and that was discussed above. Details regarding sampling and research methods will be discussed below.

4.4.2 Qualitative Research

This methodology is useful when the aim of the research is to understand a particular group or interaction (Creswell, 2003). Qualitative research is common for avoiding numbers, and rather deals with interpreting social realities, and is considered ‘soft’ research (Bauer, M.W & Gaskell, G, 2000). Blanche et al., (1999) further indicates that this particular method encourage more discussion and involvement by the respondents who may include individuals and focus groups. We can thus argue that a qualitative inquiry enables the researcher to develop a pattern of understanding and to shape the inquiry as meanings emerge and themes are identified. It will ultimately yield the thick description and rich narrative on which to build the process of understanding the subject of the study.

A key qualitative aspect of this study is improving our understanding of the anticipated outcomes of MOD Centres. Other than what may be formally available as primary source documentation, it is important to collect data on how stakeholders interpret and understand these anticipated outcomes as well as how it is applied. Qualitative research in this respect will therefore focus on the trustworthiness in addition to reliability and validity of how participants view, perceive and understand the objectives and anticipated outcomes of MOD Centres. Qualitative research methods will also be used to gather the opinions of participants through focus group discussions as well as to record the opinions of experts in M&E on the most appropriate indicators available.

4.4.3 Data Collection Methods

The fieldwork results that emanated from the use of the data collection methods below, has been presented in the form of a case study, also to allow comparison with other cases in future. The various data collection methods for this study therefore included:

- Desk-top research and an **analysis and assessment of primary DCAS documentation** listed above;
- The use of **secondary sources, case studies** (see below) **and articles** specifically on the MOD Programme, in order to ascertain possible alternative indicators to be used;

- **Face-to-face interviews using a structured research schedule** with MOD Programme practitioners and those responsible for the MOD Programme and the M&E function in particular;
- **Face-to-face interviews using a structured research schedule** with experts and specialists not from DCAS but that have been involved with the Programme;
- **Focus group discussions** with MOD Programme stakeholders and others involved in the Programme (see details below);
- A **psycho-social behavioural change survey** conducted amongst 62 MOD Centre participants from 18 schools.
- And **peer-and participant observation**. The researcher has served as a MOD Programme Practitioner at DCAS during the year of the study period and has been able to observe the functioning of the Programme, including reporting and monitoring, first hand. Where such observation may have influenced the results care was taken to consider the views of other specialists and such areas will be highlighted and declared.

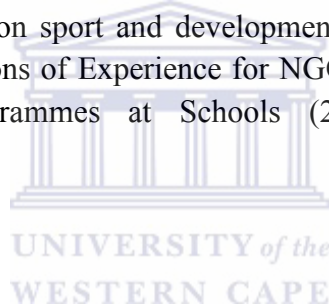
It is important to note that the following Primary Sources provided the baseline research for the MOD Programme fieldwork undertaken for the above purpose. Because of the increasing research on this topic by the Department and other players, these sources are clearly referenced and indicated below. It should be noted that although the researcher formed part of the research team employed by DCAS, the researcher acted as primary researcher in the Psycho-socio Behaviour Study. These include:

- Source 1: *An Evaluation of Mass Participation, opportunities and access, development and Growth (MOD) Centres of the Sport Programme*, DCAS, March 2014 (Sakaza);
- Sources 1 & 2: *The Annual Reports for 2011/12 and 2012/13* of the Department Of Cultural Affairs and Sport (DCAS, 2012, 2013a);
- Source 3: *Sport Development. The MOD Programme Monitoring and Evaluation Report 2012/2013* (Directorate for Sport Development, DCAS, Sanders, B, see DCAS 2014c);
- Source 4: *Sport Development Statistics Report 2012/2013* (Directorate for Sport Development, DCAS) Thornton, see DCAS 2014d.
- Source 5: *The Sport Development and Research Report 2012/2013* (Information and Knowledge Management Unit, Operational Support, Directorate for Sport Development), Malotana ,M, DCAS (2013b)
- Source 6: The Psych-socio behavioural study Report on the MOD Programme, titled: *“Findings and results of the Behaviour change and longitudinal Evaluation Study”* By Christians,Y, for DCAS. See Christians, Unpublished Paper (2013);

Four case studies /or ‘papers’ have been developed by the researcher during the course of the study period for different reasons. These cases provided useful background information and context to the case in the next Chapter and solicited important comments from readers and

reviewers. These published and unpublished papers by the researcher of this study have also provided base information on indicators for the next Chapter and will be referred to where relevant. These secondary sources concern:

- Source 7: The Academic Paper developed for and accepted by the International Olympic Academy (IOA) titled: “*Sport and Development, Olympic Values and the SA Youth: Considerations for the MOD Programme*”. The researcher was invited to present this paper at the IOA Seminar series in September 2014 (see Christians, 2014);
- Source 8: The Academic Paper developed for the School of Public Leadership (SPL) at Stellenbosch University and that was submitted for the Public Sector M&E Certificate Course offered by Dr Babette Rabie, specifically explored the potential of the establishment of an M&E system for the MOD Programme (see Christians 2013).
- Source 9: The Case study developed for the Case for Sport Research (UWC and DCAS 2014) titled “*Case study of the MOD Programme in the Western Cape*” by Sanders, Christians and De Coning (2014);
- Source 10: The Chapter on sport and development for the youth in the NIKE GIZ Baseline Study On: Lessons of Experience for NGO’s on the Design of Youth Sport and Development Programmes at Schools (2014). Institute for Sport and Development.



4.4.4 Case Study Method

The case study method has been acknowledged as a powerful and meaningful way of recording experiences and of capturing qualitative information. In South Africa the case method in public and development management has especially been developed by Brynard and Erasmus (1995) and Schutte et al. (1995). Internationally, the work of Yin has become especially valuable. In this instance Chapter 5 will provide a case study on the use of indicators by the MOD Programme that will hopefully also serve as a case for research and teaching purposes in future. The case study is therefore information giving in terms of background and context, but also rather specific in that the purpose of the case study is to record the present indicators in use in the MOD Programme as well as to consider the use of other indicators that are not part of the formal monitoring framework at present (May, 2014).

The **selection of the MOD Programme as a case** was done during the literature review phase in consultation with the supervisor and other academic advisors. The choice of the MOD Programme as a case study of a youth sport and development programme that could be used to establish the use of indicators in M&E systems, was based on the following factors:

- The MOD Programme is highly significant in that it is the only such Programme in South Africa (compared to the other eight provinces) that have a sport and

development massification initiative at this scale (48 000 participants at 181 Centres). The potential importance of using improved indicators in this Programme is therefore of strategic importance as the Programme is also serving as a pilot and as an example in many respects;

- The MOD Programme focuses on after-school activities that are very important as various NGOs and other stakeholders are increasingly focusing their efforts in the after-school period when the youth are at high risk.
- The MOD Programme has an existing Reporting and M&E function as well as limited research capacity. As such the present system provides some basis for analysis and assessment (see research assumptions above).
- The MOD Programme objectives and the nature of activities are generically consistent with the efforts in many other programmes internationally and locally and therefore provides a case where the indicators developed for the MOD Programme may also be considered for use in similar programmes in future.
- Last, the case of the MOD Programme has been selected as the researcher has good access to information and as ICESD (UWC) has a partnership with DCAS where joint research efforts, such as the longer term Case for Sport Research Project, are being undertaken. The case of the MOD Programme is therefore an interest in related research projects and the findings of this study may provide useful options for other researchers in future (footnote).

Other cases that were considered in the selection of cases for this study included the Netball Club development of the West Coast, Kicking for Peace, the Case of the SA Soccer Association, as well as the M&E System of Amandla Edu Football. The interested reader should note that case publications and further information on all of these cases are available (footnote). It should also be noted that the Monitoring Framework of Amandla EduFootball has been particularly useful and reference will be made to experiences of Amandla EduFootball where relevant.

The **fieldwork results from interviews and focus groups** will be presented as part of the case study. As discussed previously all three the constituent cases will be presented in a combined case. The major issues in the case will address the priorities of the study as discussed in the research design. Although this study is not primarily of a comparative nature, some other valuable cases exists that may provide meaningful information and approaches for this study.

4.4.5 Focus Group Discussions (FGD)

Focus group discussions is a general term given to a research interview conducted with a group. It is typically regarded as a group of people who share similar type of experience, but that is not naturally constituted as an existing social group (Blanche et al. 1999: 388). Edwards & Skinner, (2009: 112) further articulates that focus group discussions capitalize on group interaction and communication to generate data.

For the purposes of this study it was decided in consultation with senior academics to facilitate two focus group discussions. These sessions were held at the University of the Western Cape in the Department of Interdisciplinary Centre of Excellence for Sports Science and Development. The focus group discussions included practitioners and senior researchers in the field of sport and development. Discussions were facilitated in a participatory format. This approach allowed for a rich discussion, debate and questioning session around various themes related to sport and development. The themes focused on desired results and impacts to be achieved through sport and development programmes. These proved to be very insightful views and the results of these discussions were summarised at the end of Chapter 3 and integrated in the findings in Chapter 6.

The participants to the Focus Group discussions voluntarily agreed that their names and positions may be stated and the interested reader is referred to Annexure B for details in this respect.

4.4.6 Interviews

With respect to **Interviews** conducted in this study, and excluding the interviews with experts on the conceptual approach followed and the contents of Section 3.8, it is noted that important data and views were recorded through interviews for the fieldwork component of this study. According to Brink, Van Der Walt & Van Rensburg, (2006) data collection methods such as interviews allow the researcher to extract more information relevant to the study. The researcher will make use of semi-structured interviews consisting of open-ended questions, which Wengraaf, (2001) explains the formulation of semi-structured interviews are designed to have a number of interviewer questions prepared in advance but such questions are designed to be sufficiently open.

Interviews with practitioners of MOD Centres (government employees from DCAS) were semi-structured and a research schedule was used in an interview situation. It should be noted that participants gave their agreement for their names and positions to be stated. These included:

- Mbulelo Malotana (Former M&E unit Manager, Sport Development Directorate, DCAS)
- Craig Thornton (M&E officer, Sport Development Directorate, DCAS)
- Grant Mettler (Former Area Manager, MOD Programme, Sport Development Directorate, DCAS)
- Zuhair Isaacs (Former Area Manager, MOD Programme, DCAS)
- Alexis Mettler (Former Area Manager, Sport Development Directorate, DCAS)

EXTERNAL INTERVIEWEES (SPECIALISTS)

- Nelisiwe Maleka (PhD, M&EHIV/Aids Awareness programme, UWC)
- Karl Voysey (Amandla)

- Christo De Coning (Professor UWC)
- Mfundo Mncina (Acting Director, School Sport, SRSA)
- Lean Terreblance (Football Association SA)
- Nana Adom (Masters Student, research assistant, ICESSD, UWC)

INTERNATIONAL SPORT AND DEVELOPMENT SPECIALISTS (Post Graduate Seminar, Greece, 2014)

- Nathalie Pieschenk (PHD, IOA participant, Germany)
- Daniel Guinness (Post-doctoral researcher, IOA Participant, Australia)
- Borris Rodas (Professor, IOA participant, Guatemala)
- Malgorzata Bronikowska, Professor, IOA guest lecturer, Poland)
- Peichi Chuang (PhD, IOA participant, Taiwan)

Other than the five interviews with practitioners of MOD Centres (government employees from DCAS) a further 6 participants were interviewed and was selected on the basis of random sampling from the focus group participants of sport and development specialists from outside of government. Last, five (5) interviews were held with international specialists in the field of sport and Olympism. They include practitioners and scholars in the field of Sport and Development. The diverse categories of participants represented the voice from government, NGO's, and academia, thus providing a comprehensive perspective.

The MOD Programme in its generic form share many similarities with other Youth Sport programmes. It is thus of particular significance to be able to get the views of scholars and practitioners internationally. The interviewees formed part of a selected group of participants who attended the 21st International Seminar on Olympic Studies for Postgraduate Students, which took place Greece for the month of September, 2014. It is worth noting that all the participants shared the similar academic context of Sport, but each specializing in different areas of sport and development. The interviewees included two PhD students from Germany and Taiwan, a Post-doctoral student from Australia as well as two Professors from Poland and Guatemala Universities. Thus providing for a rich narrative of experience and knowledge, and making a meaningful contribution of an international voice and perspective to the findings.

.4.4.7 Observation and Data Collection

According to Graziano & Raulin, (2007: 32) observation is seen as the empirical process of using one's senses to recognise and record factual events, by systematically and intensely noting and recording the flow of interactions, information and communication in the natural setting of the MOD Centres. Although not a major data collection method in this study, the researcher will also use observation of MOD Centre activities, especially to improve the ability to interpret fieldwork results.

During the data collection phase of the Behaviour Change and Longitudinal Study the

researcher was able to do direct observation at 10 MOD Centres. Observations of the interrelation of sport and the social elements proved to be very insightful.

4.4.8 The Psycho-Socio Behaviour Survey

This component of the fieldwork research yielded exciting results and care will be taken to reflect thoroughly on the research methodology used and what possible limitations to the research are prevalent. The psycho-socio behaviour study was designed and conducted by the researcher to ascertain whether the use of a set of psycho-socio behaviour anticipated outcomes, as was developed from the theory in Chapter 2 of this study, will show positive results in terms of the intended impacts of the MOD Programme. The survey was also done as a pilot study to ascertain whether the psycho-socio indicators used may be useful as indicators for sport and development programmes amongst the youth in future. These results are presented in the next Chapter.

The evaluation design of the research conducted in the form of interviews with a fairly large sample of schools and MOD Programme participants for a study of this kind was performed during July 2013. The research design was based on a set of selected anticipated outcomes derived from MOD Programme objectives (such as increased participation and talent-spotting) as well as specific psycho-socio behaviour elements selected from the conceptual frameworks for sport and youth development as discussed in Chapter 2.

A research schedule was used in an interview situation by only two qualified researchers. The schedule was developed and tested in consultation with researchers from ICESSD (UWC) at the time as a research partnership existed between DCAS and ICESSD). The research made use of a random sample method where a sample of nine primary, five secondary schools, two Farm centres and one Community centre was selected from the total sample size of 181 MOD Centres at the time. In other words, 17 MOD Centres were selected from a total of 181 MOD Centres (a 9.4% sample of all MOD Centres). The sample was drawn using the Bailey Table of random digits. It should be noted that the sample included a balance of primary and secondary schools as well as farm and community centres. The following MOD Centres were selected on a random basis:

1. -Phandulwazi HS (Metro South)
2. -Elswood HS (Metro North)
3. -Harry Gwala HS (Metro Central)
4. -Knysna Sec. (Eden/Karoo)
5. -Zwelenthemba CC (Winelands)
6. -Skurweberg Sec. (Winelands)
7. -Rylands PS (Metro Central)
8. -Groenheuwel PS (Winelands)
9. -Avontuur FC (Eden/Karoo)
10. -Bongulethu PS (Metro South)
11. -Zeekoeivlei PS (Metro South)
12. -Marvin park PS (Metro East)

13. -Citrusdal PS(West Coast)
14. -Isilathiso PS (Eden/Karoo)
15. -Bontebok PS (Overberg)
16. -Rosendal PS (Metro North)
17. -Broodkraal FC (West Coast)

From the above sample, a total number of 62 interviews were conducted (at an average attendance rate of 200 participants per MOD Centre at the time, these 17 Centres had 3400 participants at the time that results in a sample size of (62 out of a total sample size of 3400) 2%. Given the large number of MOD Centres covered (10%), the 2 % of all participants are regarded as a valid sample for the purposes of this research.

The sample included of 62 participants included forty one (41) learners from primary schools, 17 from secondary schools and 4 from Farm and Community centres. The sample contained 54,8% boys and 45,2% girls.

Use was made of 2 DCAS staff members with post-graduate qualifications in the social sciences to manage the questionnaires and these were completed both by respondents themselves (high schools) and then checked by interviewers as well as secondly, the completion of questionnaires by interviewers that asked the questions and completed the questionnaire themselves (in the case of primary schools). The research results have shown that the interviews with junior learners took considerable time as it was found necessary to first put the learners at ease and for the learners to feel confident in the interview situation in order to complete the questionnaire thoroughly.

In the development of the questionnaire, various questionnaires were consulted including a GIZ questionnaire as per the brief; and UWC researchers at ICESSD were consulted on the questions and research design. The Questionnaire was circulated in the DCAS M&E Unit for comment before it was finalised. It was found that the sample size and structure was sufficient for this exercise and that the data collection process at MOD Centre level was very important and yielded valuable results.

This Behaviour Change investigation, which aims to serve as a baseline for future studies, has yielded important lessons of experience that should be considered during the review of the MOD programme. The study has been restricted by time constraints as well as limited availability of human resources needed to facilitate the interview schedule with participants.

The **research schedules** questions were developed in a very user-friendly and simplistic manner, and was first tested in pilot interviews, making it easy for participants from all age categories to interpret and respond to the questions. It quickly became apparent, after the first few interviews, that more time was needed with the participants, especially those from the foundation phases, which ranged from ages 7 to 8.

Various reasons exist for the above. It was deemed necessary to build a trusting relationship with the respondents so that they feel free to answer as honestly as possible. Furthermore, the research takes place predominantly in a school domain so it is important that the respondent does not see the interviewer as an authoritative figure rather as someone who is genuinely interested in their experiences in the MOD Programme. Congruence between interviewer and participant is thus a key objective in the interview process.

Initially, there was a language barrier as the questionnaire was exclusively developed in English. We soon realized, during the preliminary data collection period, that a definite need existed to translate the questionnaire in all three official languages of the Western Cape, as the participants' native languages ranged between English, Afrikaans and isiXhosa. Due to this barrier, a need arose for the coaches to assist in certain instances.

A third, albeit less significant limitation of the research is the fact that a number of centres, which initially formed part of the sample, had to be excluded from the research. The reasons ranged from the closure of certain centres during the period of data analysis, to non-activity and absenteeism of certain coaches resulting in no interviewees. Moreover, since interference with the learners' academic schedules were undesirable, interviews were held after school while the participants were attending the MOD Programme. The initial sample that was drawn included alternative sites in case this should occur, so that the representativeness (as well as reliability and validity) of the results were not affected.

Not all participants from the identified sample categories were available for interviews, yet it is worth noting that the study managed to reach 70.8% of our initial sample.

In terms of data analysis and synthesis the process of thematic analysis involved making sense out of text and transcribed data. The analysis of the data must enable the researcher to make an interpretation of the larger meaning of the data. The coding of the data is a systematic process of analyzing the actual data. Interview and focus group results will be recorded and analyzed according to themes. In this respect especially the identification of relevant anticipated outcomes by role players are important. These outcomes need to be considered in terms of developing indicators that are indicative of the desired outcomes that will be presented as findings. The analysis and synthesis of the data was done by the researcher and UWC researchers were also consulted on the interpretation of the fieldwork results (see Chapter 5). Note follow-up interviews to verify results as well as validation of results by expert opinion (note for example that the low participation rate for girls correspond with the research results of the Medical research Council, in this regard).

4.4.9 Research Procedure and Conclusion on Data Collection Methods

The research procedure in this research investigation included the literature review and assessment of available indicators; the finalization of the research design and developing the research schedule (interview guidelines), the conducting of interviews and focus group discussions, as well as other data collections. The process also includes the recording, analysis and interpretation of research results, the presentation of fieldwork results, and the development of research findings.

4.4.10 Validity, Reliability and Trustworthiness of Results

As is evident from the above discussions, care was taken in the research design and in the application methods to ensure validity and reliability in the survey results. Comments were made regarding the importance of trustworthiness in qualitative research with respect to the nature of interviews with children and the importance to use qualified and certified youth councillors for this purpose.

4.5 RESEARCH ETHICS

The UWC policy was followed in this research and a number of ethics issues were identified and considered during the proposal phase of this study. This especially concerned the nature of the interviews with school children as well as consent issues regarding interviews with government officials and MOD Centre Coordinators.

This study complied with the ethical considerations specified by the Ethics Committee at the University of the Western Cape. Permission to conduct the research was obtained from the Faculty Higher Degrees Committee of the University of the Western Cape. The identified participants were invited to participate and did so voluntarily, with a full understanding of their rights as well as how the research results were used.

The objectives and reasons for the study were explained to participants as well as the reasons why they were chosen. It was emphasized that their participation and input is important to the study. Participants were informed that their participation was voluntary and that they could withdraw at any stage.

Consent for the interviews was obtained in terms of the agreement between DCAS and the Department of Education as well as the agreement that were made with each school. The identities of all participants were treated with the strictest confidence and were not included in any recording, reporting or distribution of information.

4.6 CONCLUSION

It is concluded that the research methods used and the research design that was determined for this study provided a sound basis to ensure that research results were valid, reliable and trustworthy. The research design and methods very much focused on the best possible ways to obtain new information as well as empirical evidence of what indicators could and should be used in the monitoring or sport and development programmes amongst the youth. It is concluded that the different research methods used worked well with each other and that in many instances these results were used to cross validate data and information in others.

The next Chapter will present the case study of the MOD Programme and will include the fieldwork results that emanated from the above research processes. Reference will be made to this Chapter where necessary

CHAPTER 5: FIELDWORK RESULTS ON THE USE OF AND NEED FOR INDICATORS IN THE MOD PROGRAMME

The MOD Programme is achieving its objectives in terms of increased participation in sport and recreation at schools, a substantive number of MOD participants were talent spotted and were receiving special support and opportunities, and results show that meaningfully intended behaviour changes at psychological as well as psycho-social levels were evident.

(UWC & DCAS, 2013)

5.1 INTRODUCTION

The above quote⁵ from the Case for Sport research study by UWC and DCAS (2014:56) suggests that the MOD Programme contains valuable lessons of experience on the management and performance assessment of youth sport and development programmes. Although a full assessment of the establishment of the DCAS M&E system will not be made as the institutional and process steps of M&E establishment falls outside the scope of this study, the focus of the research on the monitoring framework of the MOD Programme is regarded as a third vital element⁶ in the longer term establishment of such a system. Although these areas fall outside the scope of the study, institutional and process factors will be taken into account and reported on where relevant as a systems approach to M&E remains important.

This Chapter will therefore focus on **the identification and recording of anticipated outcomes, output and outcome indicators presently in use** (refer to 2013/2014) as well as **other anticipated outcomes and indicators considered by the MOD Programme** as well as any other indicators that may be considered that were identified by stakeholders in the MOD Programme as well as other specialists with a knowledge of the MOD Programme (for a full discussion of targeted and purposive interviews, see Chapter 4, section 4.3). These

⁵ This quote has been cited from the Case for Sport research (UWC & DCAS, 2014). The Report noted that "... the recently completed Behaviour Change and Longitudinal Evaluation Study of the Department of Cultural Affairs and Sport (DCAS) that was conducted during March and June 2013 is regarded as a highly significant report as it contains valuable results-based information on the MOD Programme". This report by the Information and Knowledge Management Unit of the Directorate of Sport Development at DCAS, showed that significant impacts were taking place and that research by the Department was able to monitor and evaluate such results.

⁶ According to Cloete, Rabie and De Coning (2014: 233) the three vital building blocks for establishing an M&E system concerns the process steps (such as the ten steps by Kusek & Rist (2002), the necessary institutional arrangements for managing such a system as well as the monitoring framework (inclusive of a compendium of indicators). These aspects were discussed in Chapter 3.

fieldwork results will be presented in this Chapter followed by the research findings in the next Chapter.

Valuable research and recordings have already been undertaken and this Chapter will provide an overview of the MOD Programme in this respect. This Chapter will provide a perspective on the history and context of the MOD Programme, followed by a discussion on indicators presently in use, as well as the presentation of fieldwork results on the demand and need for new indicators by the MOD Programme.

5.2 RATIONALE AND CONTEXT OF THE MOD PROGRAMME

The case of the Mass participation, Opportunity and Access, Development and Growth (MOD) Programme provides a perspective on one of the South African Government's most successful large scale sport and development programmes amongst the youth to date. The initiative has shown that Government is able to simultaneously enable mass participation in sport and accomplish high performance activities such as talent identification. The case by Sanders et. Al., (2013) shows that particularly valuable as lessons of experience may prove to be of use in other provinces or countries.

As stated by Professor Marion Keim Lees in a proposal to the Nelson Mandela Children's fund, it is important for all education and development agents to understand the value of a coordinated approach in communities and countries incorporating tools like sport. Besides its benefit for health, sport can be used as a vehicle to facilitate dialogue between different groups, communities and countries by promoting, tolerance, respect, interaction and the spirit of fair play and thus contribute to a more peaceful society conducive for the wellbeing of children and youth. Not only did South African President Zuma in his State of the Nation Address on 10 February 2011 highlight Sport as a powerful unifying and *nation building* tool in his country, the National Department of Sport and Recreation and the National Department of Education are expected to join hands in the realization of 'Education for All by 2015' to reach the UN Millennium Development Goals of which sport for the first time plays a role as a vehicle. In his speech at the IOC 7th World Forum on Sport, Education & Culture in Durban on 5-7 December 2010, the South African Minister of Sports and Recreation Fikile Mbalula stressed the importance between sport, development and education when he said:

"South Africa is a country with a long and rich tradition of sport participation and achievement. Many say we are a sport crazy nation ... Sport and recreation has been proven across the world that it can enhance participation of people for health purposes and for healthy life style and result towards a targeted reduction of abuse, crime, violence, rape and stereotypes." (Minister Fikile Mbalula, IOC, 7th World Forum on Sport, Education & Culture, 7 December 2010). It is therefore clear that also in South Africa the theme of sport and development has made a prominent appearance in the local development debate.

In South Africa the recently released National Sport and Recreation Plan (NSRP) as well as various other policies have acknowledged the important role of sport and recreation in youth development programmes. One of the best examples in South Africa has been the MOD Programme at schools, farms and community centres in the Western Cape where mass participation and talent identification are encouraged. Following the last two years of implementation in the Western Cape, one of the key challenges in the facilitation and management of MOD Centres has been the recording of lessons of experience and the assessment of performance.

The case by Sanders et. al., (2013) shows that the MOD Programme is an integral part of a sport and development strategy for the Western Cape. The prevailing inequities currently experienced within recreation and sport in South Africa are still largely due to the legacy of apartheid, our previous system of governance. In order to show the distorted levels of sport participation in South Africa, a BMI Sport Info Survey (2007) discovered that 66% of adult Whites play sport, as compared to 35% of Blacks, 33% of Coloureds and 47% of Asians. While the number of youth participating outside of school has increased, largely due to the growth of sports not usually available at school, the majority of youth (51%) still play sport at school. This illustrates the great sporting divide that still plagues South Africa and confirms the importance of providing a sporting chance for school youth. Following the marginalisation of Physical Education in the curriculum, the MOD Programme seeks to reposition sport as an important part of the school day. Given conflicting priorities of the Department of Education (with an increased focus on literacy and numeracy), the MOD Programme has taken the lead role in ensuring sport is provided at underprivileged schools. The programme tackles the 'societal structures and conditions that cause underdevelopment in the first place' (Sanders, 2012) thereby seeking to transform South Africa.

History and experience have taught us that the skills displayed by the majority of our athletes, are mostly self-taught, thus resulting in bad habits. Relevant, basic skills and techniques have been compromised, while passion and flair became the foundation on which said skills were taught. In addition, the said inequities ensured that a lack of resources continued to prevail among historically disadvantaged sporting fraternity, thus denying them access to international standard resources and opportunities. It is against this backdrop that the MOD Programme was initiated as a structured, after-school programme, for school-going children, who do not have access to opportunities through recreation. Eventually, these recreation-based opportunities, through various, relevant skills development and talent identification programmes and processes, lead to access to various

The MOD Programme has expanded significantly since being introduced in 2010 and there is currently a total of 181 MOD Centres across the province, located in all eight Western Cape Education districts. The MOD Programme was conceived in April 2010 and introduced in disadvantaged communities. It utilised community centres to provide sporting opportunities. At the time, numbers were reasonably low and did not reflect the desire of communities to engage in recreation and sport, or the need for opportunities. DCAS realised that there were structural limitations to working in community centres and therefore moved the MOD

Programme in August 2010 to willing schools within the communities. Before long, attendance at the school-based MOD Centres had doubled, assisting with the creation of opportunities that allow learners to exercise their ‘right to play’ through the public education system.

The research by DCAS and UWC on the Case for Sport Research showed that the roll-out of the MOD Programme enabled the youth to participate in activities after school hours and that a total of 176 MOD Centres were operational during 2011/2012 (Report of the HOD, Mr Brent Walters, (see DCAS, Annual Report 2011/2012). Recent figures show that 43, 200 learners were registered as enrolments at these centres during that period. The Department supported 110 sport federations and 65 arts and culture federations in 50 public sites and 176 schools.

5.3 THE NATURE AND CHARACTERISTICS OF MOD CENTRES

As reported in the case study on MOD Centres by Sanders and others, (Sanders et. al. 2013) it is clear that the MOD Centres are a flagship programme of DCAS and of the Province, having been endorsed by the Premier and the Western Cape Government, while being selected as a pilot within the National Development Plan – this is merely testament to the good work done through the programme.

The Programme has provided sport and recreation opportunities to learners and youth in historically disadvantaged schools and communities across the province while ensuring employment and capacity building opportunities for community workers. The programme supports identification, confirmation and development of talent, laying an enabling environment for ‘an active and winning nation’.

The MOD Programme has assisted greatly with the transformation of sport in the Province and country by reversing historical inequities and ensuring that opportunities are provided for the needy and marginalised. Furthermore, the programme has contributed to improved school sport structures, complementing the prioritising of Physical Education in the curriculum and formation of school sport leagues. The programme, especially MOD Focus Centres have assisted with the support and formation of club structures, ensuring community development through the school and club networks.

Beyond the playing field, the programme has contributed to the overall education system, resulting in improved attendance and discipline as well as better academic performance at certain schools. Deviant behaviour appears to have decreased with learners less likely to engage in drug abuse, sex, gangsterism and other social ills. The programme has improved social inclusion and created a safe community space, helping learners to boost their self-esteem, physical health, spiritual, and psychosocial abilities.

The MOD Recreation Centres, an innovative provincial pilot project have been hugely successful. The introduction of music and dance classes has stimulated learners and educators alike, and resulted in a number of showpiece performances by the schools. The provision of food packs at selected MOD Centres has ensured that learners do not exercise on an empty stomach while social referral services are provided to ensure that youth with social problems can receive the appropriate support.

While the achievements listed above are impressive, there is a need to generate greater evidence-based research around the impact of the MOD Programme. The programme has been running for less than three years and has undergone many adjustments making it difficult to measure overall impact, but the directorate has conducted a number of assessments. The Directorate is currently doing a Health Impact Assessment and an education outcomes assessment through schools visits and interviews with educators and learners. A behaviour change impact assessment is under way as well as a pilot project in Lavender Hill with Virgin Active, corresponding attendance in the MOD Programme with school attendance, academic results and physiological indicators (e.g. blood pressure, body mass index etc.).

It is clear that the MOD Programme has made tremendous progress in ensuring access and opportunity, mass participation, talent identification and skills development since its inception in 2010. The case study by Sanders, Christians and de Coning published in the case for Sport, (De Coning 2014) shows that good material exists regarding the recording of basic statistics on MOD Centres. It is reported in this source that the MOD Programme has registered significant outcomes since its inception in 2010. 181 MOD centres have been established in underprivileged communities and over 40,000 youth have enjoyed sport and recreation activities. Over 450 community workers are employed as coaches and coordinators, not only receiving an income but being capacitated through skills development and training programmes. 120 learners have been selected for the Western Cape Sport School and given an opportunity to excel at sport while receiving top quality coaching, medical attention, education, nutrition and accommodation. The programme has contributed to talent identification and transformation by ensuring youth from disadvantaged communities is given every chance to represent their region, province and country.

Initially, only *MOD Sport Centres* were introduced, so as to provide general sport and movement activities, with exceptional youth being sent to monthly SHARP (Sport Higher Performance and Advancement through Recreation Programmes) Centres for further talent identification processes. However, there was clearly a need for more code-specific coaching for talented athletes, hence the introduction of the *MOD Focus Centres*, following the pilot project, which utilised softball as a focus code from August 2011. Then, as from January 2012, baseball, basketball and cross country were added, resulting in this approach taking place in four focus codes for the remainder of the financial year. Fifty-Six (56) MOD Sport Centres were converted into MOD Focus Centres through the hiring of an additional two coaches at each of these said centres. Each of these pairs of coaches, focused on *Code*

Specific and Code Specialisation based coaching. This meant that at a MOD Focus Centre, the following recreation and sport-based activities prevailed:

- a. Recreation (Modified Sport);
- b. School Sport (Sport Specific); and
- c. Club Sport (Sport Specialisation).

Furthermore, at the time, the concept of *MOD Recreation Centres* was initially introduced as a DCAS departmental pilot project. However, currently the MOD Recreation Centres serve as a Western Cape provincial pilot project. Eight (8) MOD Recreation Centres were created in the Metro Region and they serve as MOD Sport Centres, as well as MOD Focus Centres, thereby providing recreation, sport, arts and cultural activities (music, dance and library) for aspiring learners. This has had an unprecedented impact at schools, offering children the chance to engage in music, dance and the performing arts, as well as sport. This has resulted in a number of top-class productions being aired at the Baxter Theatre as well as the Artscape. Below is some feedback

Farm MOD Sport Centres provide sporting opportunities for learners and workers living on farms and are not located at either primary or high schools but on farms themselves. Community MOD Sport Centres are located in community spaces and offer opportunities for the preschoolers, the youth, the disabled and the elderly, who are often excluded from sport and physical activity. Farm and Community MOD Centres target a wide range of participants and are meant to offer adults and their children a chance to be active.

SHARP (Sport Higher Performance and Advancement through Recreation Programmes) Centres provide code specific coaching and talent identification opportunities for talented learners from the MOD Focus Centres. The most talented individuals from the MOD Focus Centres are selected for a 2-Day Provincial SHARP Centre Camp which takes place every 3 weeks. Through this process, the most talented learners/athletes eventually become eligible for selection:

- a. To participate in federation-based fixtures;
- b. To the Western Cape Sport School; and
- c. Selected representative teams, e.g. Team Western Cape.

The Western Cape Sport School is a residential school that provides access to sport specialisation for school-going children. It was established for the purposes of:

- Creating access to education through sport;
- Creating opportunities through sport;
- Creating access and opportunities for “the poor with potential”, especially those based in the rural districts;
- Fast-tracking the historically disadvantaged athletes/learners who have the potential to realise greater heights in and through sport; and

- Research.

During 2013, (Sanders et al,) there were a total of 43,286 learners registered in the MOD Programme. This includes learners from primary schools, high schools as well as farm and community centres across all eight districts. Of course these figures are in flux as new learners join the programme and others leave school (see summary below).

TABLE 5.1: MOD CENTRES ACCORDING TO DISTRICTS (2013)

DISTRICT	High School, Farm and Community Centres	Primary Schools
Metro South	826	3971
Metro Central	2021	5087
Metro East	787	7091
Metro North	2355	2426
West Coast	1835	3222
Winelands	706	2350
Overberg	833	2835
Eden & Karoo	2192	4749
TOTAL	11555	31731
TOTAL NO. OF LEARNERS REGISTERED IN MOD PROGRAMME		43,286

(Source: Sanders, et al 2013)

The above case also reports that one of the major benefits of the programme is the provision of sports coaching at schools which have been previously disadvantaged and unable to offer such opportunities to their learners and community. The MOD Centres have allowed schools to broaden the range of sports they offer, provide quality coaching, talent identification processes and further opportunities for gifted learners. The programme has also assisted educators who no longer have to shoulder all the responsibility for delivering sport. A number of other results are noted in this source. This information is significant as it implies

additional intended results (anticipated outcomes) for the purposes of indicator development. These are as follows:

- There is no doubt that the programme has introduced **new sporting codes and activities** to communities. In a country dominated by football, rugby, cricket, and to a lesser extent, netball and athletics, minnow codes are often sidelined. The MOD programme gives learners a chance to try their hand at 16 codes, including indigenous games which is essential to preserving African cultural heritage.
- The MOD programme contributes greatly to **talent identification and the process of creating sporting excellence**. The programme gives talented learners the chance to showcase their skills and receive quality coaching. The most gifted athletes are then selected for a regional or provincial SHARP centre, where they compete against other talented learners. The Western Cape Sport School provides elite coaching and support for the most promising athletes, giving them the opportunity to forge a career in sport. Currently 120 learners at the school have made the journey through a MOD or Sharp Centre.
- The programme has contributed to the **support of sport and recreation clubs** by supplying these clubs with athletes and providing further employment for many coaches at these clubs. This is an actualisation of the national department's directive for Sport and Recreation departments to support the work of federations.
- There is no doubt that the MOD Recreation Centres have had an unprecedented impact at schools, offering children the chance to engage in **music, dance and the performing arts**, as well as sport and recreation.
- The **DSD feeding programme** has been successfully initiated at selected MOD Centres across the province after being initially piloted at 8 schools in the Metropole. All learners participating at these schools receive a nutrition pack. Attendance has increased notably since the introduction of the food packs as it provides participants with the fuel to be physically active. Furthermore, in certain communities it is the only proper meal that learners receive on a daily basis. This has been complimented by social referral services.
- The programme **provides employment** for over 450 community workers across the Western Cape, thus contributing to job creation and economic development. In addition, coaches are provided with training in the form of coaching courses (code-specific) as well as First Aid and Event Management, among other qualifications. This increases their capacity and future employability, with many leaving the

programme for permanent employment. Many coaches feel they have gained confidence from the programme.

- The coaches also provide a **safe space for learners to play** and be active and certain learners feel more comfortable speaking to their coach than their parents. In this regard, DSD may provide counselling services through the MOD programme as many of the learners face severe social problems.
- Certain schools have reported **an increase in attendance and improved academic results** since inception of the MOD Programme. In addition, school management felt that learners' behaviour (especially discipline) and ability to handle difficult situations had improved greatly due to skills learnt in the programme.
- The programme has certainly helped with **social inclusion and the integration of** communities inundated with social problems. The MOD Programme is regarded not only a resource for learners but for the community.
- The programme has helped keep youth engaged and productive after hours and away from social ills such as gangsterism, drug and alcohol abuse, crime, violence and difficult home environments.
- The MOD Programme has resulted in great inter-sectoral collaboration between DCAS and the Departments of Education, Social Development, Community Safety, Health, Transport and Public Works and others. There have also been important partnerships with TAG Rugby, Virgin Active, the City of Cape Town

The case study by Sanders et al., (2013:266) reports that the MOD Centres promote a core curriculum that is reviewed periodically. This includes an explicit and implicit curriculum. The explicit curriculum includes relevant modified sport activities, including the provision of basic movement and motor skills for younger learners to encourage mass participation as well as sport code specific activities to promote excellence and talent identification. Sport code specialisation occurs when the learners affiliated with the programme take these activities to the next level at a neighbourhood club and/or SHARP Centre.

The implicit curriculum promotes values such as social inclusion, cultural warmth and patriotism in keeping with the DCAS vision of a creative, active and inclusive Western Cape. The extended curriculum includes additional activities such as dance, singing, libraries, homework classes, health awareness messaging and any priority areas identified. This will be

provided by other departments and stakeholders to ensure that the programme contributes to a range of developmental objectives, such as health, education, safety and nation building.

The Department has also promoted a top 32 MOD Centre Model and has noted that experience have shown that DCAS should consider to:

- Develop all the school-based MOD Centres into MOD Focus Centres with a focus on a particular code of sport and the appropriate link to a neighbouring club in that code; and
- Operate all school-based MOD Centres as MC 5 Centres, where five (5) persons are employed per MOD Centre, including a MOD Centre manager who will assist with Physical Education during the Life Orientation class which falls within school contact time.

In order to realise the afore-mentioned, a phased-in approach will be introduced, with Phase One (1) focusing on the thirty-two (32) Best Performing MOD Centres, across all eight education districts. The Top 32 MOD Centres will be monitored and evaluated closely, with a view to establishing a best practice model for the remainder of the MOD Programme. Phase 1 has commenced in May 2013, with a view to another 32 Top MOD Centres being established each new financial year and funded by provincial treasury. This embodies the vision of the Department of Cultural Affairs and Sport, and the provincial government, to ensure mass participation and skills development result in an active, creative and inclusive Western Cape.

UNIVERSITY of the
WESTERN CAPE

The MOD Programme as the flagship programme for the Western Cape Government is under constant scrutiny, resulting in increased pressure to maintain the current status as a potential best practice programme for Youth Sport. Due to this and the rapid growth of the programme continues changes are being made to the programme. These changes in specifically the operations of the programme poses serious challenges for monitoring and evaluation as too many variables are constantly introduced or changed in the programme. It should be noted however, that the main objectives of the programme remains the massification of sport with talent identification.

5.4 OBJECTIVES OF THE MOD PROGRAMME IN NATIONAL AND PROVINCIAL CONTEXT

The MOD Programme seeks to promote mass participation as well as skills (activity/life skills) development. Other outcomes include talent Identification, career identification and excellence in Sport. The programme aims to provide capacity building and job creation for out of work youth. Furthermore, it contributes to holistic development, club creation and community development, supporting education through recreation and embodying long term participant development (Sanders et al 2013).

The philosophy and intended outcomes of The MOD Programme flow out of its desire and commitment to deliver on the Millennium Development Goals (MDGs), which includes, and speaks to the combatting of poverty, hunger, disease, illiteracy, environmental degradation, and discrimination against women. The aim of the MDGs, of which there are eight (8), is to encourage development by improving social and economic conditions in the world's poorest countries. To meet this end, all 191 United Nations member states have agreed to try and achieve this goal by the year 2015. The MOD Programme contributes directly to the MDGs as well as national and provincial outcomes as shown below (Sanders et al 2013).

The National Development Plan, which speaks to the National Sport and Recreation Plan, aims to ensure all South Africans attain a decent standard of living through the elimination of poverty and reduction of inequality. The core elements of a decent standard of living identified in the Plan are housing, water, electricity and sanitation; safe and reliable public transport; quality education and skills development; safety and security; quality health care; social protection; employment; recreation and leisure; clean environment and adequate nutrition.

The Western Cape Provincial Strategic Objective 8 (PSO 8) focuses on the promotion of social inclusion and reduction of poverty. The purpose statement of Work Group 3 of PSO 8 states: "To promote social inclusion through programmes and projects of the Western Cape Government, by creating access and opportunities, while using structured after-school activities, for the purpose of contributing to the holistic development of the child". The programme supports many other Provincial Strategic Objectives:

- Creating Opportunities for Growth and Jobs (PSO 1)
- The programme provides employment for over 450 community workers, who are tasked to work as coaches and coordinators at MOD Centres. In addition, these coaches are capacitated with training courses in sport and management that equip them to find permanent employment.
- Increasing Wellness (PSO 4)
- The programme contributes to the wellness of communities by promoting healthy lifestyles among participants. The programme keeps youth off the streets and improves learning outcomes, school attendance and discipline/behaviour and can enhance academic performance.
- Increasing Safety (PSO 5)
- The programme addresses social ills such as crime, gangsterism and substance abuse, keeping participants engaged and productive after school hours.
- Creating Opportunities for Growth and Development in Rural Areas (PSO 11)
- The programme provides sport and recreation opportunities for learners, youth and adults in rural areas while also providing employment and capacity building opportunities.

The programme has been the recipient of a National Conditional Grant, with one of its outcomes speaking to the provision of mass participation for school-going children. As such, the programme contributes significantly to both the School Sport Mass Participation Programme (SSMPP) and the Siyadlala Community Mass Participation Programme (SCMPP). The MOD Programme is fundamental to national government's goal of Social Cohesion and speaks to the five (5) priority areas identified nationally: Health, Crime, Jobs, Rural Development and Education. The programme also addresses a number of national outcomes. These include:

- National Outcome 2: A long and healthy life for all South Africans. The programme contributes to healthy lifestyles among learners and youth by encouraging sport and physical activity, while negating social ills such as substance abuse and crime.
- National Outcome 3: All people in South Africa are and feel safe. The programme contributes to community safety by providing a safe space for learners and youth to be active and engaged, addressing crime, gangsterism and other such social ills.
- National Outcome 4: Decent employment through inclusive economic growth. The programme provides employment and capacity building, as listed above.
- National Outcome 7: Vibrant, equitable and sustainable rural communities with food security for all. The MOD programme runs in rural communities throughout the Western Cape, contributing to rural development by providing employment and capacity building and sport opportunities.

The MOD Programme has resulted in a range of benefits, from short-term achievements to long-term impacts. These include (Sanders et al 2013: 222):

- Non-communicable diseases (e.g. diabetes and hypertension) now account for 63% of deaths worldwide. In South Africa, they result in the majority of deaths, more so than HIV/AIDS. The four main factors causing NCDs are lack of exercise, poor diet, smoking and alcohol abuse. The MOD Programme assists with the combatting of these causes by providing regular exercise and nutrition and encouraging children to adopt healthy lifestyle habits;
- With regard to improving academic performance – research shows that youth who spent five hours doing exercise per week performed better academically than those who were active for less than an hour (United Nations, 2003: 10) as they could retain information better. This dispels the myth that sport detracts from academic performance and in addition, it improves attendance and empowers female learners.

Other benefits of the MOD programme include:

- Improving health, well-being and reducing the likelihood of diseases;
- Social mobilisation, bridging divides and bringing communities together;
- Playing a major role in the education system and instilling core values;
- Its economic value by providing employment and improving productivity;
- Increasing awareness of the human body and respect for the environment;
- Offering healthy alternatives and contributing to holistic development;
- Promoting peace and helping to resolve conflicts in communities;
- Offering an accessible space for communication w.r.t. sensitive issues;
- Subverting gender stereotypes and empowering women and girls;
- Uplifting people with disabilities and other marginalised groups.

The success of this provincial programme has attracted the attention of national government and there is a possibility that this approach may be adopted nationally. Working in schools is fundamentally important since it is accepted that physical education and sport at schools remain the main societal institution for the development of physical skills and the provision of physical activity for youth. While clubs and community organisations are vital support structures, recreation and school sport still allows the majority of youth to access opportunities through their recreation and sport based activities.

Furthermore, a wide ranging sports participation survey in South Africa demonstrated that involvement in sport was largely due to playing sport at school (SRSA, 2009). An estimated 25% of South Africans play sport and 'Exposure to Sport at School' was cited as the biggest reason among respondents (33%) for becoming involved in sport. Reasons for non-participation included 'No interest' (24%) and 'Lack of Facilities and Opportunities' (SRSA, 2009) – again illustrating the importance of The MOD programme. Having access to a sport club or equipment was not generally regarded as an obstacle to participation, as stated by the acting director of SRSA “ ... some of the typical challenges experienced in Youth Sport ,especially in government is the limited access to facilities, poor facility management and the poor maintenance of these facilities... the lack of creativity and innovation from programme managers, to find creative ways of dealing with this problem on ground level contributes to the increased dependency on government” though access to good coaches, competitive sport and physical education at schools was regarded as vital, again showing the education system remains an invaluable site for physical activity, recreation and sport (Sanders et al 2013: 222).

5.5 ANTICIPATED OUTCOMES AND INDICATORS IN USE IN THE MOD PROGRAMME

The existing objectives, anticipated outcomes and indicators in use by the MOD Programme during 2013 represents an important basis for this research study as it provides insight into the present understanding of the MOD Programme Monitoring Framework. As such, this framework serves as a baseline against which comparisons can be made with other indicators.

The basic research assumption made in this Chapter is that the Monitoring Framework in use by DCAS to monitor the MOD Programme performance is known and that this set of indicators can be used as basis to determine what indicators are being used at present and what other indicators should be considered. The MOD Programme is based on the strategic objectives of creating an active and socially inclusive Western Cape allowing for access and mass participation, talent identification and skills development. The outcomes as stipulated in the Annual performance Plan is thus directly derived from the objectives.

The Annual Performance Plan for 2013/2014 stipulates that the MOD Programme Outcome is:

To improve the mass participation of sport & recreation through after-school activities over the next 12 months in the Western Cape Province.

In response to the above, DCAS has utilized a set of outcome indicators. It should be noted that although referred to as outcome indicators they are in fact output indicators as tabled in the Table below, followed by a set of outcome indicators in the second table below.

TABLE 5.2: OUTPUT INDICATORS IN USE BY THE MOD PROGRAMME 2013/2014

Output indicator	Indicators
Output indicator 1	No of participants arriving at MOD Centres
Output indicator 2	No of youth participating/enrolled in structured MOD after-school activities
Output indicator 3	No of new enrolments in school sport and federation leagues
Output indicator 4	No of new registrations in high-performance and career based sport
Output indicator 5	No of participants not enrolled but who received information on sports through outreach/ awareness campaigns

(Source: Christians, 2013)

It is clear from the above that the emphasis is clearly on an increase in activity as well as improvement in talent identification and support. Although much can be said about the nature of indicators in use, this discussion will only take place later in this Chapter. It is also important to note the second, outcome-based set of indicators in use by DCAS:

TABLE 5.3: OUTCOME INDICATORS AND TARGETS IN USE BY THE MOD PROGRAMME 2013/2014

Outcome indicator 1	% increase participants arriving at MOD Centres	Target 1. 20% increase after 2 nd month of baseline assessment
Outcome indicator 2	% increase in youth participating/enrolled in structured MOD after-school activities	Target 2. 20% increase after 2 nd month of baseline assessment
Outcome indicator 3	% increase of new enrolments in school sport and federation leagues	Target 3. 10% increase after 2 nd month of baseline assessment
Outcome indicator 4	%increase of new registrations in high-performance and career based sport	Target 4. 10% increase after 2 nd month of baseline assessment
Outcome indicator 5	% increase in participants not enrolled but who received information on sports through outreach/ awareness campaigns	Target 5. 40% increase after 2 nd month of baseline assessment

(Source: Christians, 2013)

It is clear from the above two sets of indicators that:

- The indicator framework above is the present indicators in use by DCAS;
- These indicators focus on increased participation of participants as well as improved talent management. This focus is consistent with policy and business objectives set.
- The choice of the specific outputs, outcomes and indicators used can be much debated in terms of what indicators will provide more useful monitoring results (see discussion later in this chapter);
- From actual practice, the above indicators have been used in response to reporting requirements by DCAS and National Treasury rather than for results-based monitoring purposes. This statement is based on the fact that these indicators are found in progress reports and to meet reporting requirements but that Results-based Monitoring Reports have not yet been released by DCAS on this basis.

A number of considerations exist that should also be brought into account when viewing the above monitoring Framework as a basis. These considerations include that:

- The number of registered or enrolled learners (participants) are not necessarily a true indication of an increase in participation as participants may initially register but may not be able to sustain attendance.
- Indicators should thus indicate registrations and enrolment, but also participation rates and those that complete activities successfully. In this respect improved milestones for participants of successful participation may be considered;
- It is not clear what criteria is used for identifying talent, it is unclear whether there is consistency in the selection process,
- It is doubtful whether a portfolio of evidence exists for the selection process of each child;
- Present outcomes and indicators that assesses what happens after talent identification is viewed as an important shortcoming;
- Indicators for high performance trends are not well developed, e.g. participation at federation level or in national and provincial levels;
- The two most serious shortcomings at present are 1) that the actual impact on participants that are more active are not being monitored effectively (such as psycho-socio behavioural changes) and secondly, 2) the nature of development support to those that have been talent spotted and its impact is not being monitored;
- Clarity needs to be given with respect to that if a child is talent spotted, aside from attending the sharp centres, the further development process should also be monitored and records kept. The only records that are kept concern how many learners attended the sharp centre events.
- In addition to an indicator that speaks to number of talent spotted children, an indicator is also needed to indicate to the number of participants that received talent development due to talent identification.

Serious concerns exist about the integrity of the reporting process and the reliability and validity of monitoring information. This issue will also be discussed in more detail below. From the interviews with DCAS officials it appears that all the participants interviewed (current and former DCAS officials), feels that the information which is mostly compliance based, is not reliable or credible. Reasons for this varies from lack of capacity and understanding of M&E tools in use, deliberate manipulation of statistics to comply, not strong verification methods or tools used “*reporting system is based on a trust system...*” (former M&E official). The focus from Head Office is too much on quantity and not on quality, lack of access to resources e.g. computers for coaches etc.

The indicators presented above will be a useful start for the development of indicators for the MOD Programme which is further elaborated on in the next section. In addition, the Behaviour Change Longitudinal Study will also provide information on outcomes, especially to draw results based indicators from an area that is particularly neglected in Youth Sport, which is the psycho-social dimensions in Youth Sport Programmes.

5.6 THE USE OF ALTERNATIVE ANTICIPATED OUTCOMES AND INDICATORS IN THE MOD PROGRAMME

Against the above background on indicators that are presently in use in the MOD Programme, this discussion will focus on alternative and additional indicators that are being considered by DCAS as is evident from primary documentation and from interviews with MOD Programme managers and specialists. These perspectives provide interesting perspectives into the views of those managing the MOD Programme from the centre in that there is a clear understanding that MOD Centres should go far beyond and increase in activity and being successful at talent identification. These views have been recorded from the formal source documents as discussed in Chapter 4 as well as form a set of interviews with MOD Centre practitioners.

In the Source 5: *Sport Development. The MOD Programme Monitoring and Evaluation Report 2012/2013* (Directorate for Sport Development, DCAS) document, the author identifies a number of important intended results that broadens the perspective on additional indicators by DCAS. These include the statements that: “... a number of variables in the MOD Programme such as the number of MOD Programme participants, the number of participating centres and schools, verification of attendance as well as trends and disaggregation in terms of grade, gender and activity type, and other such indicators are important”. In terms of qualitative research the Report (DCAS 2013c) noted that:

The M&E strategy seeks to move beyond sport and recreation, by examining the holistic impact of the MOD Programme. For example, the MOD Programme has been shown to have impact in terms of educational outcomes and health improvement and may contribute to community safety and upliftment, as well as employment and poverty alleviation. Source 5: Sport Development. The MOD Programme Monitoring and Evaluation Report 2012/2013

The above Report also utilizes indicators beyond the baseline anticipated outcomes and indicators in use and as described in the previous section. These areas include ‘learner behaviour’, ‘school attendance’, academic results’, improved health’, ‘reduced substance abuse’ and reduced teenage pregnancy. However, data thus far is based on the views and perceptions of school principals rather than actual information. DCAS (2013:23) reported on these indicators as follows:

TABLE 5.4: EXAMPLE OF INDICATOR TABLE IN USE BY THE IKM UNIT (DCAS, 2013c).

IMPACT OF MOD PROGRAMME	NUMBER OF PRINCIPALS WHO NOTED POSITIVE CHANGE *
Participation in school sport	56
Improvement in school sport	38
Improved learner behaviour	51
Improved school attendance	21
Improved academic results	4
Improved health	1
Reduced substance abuse	4
Reduced teenage pregnancy	1

(Sport Development. The MOD Programme Monitoring and Evaluation Report 2012/2013 DCAS).

As a result of the interviews conducted with MOD Centre practitioners as well as DCAS managers and staff, the following outcomes were identified that are not presently in use but that has been considered for monitoring purpose.

TABLE 5.5: ALTERNATIVE / POTENTIAL INDICATORS

OBJECTIVES/ ANTICIPATED OUTCOMES	INPUT / OUTPUT INDICATORS
Improved retainment of MOD participants	-No of participants in 2 nd year enrolment in MOD -No of participants in 3 rd year enrolment in MOD

Improved understanding of talent Identification process	-No of participants able to explain talent Identification process
Improved confidence in talent identification process	-No of participant and coaches displaying confidence in Talent Identification process
Improved Talent development (excellence)	-No of participants absorbed by federations after talent identification process -No of participants absorbed in sport focus schools or academies after talent identification -No of participants receiving specialised training after talent identification process -No of participants absorbed in provincial and national teams
Improved school attendance	-No of MOD participant displaying increase in school daily attendance
Improved academic performance	-No of MOD participants displaying academic improvement after enrolment in MOD
Improved discipline on and off the field	-No of participant displaying improvement in discipline in and outside MOD e.g. in school/home
Improved psycho-social wellbeing	-No of learners referred for psycho-social assistance -No of new referrals reported -No of follow-up referrals
Reduced deviant behaviour	-No of MOD displaying decrease in deviant behaviour in and outside MOD e.g. smoking, swearing, fighting in matches/class etc.
Improved social inclusion	-No of participants reporting feelings of belonging
Improved (psycho-social skills) protective	-No of participants displaying increase in

factors	self-confidence -No of participants displaying Increased communication skills -No of participants displaying conflict resolution skills -No of participants displaying increase in trust -No of participants reflecting increase in motivation -No of participant displaying increase in resilience -No of participants displaying increase in feelings of self-worth -No of participants displaying leadership abilities -Increase gender awareness amongst participants
Improved health	No of participants displaying increased physical health (MBI index)etc.
Out of school youth employed	-No of youth employed in MOD

(Source 6: Christians, Y. The Psycho-socio behavioural study report, 2013 DCAS).

From the above it is clear that various anticipated outcomes have been identified by the respondents that show that meaningful anticipate outcomes exist that have not yet been included in the Programme. It is also noted that most of the indicators above reflect output indicators rather than outcome indicators and a need exists for the further refinement of these monoitoring frameworks.

5.7 FOCUS ON INDICATORS FOR PSYCHO- SOCIO BEHAVIOURAL CHANGES

An exciting set of outcomes-base indicators that were tested and used for the first time during the last year in MOD Centres has been the outcomes that were developed through a psycho-socio survey on MOD Centres. The researcher consulted with a management team at DCAS as well as with academics at UWC to determine a set of anticipated outcomes that were required by DCAS and MOD Centre managers. These outcomes such as improved school

attendance (Sanders, 2007; Amandla Edufootball; Primary sources 1 and 3), improved academic performance, increased discipline at school (Sanders, 2007; Amandla Edufootball; Primary sources 1 and 3), but also factors such as increased confidence, social relationships (Sen, Max-Neef, Bordeaux, Putney), and commitment (Sen, Max-Neef, Bordeaux, Putney) were thus tested for with a sample group of MOD Centre participants,

Psychological outcomes and indicators: (Primary Source 6)

- Trust,
- Confidence
- Motivation
- Self-worth
- Positive coping skills

Social outcomes and indicators: (Primary source 6)

- Interpersonal relations, cohesion
- Communication
- Empathy
- Gender awareness
- Belonging
- Self-control



Social outcomes and indicators: (primary source 6)

- Community impact
- Support for talent-spotted participants
- Decrease in high risk behaviour
- Social inclusion

The results show that these outcomes can certainly be used to monitor performance and also that meaningful changes were evident in terms of the results that the MOD Programme was achieving. The results reflected below is aimed at illustrating the value of these outcomes and a detailed discussion of the actual performance of the MOD Centres that emanated from this study will not be addressed here, as the focus is on the anticipated outcomes that were used. The Source 8 document namely the ‘The Psycho-socio Behavioural study Report’ on the MOD Programme, titled: “*Findings and results of the Behaviour change and longitudinal Evaluation Study*” will be used for this purpose, see Christians, 2013.

The fieldwork results will be presented in four areas. These include Biographical Information; Findings on the overall performance of the MOD Programme (participation, talent spotting and development); Findings on Behavioural change amongst talent spotted participants; and Findings on Psycho-socio baseline information.

5.7.1 Biographical Information

Due to a lack of baseline information the following research results will provide useful baseline information for further studies in the MOD Programme. The graph below provides a sample of 62 participant in the study, expressing their popularity level in the school. This is especially useful for investigating the social inclusion contribution the MOD Programme provides for these youth. It is especially notable that most of the participants feel that they fall within the moderate level of popularity with very few feeling not popular at all this data can be further interrogated in conjunction with other variables and can provide meaningful insight into the type of learners the MOD Programme is attracting.

TABLE 5.6: BIOGRAPHICAL INFORMATION/ PROFILING OF RESPONDENTS

		%	PS	%	HS	%	C/F	%	HIGH POPULARITY LEVEL	%	MODERATE POPULARITY LEVEL	%	LOW POPULARITY LEVEL	%
GIRL	28	45.2	19	30.6	7	11.3	2	3.2	9	14.5	16	25.8	3	4.8
BOY	34	54.8	22	35.5	10	16.1	2	3.2	14	22.6	20	32.3	0	0.0
TOTAL	62	100.0	41	66.1	17	27.4	4	6.5	23	37.1	36	58.1	3	4.8
POP SAMPLE	62													

FIELDWORK RESULTS:

- The table reflects the total amount of learners that participated in this research, namely 62 learners. This sample consisted of 28 (45.2%) girls and 34 (54.8%) boys.
- From this sample, 66.1% forms part of our Primary School MOD Centres and 27.4% forms part of our high school MOD Centres with 6.5% coming from our Farm/ Community Centres.
- Interesting to note is the popularity level that the participants feel they enjoy at school.

TABLE 5.7: MOST POPULAR CODES AT MOD CENTRES AS IDENTIFIED BY PARTICIPANTS

Most Popular Codes			
Code		total	%
Netball		23	37.1
Soccer		22	35.5
Rugby		8	12.9
Athletics		4	6.5
Cricket		2	3.2
Other		1	1.6

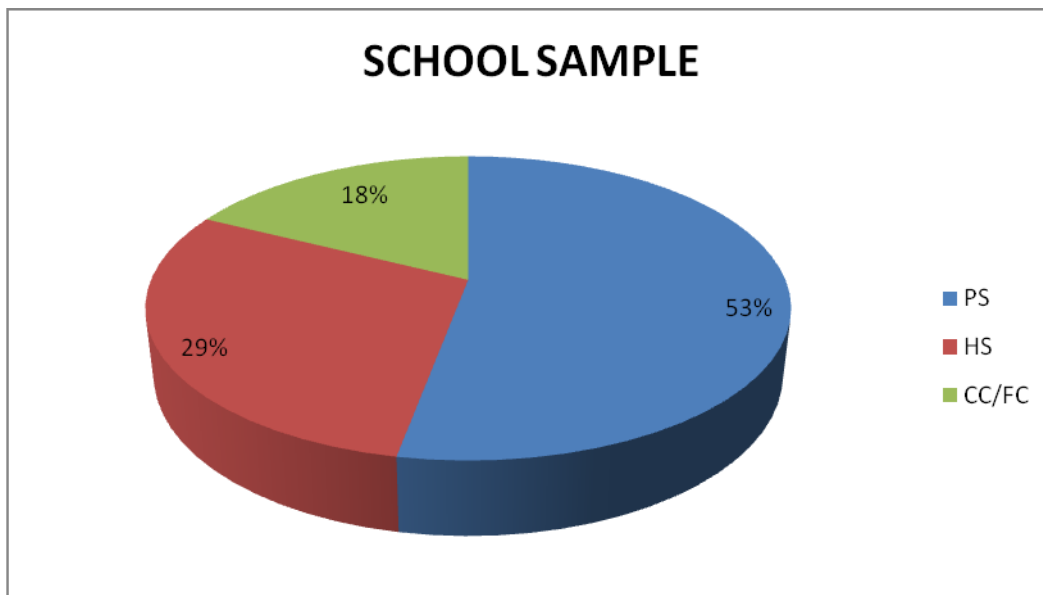
The above table reflects the first choice of participants and not necessarily the most practised sport codes at the MOD Centres. It should also be noted that all of these codes are being played in combination with each other, for example, even though a participant indicated that soccer was his first choice, he could still be playing cricket or doing athletics.

It was found that soccer, netball and rugby were the most popular followed by athletics, cricket and other sport types. It is clear that soccer and rugby were the most popular with boys and that netball was most popular with girls. Netball is an important factor as it is regarded as the only ‘girl’ sport of the top four most popular codes and that the emphasis by DCAS on netball and the improvement of participation by women in 2013 was certainly warranted. Careful attention needs to be given to the capacity available to offer more than the basic types of sport and careful consideration need to be given to ways of increasing sport types available to girls.

- 37.1% of the 45, 2% girls indicated that netball is their first choice of sport.
- 33.9% of the boys indicated that soccer is their 1st choice with only 1.6% of girls giving an indication of soccer as a 1st choice.

Outside of the sample for this study and with reference to all MOD Centres, it was found that the participation rate of MOD Programme participants at all MOD centres in the Province were 29% for 2012/2013. This is the percentage of all learners that were registered as, against the total number of learners attending these schools. On the basis of the sample, an adequate and large number of participants were talent spotted (48%). It was found that the gender proportions were adequate. There were 45% girls and 55% boys in the sample.

DIAGRAM 5.8: SAMPLE COMPOSITION: PRIMARY, SECONDARY AND FARM SCHOOLS



The sample showed that 53% of MOD centres were situated at schools, 29% of the MOD Centres were present at High schools and that 18% of MOD Centres were found at community centres and farm schools. Just less than half of MOD Centres are situated in the Cape Town Metro and the MOD Programme will have to increasingly focus on rural areas and farming communities.

5.7.2 Behavioural Change: Talent Spotted Participants

Sport Higher Performance and Advancement through Recreation Programmes (SHARP) Centres provide code specific coaching for talented learners from the MOD Centres. The most talented individuals from the Focus Centres are selected for a provincial SHARP event at the Western Cape Sport School (WCSS) every quarter. These learners are eligible for selection for the sport school, founded by DCAS in 2007, and serves to provide sporting opportunities for the ‘poor with potential’.

The following research results indicate the total amount of learners who were talent spotted from the total of all MOD Programme sample participants. From the sample of 62 learners that participated in this research a total of 30 learners indicated that they have been talent spotted and thus had the opportunity to participate on a higher and more competitive level in the sport. This reflects that a total of 48.4% has been talent spotted from the total of all MOD Programme participants. Of those that were talent spotted within the total study sample, 21% is girls and 27% is boys. It was found that it is not advisable to enrol too many learners on the programme due to limited capacity. It is recommended that specific norms and standards be developed to guide this process.

From the total sample of participants in the sample that was talent identified the following trends emerged:

- 73.3% of the participants indicated that they did understand the process of talent identification. 26.7% of the participants indicated that they did not understand the process of talent identification.
- 66.7% who said they feel the process is fair. 33.3% indicated that they feel this process is not fair
- 80% of participants reported that they feel that their confidence levels have improved. 20% indicated that the process did not have impact on their confidence levels.
- 90% of the sample that indicated that they did indeed gain more skills.
- 10% feels that they did not gain any skills after being talent spotted vs the -3.3% said that their knowledge levels did not increase vs. the 96.7% who gave a positive indication.
- 3.3% indicated that they don't feel good about competing on a higher level vs. the 96.7% that felt that they were now competing at a higher level.
- 90% of respondents indicated that they feel they have more opportunities after the talent identification process happened. 10% of the participants feel that they didn't really get more opportunities after they have been talent spotted.
- 96.7% said they want to make a professional career out of their sport whilst 3.3% of the participants said that they are not.
- 90% of participants said that they have been engaged with games that are more competitive. 10% of participant indicated that the opportunities to compete competitively in their sport code didn't increase.
- 83.3% indicated that they feel their chances of being successful in sport has increased whilst 16.7% of participants said that they don't feel that their chances of success in sport has improved much after being talent identified.
- 90% indicated that their personal development has improved. 10% of participants felt that their personal development has not improved after the talent identification process.

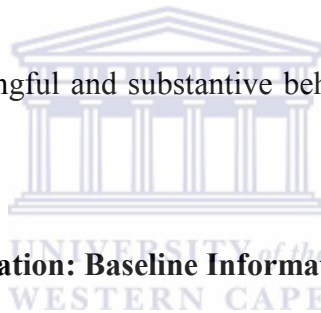
The following specific findings are regarded as evidence that the talent management of the MOD Programme is going very good. Our research has found that:

- 80% of all participants that were talent spotted reported that their confidence levels have improved (as a percentage of all MOD Centre respondents interviewed (also those that were not talent spotted));
- 90% of the sample indicated that they did indeed gain more skills.
- 90% of the sample of those that were talent spotted indicated that they feel they have more opportunities after the talent identification process.
- 83.3% indicated that they feel their chances of being successful in sport have increased
- 90% indicated that their personal development has improved. 10% of participants felt that their personal development has not improved after the talent identification process.

Our findings show that it is regarded as important to monitor progress of the above-anticipated outcomes on an ongoing basis. It was found that further research will be necessary to establish what hindered learners not to progress satisfactorily in the above areas so that these percentages may be improved.

Main Finding:

Overall, it was found that meaningful and substantive behaviour change is evident amongst learners that were talent spotted.



5.7.3 Findings on Mass Participation: Baseline Information

Whereas the research on talent spotting recorded the behavioural changes since participants started the programme, the next section will report on information that was developed as baseline information. In other words, the section below does not provide information on how behaviour has changed, but rather focuses on establishing how participants rate themselves in these areas at this point in time (March/June 2013). The purpose is to establish baseline figures so that progress or challenges may be monitored and evaluated on an annual basis in future. However, since some of the questions relate as to how participants feel since they joined the programme, some findings are evident and these are discussed below.

FIELDWORK RESULTS

- From the results (see Annexure C for detailed table of results), we can see that 85% of the participants indicated that they like sports very much.
- 64% said that their knowledge of the sport has improved.
- 76% indicated that their sporting skills have improved.
- 56% indicated that they behave better due to participation in sport.

- 69% said that they made new friends because of participation in sport.
- 47% said that they get an opportunity to be a leader.
- 61% indicated that they learned to talk freely, thus improved their communication.
- 43% said that they get along better with the opposite sex.
- 66% said that they get along better with family now that they are engaged in sport.
- 64% said that they work better in a team.
- 48% said that they feel their peers respect them.
- 79% said that they feel their coach respects them.

The above fieldwork results showed that psychological and social factors could be monitored over time and that meaningful results were eminent. Outcomes emanated baseline information can be further developed into indicators for the MOD Programme and particular trends can be established with respect to cross correlating issues such as gender in sport, social inclusion, respect and others.

It is clear from the above that **MOD centres play a significant role in the development of learners at the individual level as well as in social context**. It is significant that 76% indicated that their sporting skills have improved and that 56% indicated that they behave better due to participation in sport. This also means that MOD centres are successful in increasing competitiveness amongst ordinary learners and that skills levels are improved. Also for academic purposes, it is significant that 63% of participants reported that their discipline has improved.

It is a significant finding that **MOD centre activity has improved social cohesion**. This is apparent from the fieldwork results that found that 69% said that they made new friends because of participation in sport and that 61% indicated that they learned to talk freely, thus improved their communication.

Thirdly, it is of concern that 43% said that they get along better with the opposite sex as this is proportionally a much lower percentage than other indicators – our finding is that **more attention needs to be given to gender relations** and activities that may facilitate this.

Lastly, it was found that the above results show that further research is necessary in some areas concerning what the reasons may be for learners that are experiencing challenges in the above areas. It may be possible to affect specific changes in the MOD Programme to support and fast-track such desired outcomes.

5.7.4 Fieldwork Results: Psychological Factors

The discussion above illustrated specific psychological elements which are influenced and manifest in the MOD Centres. These factors are specifically interesting if we want to see how the sport can move beyond the playing field and impact in the life of a child outside of the MOD Programme. Much research can be done in this area if we want to look at change in communities as a result of the MOD Programme. The above data can be summarised as follows:

- 71% of participants said that they feel they can trust their teammates.
- 73% said that they feel motivated and inspired.
- 64% indicated that they feel confident to volunteer for certain tasks.
- 66% said they feel they can take up a leadership role.
- 71% said that they know their worth/ value in the team.
- 69% said that they forget about their problems when they participate in sport.

Psycho-Social factors:

- 56% said they don't swear on the field.
- 43% said they don't swear off the field e.g. at home.
- 37% said they don't feel good when they win a fight.
- 46% said they feel they can take things easily from their peers.
- 72% said they would help someone they see are in trouble.
- 73% said they feel a sense of belonging when they are with their team.
- 48% said they get along better with peers from the opposite sex.

It is clear from the research that the MOD Programme had a substantive impact on important psychological factors such as an improvement in trust, motivation and confidence. The above fieldwork results show relatively high scores for these factors, namely 71% of participants said that they feel they can trust their teammates and 73% said that they feel motivated and inspired. It is also clear that the MOD centres are providing a basis to develop leadership talent and experience.

The other factors above form an important baseline for future purposes. These findings are showing that participants are undergoing important behaviour changes that the Programme is accomplishing and that the MOD Programme should continue to focus on these areas.

Specific factors that have been identified for future behavioural studies include respect, trust, confidence, motivation, self-worth, assertiveness, positive distraction/escape, belonging, getting along with teammates and taking up leadership roles.

5.7.5 Conclusions and Recommendations on the Survey Results: Usage of Indicators

It is concluded that the Behaviour Change and Longitudinal Evaluation Study of the Department of Cultural Affairs and Sport (DCAS) that was conducted during April and May 2013 was successful in tracking important behaviour changes and that the study was also able to establish baseline information for the MOD Programme. It is recommended that:

- The baseline information above be used for the purpose of tracking behaviour of MOD Programme participants;
- The research survey that was conducted of actual behaviour change (results-based monitoring) of a sample of MOD Programme Participants that were talent spotted be continued on an annual basis;
- The above baseline information and findings on behavioural change be used in present and future evaluations-, and longitudinal studies to determine the impact of the MOD programme.
- It is recommended that further attention be given to a norms and standards framework for MOD Centres, e.g. to determine coach: Participant ratios or for example the number of learners that should be talent spotted (in terms of available capacity). It was found that it is not advisable to enrol too many learners on the programme, as limited capacity exists to give dedicated attention to these participants. It is recommended that specific norms and standards be developed to guide this process.

The specific anticipated outcomes and indicators used in this study to be considered for inclusion in the development of a results-based M&E system for the MOD Programme. For the purposes of this study it is concluded that the above fieldwork results have showed that the following additional anticipated outcomes and results as well as indicators should be added to the list of alternative indicators to be considered for the MOD Programme:

Psychological outcomes and indicators:

- Trust,
- Confidence
- Motivation
- Self-worth
- Positive coping skills

Social outcomes and indicators:

- Interpersonal relations, cohesion
- Communication
- Empathy
- Gender awareness
- Belonging

- Self-control

Social outcomes and indicators:

- Community impact
- Support for talent-spotted participants
- Decrease in high risk behaviour
- Social inclusion

The above indicators can provide a useful contribution for the compendium of indicators developed and considered for the MOD Programme, especially since most of the Youth Sport Programmes focus on sporting outcomes related to participation levels and a serious gap exists in the area of psycho-social factors in sport.

5.8 SUMMARY OF PRIORITY OUTCOMES

From the interviews it appears as most of the participants feel that the most important objectives of the MOD Programme are “participation in sport” that is to get the child to be active, reasons for this key objective ranged from physical health benefits, social inclusion, creating career opportunities in the field of sport for especially historically disadvantaged youth in underserved communities, keeping the child away from social ills thus creating safe spaces, talent identification and development. Some of the comments does however include the fact that there seem to be too much priority given to focus codes and not enough to recreational part of sport also known as modified sport. This creates issues such as exclusion, selective opportunity and development. Particular references were made to the biase of softball and baseball.

The above was also reflective of the anticipated outcomes which were mentioned. The following table illustrates the anticipated outcomes and results as mentioned by the participants interviewed.

TABLE 5.9: MOST IMPORTANT DESIRED RESULTS/ OUTCOMES IN MOD PROGRAMME

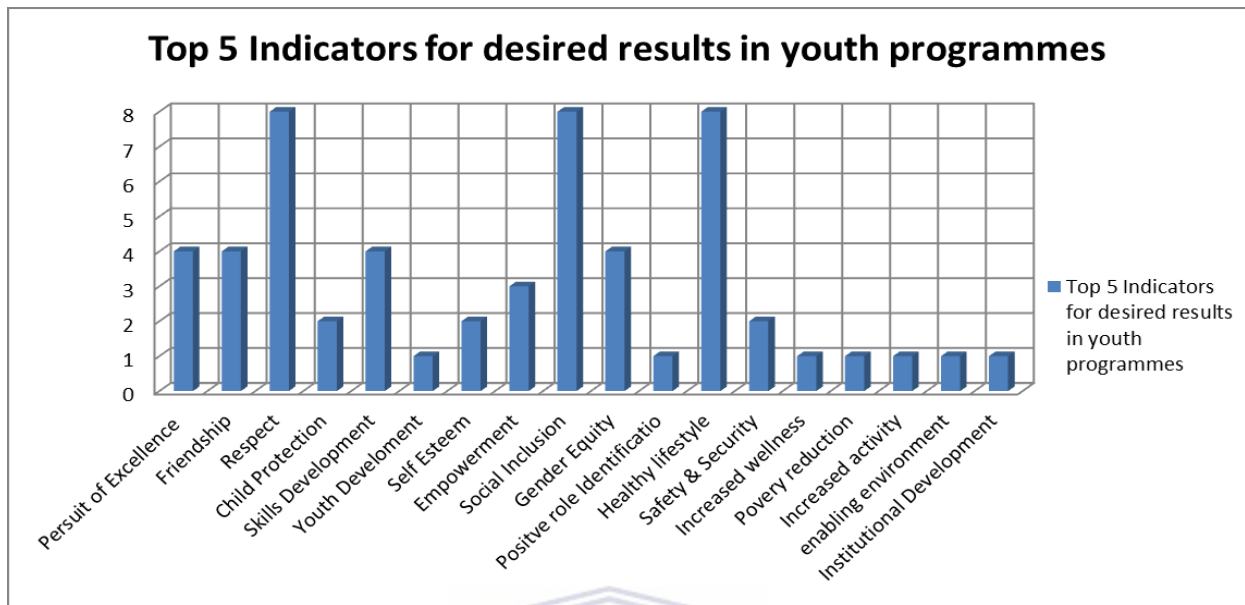
Talent Identification (mentioned by all)	% Learners with increased activity of learners according to gender (against total no of MOD participants)
Talent Nurturing (mentioned by all)	% talent spotted learners per annum (against total no of MOD participants) % learners in provincial and national teams), (against total no of MOD participants)
Coach Development	% coaches trained through MOD Programme (against total no of coaches

	employed in MOD Programme)
Safe child	% safe spaces created (% functional /operational MOD Centres), (against total no of MOD Centres) % learners attending MOD Centres (against total no of registered MOD learners)
Exposure to sport activities	% MOD participants (against total no of MOD participants) % learners not registered but engaged in MOD awareness activities (against total no of attendance)
Number of MOD centres	% MOD Centres operational/functional (against total no of MOD Centres)
Skills development	% learners acquiring new skill in MOD Programme (against total no of participants)

The above desired results are therefore the most important anticipated outcomes that should be monitored according to MOD Centre Practitioners. It is clear that increased activity, talent spotting as well as the active support for those learners with talent, were regarded as high priorities.

The most important desired results/anticipated outcomes as proposed by the interviewees in this research that were regarded as specialists with a detailed knowledge of the MOD Centres included respect, social inclusion, healthy lifestyle, gender equity,, skills development, friendship and pursuit of excellence. These priorities can be illustrated as follows:

TABLE 5.10: TOP 5 INDICATORS FOR DESIRED RESULTS IN YOUTH PROGRAMMES AS IDENTIFIED BY SPECIALIST AND PRACTITIONERS IN THE FIELD



Fieldwork analysis

It is clear from the discussions above that meaningful anticipated outcomes for the MOD Programme have been identified by practitioners and by specialists that are not yet part of the MOD Centre monitoring framework and that more technical work also needs to be done to determine outcomes based indicators for the new emerging MOD Centre focus areas. In an interview with a Manager from DCAS he noted that research on these indicators was underway but that a comparison with indicators in use by NGOs should first be done. An academic from UWC also noted that “It is important that MOD Centre indicators also be taken up by SRSA (national) as part of the monitoring indicators on increased activity of the youth in all Provinces”. It is also clear that existing indicators in use are serving an important purpose. These observations require further discussion.

From the interviews and focus group discussions with Mod Centre practitioners and specialists it is clear that as depicted in Table 5.10, the most important anticipated outcomes (existing and new) are viewed as improvements in social inclusion, respect, healthy lifestyle, pursuit of excellence, friendship and skills development. These areas are therefore regarded as priority outcomes and indicators for the next period.

From the fieldwork results in Tables 5.2 and 5.3 it is clear that the existing anticipated outcomes and indicators in use by the MOD Programme are important and should remain as part of the MOD Programme Compendium of indicators. A specialist on MOD Centres remarked that: “The various indicators on increased participation has proven to be valuable and should maintained. It is also important that the different age groups be separately

monitored”. These anticipated outcomes and indicators focused on an increase in participants (and therefore increased activity, also a NSRP objective), an increase in enrolments, improved high performance of registered participants as well as an increase in participants not registered having received information on the MOD Programme (see Tables 5.2 and 5.3).

From the fieldwork results captured and summarised in Table 5.4 it is clear that a number of new anticipated outcomes and indicators have been identified that can be regarded as priority indicators to be included in the MOD Programme Compendium of indicators in future. These alternative or additional indicators to be considered include: Talent development (what happens after talent identification), improved school attendance, improved academic performance, improved discipline on and off the field, psycho-social well-being (various indicators as discussed), reduced deviant behaviour (various youth at risk indicators to be developed), improved social inclusion, increase in youth employed after school and improved health. A Principal noted in one of the interviews that: “It was important to include indicators on school attendance and improvement in school discipline as we are able to obtain more support from DBE if we are able to prove this through the M&E system”.

It is therefore concluded that the research conducted on MOD Centres was able to identify the existing and potential anticipated outcomes and indicators applicable to the MOD Programme. These research results will be further discussed in the next Chapter on research findings.

Although the focus has been on the development of monitoring frameworks, several other challenges have featured in the research that do not relate primarily to indicators but that may impact negatively on the efficiency of monitoring generally speaking. These include factors such as poor and inaccurate reporting, challenges with limited capacity and the need to establish a meaningful M&E system that produces regular results and reports on findings. These issues will be discussed again in the next chapter.

5.9 CONCLUSION

It is concluded that the above case study on MOD Centres have recorded the existing indicators in use by the MOD Programme as well as evidence and research information on additional indicators that may be considered in the MOD Programme but also possibly in other sport and development programmes for the youth. This issue, namely the general applicability of the research findings with respect to its future and potential application to other sport and development projects and programmes, will be discussed in the next chapter. The third set of fieldwork results in this Chapter showed that the psycho-socio survey showed useful results in terms of actual improvements in outcomes with respect to these factors as well as that various specific indicators in this field can and indeed should, be used as results-based indicators in the monitoring and evaluation of MOD Centres.

Last, the compendium of indicators listed in the previous section is thus regarded as a distinct outcome of the fieldwork research results that will be used in articulating the research findings of this study in the next Chapter.

CHAPTER 6: RESEARCH FINDINGS, CONCLUSIONS, RECOMMENDATIONS AND AREAS FOR FUTURE RESEARCH

6.1 INTRODUCTION

This Chapter will present the study's research findings. The findings attempt to provide a critical review of the empirical fieldwork results against the backdrop of the theoretical perspectives. It is imperative to compare the fieldwork results with the theoretical underpinnings and to furthermore, provide evidence from other countries and context. It will specifically give meaning to the research question which the study attempts to address and furthermore reflect on empirical findings related to MOD Centres. The findings ultimately illustrate the empirical results through the filters of the theory. Flowing from this will be a range of recommendations.

6.2 RESEARCH FINDINGS: THEORETICAL AND CONCEPTUAL APPROACHES

6.2.1 Youth Development

Modern literature on youth development focuses on the concept of Positive Youth Development, arguing that youth are not merely passive recipients of government policies and adult-constructed interventions, but that they are formers of their own abilities which can positively contribute to their own wellbeing and that of the community and society as a whole. The literature specifically emphasise the focus on strength, talents and future potential of all youth.

The findings suggest that youth who participate in positive youth programmes can benefit from the promotion of functionally valued behaviours such as competence, confidence, character building, conflict resolution and many more, depending on the programme objectives. It was found that within youth development programs there exists the structure and opportunity for leadership; positive youth and adult relationships; and empowerment that allows youth to function as their own facilitators in their growth and maturation. Positive Youth development, however, takes time and requires a long-term investment in young people from conception to adulthood, as articulated in the literature. As much as positive youth development programmes provides youth with the necessary tools to develop those behavioural characteristics needed to improve their lives and realize their dreams, the findings also suggest that this can only happen if the environment is enabling and conducive to facilitate youth development (see Chapter 2: Nicholson, 2004; Western Cape Youth Strategy, 2013).

A key finding which also emerged from the fieldwork is the significance of strong stakeholder relationships or partnership in order to enhance sustainability and ultimate success of youth development programmes. This is especially important if we recognise youth development as multi-faceted requiring the provision of a platform for harnessing the collective resources of society toward a coordinated and impactful youth development environment. Here the findings emphasise the need for a clear commitment to the respective

roles and responsibilities of different stakeholders. It was found that even though the approaches of these organizations or stakeholders generally differed, they shared certain common characteristics: they paid attention to young people's physical-, social or emotional development.

Aside from the positive benefits of youth development programmes, the literature on youth development furthermore provides us with a range of indicators which should be considered in the development of a youth development programme. Specific indicators which emerged from the fieldwork have a strong correlation with that which is suggested by the theory. It was found, however that a huge gap still exist in the priority given to the development of indicators as part of the monitoring and evaluation of youth programmes. This still remains a much neglected area for many youth development programmes. Evidence needs to inform decision-making and action, thus creating a great need for appropriate Monitoring and Evaluation tools.

6.2.2 Sport for Development

The concept of sport as a tool for development is a fairly recent phenomenon and has its origins in the various programmes and projects of the United Nations (UN). In terms of the literature review on 'sport and development' it was found that adequate material exists to inform this study on the impact of sport on development and people-centered development but also regarding the development of sport indicators specifically.

From the newly emerging field of sport for development it was found that a common belief amongst youth development protagonists is that organised sport is a powerful tool for positive youth development. Chapter 2 showed that Wagnsson and others, (2013) believe that human development occurs through intricate, symbiotic interactions between an active human organism and people; and also between objects and symbols in an organism's immediate and remote environment. They state that these exchanges have to transpire regularly over an extensive period to be able to influence human development and hold that one such a proximal process is organised sport, where youth constantly interact with their peers and with adults, while simultaneously learning new skills and performing complicated tasks.

The findings do however point out that organised sport is not the all-encompassing answer it is lauded to be. Factors such as parental pressure, pressure from coach, over emphasis on competition, lack of good role models, corruption, substance abuse and bullying are also present within the sporting arena, which creates a platform for failure. More recently it was found that sport can either promote social justice or contribute to a range of human rights violations as seen by the manifestation of homophobia and the marginalisation of woman in sport cultures. Another factor to be considered are that studies on the positive effect of sport on youth development has not adequately explained why these programmes affect individuals differently. The studies cannot conclusively provide an answer to the question if it is participation in sport, which creates differences between groups; or whether the various

selection processes cause these differences; or whether they are a consequence of psychosocial characteristics formed prior or during the commencing sport activities (see discussion in Chapter 2 concerning Wagnsson et al (2013)). This thus explains the need, as emerging from the findings, for a strong focus on Monitoring and Evaluation.

It was found that with the development of meaningful indicators, specific results can be tracked over time which can give an indication of whether we are achieving the specific outcomes of the Youth Sport Programme. Although the findings do reflect that recently more and more NGO's are realising the need for results based approach to Youth Sport, this is not yet a common practice. A need still exists for NGOs and Government institutions to design proper M&E systems and tools for the monitoring and evaluation of Youth Sport Programmes. From the literature it emerged that well known international organisations like the UN and the IOC provide critical outcomes to be considered in Youth Sport Programmes, a need still exists, however, to translate these outcomes into measurable performance indicators.

The literature also reflects that sport is praised as a medium that exceeds the boundaries of traditional class divisions, particularly during the stages of adolescence and youth and it is believed that class-related differences in sport only emerge after adolescence when athletes are in their 20's. This generalisation does not hold true for a country such as South Africa. Due to the historical inequalities and racial segregation introduced during Apartheid, sport in South Africa frequently emphasise class divisions: the previously disadvantaged communities, which comprise the majority of the population, still battle with poor socio-economic conditions and a critical lack, and sometimes complete absence, of sports facilities. It was found that facilities, equipment and coaches are still scant in the so-called previously disadvantaged communities.

The findings illustrate that there are quite a number of organisational- and government initiatives in the field of sport for development. As it became quite clear from the findings that sport influences and are being influenced by social dynamics which are prevalent in a country. One can thus argue that many of the psycho-social dynamics in sport is a manifestation of the broader society. This brings us to the discussion on values as emerged from the fieldwork results. It was found that too much emphasis is placed on the competitive elements in sport, which often lead to doping and corruption in sport. The recent findings also draws our attention on yet another new phenomenon in sport which is that of "Gigantism", here a typical illustration is that of the Olympic Games, every four years the hosting country spends millions on hosting the Olympic Games and considerable emphasis is placed on the games and the winning elements, but how much emphasis is attributed to "Olympism". As emphasised in the literature Olympism is a philosophy which promotes the core values of friendship, excellence and respect in sport (IOA, Olympic Charter, 2013). This philosophy places focus not just on the athletes sporting skills but also on their social behaviour. It moves thus well beyond the playing field, spreading its influence in the homes, communities and

society as a whole. It was found that there is not enough research done in the South African context on the effect of sport, albeit positive or negative, on the country's communities.

6.2.3 Monitoring & Evaluation

The commencement of globalization, together with the current socio-economic crises, marked a new area in the field of development: placing governments and organisations under severe pressure to rethink their conventional approaches of public management (Kusek & Rist, 2004). Globally, it is becoming apparent that our language for achieving and articulating performance has to include the terminologies of transparency, accountability, effectiveness and the likes if we were to be viewed serious about contributing to the internationally recognised priority areas.

It was found that South Africa, being a developing country which benefits from international aid, has committed itself to adhering to the priorities of the Millennium Development Goals; thereby forcing the state to move away from the traditional approaches of performance management to managing and assessing for results. From the literature it becomes evident that there has been a shift from traditional Monitoring and Evaluation to Results-based Monitoring and Evaluation (see Chapter 2: Presidency,2007).

From the literature it is clear that over the last decade the field of Monitoring and Evaluation experienced yet another new development due to the International community's dissatisfaction with the more conventional top down approach to M&E. This called for a more participatory approach to M&E, arguing that stakeholders directly benefiting or affected by development initiatives are normally excluded in decision making processes with little or no input in the evaluation process itself (Kusek & Rist, 2004).

It was found that Participatory Monitoring and Evaluation unlike the conventional approach goes beyond data gathering as it enhances institutional learning and demands greater social responsiveness, thus leading to better service delivery (see Chapter 2: Estrella et al., 2000). The findings supports this statement, as the context of a specific environment should determine or at least to great extend contribute to the type of outcomes we wish to achieve through our youth sport programmes. Careful consideration should thus be given to what changes the local community would like to see through our development initiatives, and perhaps this is a call for more extensive thinking in our conventional principles and design theories, pushing us to incorporate and perhaps personalize our approaches in the various contexts.

6.3 RESEARCH FINDINGS: THE USE OF INDICATORS IN SPORT AND DEVELOPMENT PROGRAMMES

It was found that theory on sport for development states that programmes and projects should utilise monitoring and evaluation methods to measure the impact and outcomes of physical education through sport. This is vital in the creation and amendment of policy and programme syllabus and in determining whether a programme or project is achieving the proposed objectives and impact. It is believed that without these monitoring and evaluation practices the sustainability of sport for development programmes and projects are doubtful (Hancock et al, 2013). From the fieldwork results it was unfortunately found that monitoring and evaluation is predominately still used as a reporting function, to merely appease funders or in government, reflect the achievements of the outputs as articulated in the Annual Performance Plans. An emphasis is for instance placed on numbers, for example, the number of learners in the sport programmes, the number of events held or the number of training offered to coaches. This however, does not say anything about the development outcome or impact that the sport programme intends to achieve.

From the fieldwork and literature it became apparent that we need to investigate whether the main objective of sport programmes is about the transfer of sporting skills or the psycho-social benefits of sport, where sport is merely used as a vehicle to address the social ills of society or to create better citizens who can actively contribute to society (Sanders et al, 2012; focus group discussion 1 and 2; interviews). This can be seen by the relationship between sport and various social movements. It was found that in such instances proper indicators needs to be developed to measure such outcomes and the outcomes should also be articulated in such a way that we are clear as to what expected results or impacts we aim for. This has tremendous implications for the expectations of beneficiaries, donors, governments and society as a whole. As in numerous cases it appears too difficult to display meaningful results for impact even though change is noticeable.

It also emerged from the research that there is a need for a better design of our sport programmes to better fit the outcomes, this is prompted by the recent debate of early versus late specialization. That is how much time do we equate to recreation and how much time, or more importantly when do we start the process of assigning a child to a specific sport focussed on high performance and competition. This debate is a “hot” topic at the moment in the field of sport and development. It was found that especially in a country like South Africa with its history of inequality in sport, there is a great need to promote the concept of being active and lifelong participation in sport.

6.4 RESEARCH FINDINGS: THE CASE OF THE MOD PROGRAMME

From the findings it has emerged that the MOD Programme in its rationale and philosophy shares many similarities with other Youth Sport Programmes. From the Behaviour Change and Longitudinal Study it was found that meaningful Psycho-social benefits can be equated to the Programme. Factors such as trust, motivation and social inclusion are but some of the benefits as mentioned by the participants in the study. Through the focus on massification,

the MOD Programme also promotes, as reflected by the findings, the core values of “Olympism” (IOA Charter, 2013), huge potential thus exists in this area. There has also been significant talent identification that took place due to the MOD Programme. Gaps were however found in the process of talent identification as well as the long term plan afterwards with the athlete (Primary source 6 , interview with MOD practitioners).

The findings also suggest that due to the rapid growth of the programme constant changes are made to the design and implementation of the initial plan. This of course holds major implications for the monitoring and evaluation of the programme, as too many variables are either added or replaced, but more importantly, this has a negative effect on the use of baseline information, which is a current challenge as reflected in the findings.

It was also found that the programme faces similar challenges as other youth sport programmes, especially in the areas of facilities, coach’s capacity and reporting (interview with international experts and MOD practitioners). It was found that the reliability of the data is a specific problem as the programme operates on a “trust” system, that is that the statistics which are send to head office is not adequately monitored or verified on ground level.

The findings reflect that the MOD Programme is currently operating without clearly defined indicators, except for registered number of children and number of children participating on a daily basis. This leaves a huge gap in the potential for reflecting impact. This confirms the findings that the Programme is currently still only reflecting outputs. It was found that the Behaviour Change and Longitudinal Study was the first step in recording meaningful results that can contribute to outcomes and impact. It is thus apparent that current outcomes related information is only based verbal feedback from coaches, principles and learners, these are all anecdotal information, indicating a stronger need for the development and monitoring of outcomes-based indicators (interview with MOD practitioners).

The Progamme, like many other Youth Sport Programmes, also has relationships with various stakeholders like the Department of Social Development, Public Works, Department of Education etc. The findings, however, suggests that challenges regarding the role and responsibility of each stakeholder are not clearly defined and poses numerous challenges, especially on ground level in the districts (interview with MOD practitioners).

It was also found that even though several evaluation reports were done on the Programme, the problem still existed that these evaluation results were not used in decision making on the MOD Programme. Monitoring and evaluation, it seems is not yet part of the culture of the Directorate of Sport Development. This, as reflected by the literature is one of the major steps in institutionalizing monitoring and evaluation in any organisation (interview with MOD practitioners).

Findings on Fieldwork

From the discussion on the Fieldwork analysis in Section 5.8 it is clear that the research conducted on MOD Centres was able to identify the existing and potential anticipated outcomes and indicators applicable to the MOD Programme.

These research results included that meaningful anticipated outcomes for the MOD Programme have been identified by practitioners and by specialists that are not yet part of the MOD Centre monitoring framework and that more technical work also needs to be done to determine outcomes based indicators for the new emerging MOD Centre focus areas. It is also clear that existing indicators in use are serving an important purpose.

Section 5.8 confirmed that from the interviews and focus group discussions with Mod Centre practitioners and specialists it is clear that as depicted in Table 5.10, the most important anticipated outcomes (existing and new) are viewed as improvements in social inclusion, respect, healthy lifestyle, pursuit of excellence, friendship and skills development. These areas are therefore regarded as priority outcomes and indicators for the next period. It was also confirmed that from the fieldwork results in Tables 5.2 and 5.3 that the existing anticipated outcomes and indicators in use by the MOD Programme are important and should remain as part of the MOD Programme Compendium of indicators. These anticipated outcomes and indicators focused on an increase in participants, an increase in enrolments, improved high performance of registered participants as well as an increase in participants not registered having received information on the MOD Programme. Last, from the fieldwork results captured and summarised in Table 5.5 it is clear that a number of new anticipated outcomes and indicators have been identified that can be regarded as priority indicators to be included in the MOD Programme Compendium of indicators in future. These alternative or additional indicators to be considered included: Talent development, improved school attendance, improved academic performance, improved discipline on and off the field, psycho-social well-being, reduced deviant behaviour, improved social inclusion, increase in youth employed after school and improved health (Primary source 3, Primary 6).

The above research findings, when viewed against the backdrop of the anticipated outcomes identified in Chapter 3 concerning international practises and local NGO experiences, show that MOD Centre developments, and the alternative anticipated outcomes and indicators considered (above) are largely corresponding and compatible. When considering the results of Focus Group discussions (See Table 3.1) as well as the international experience and that of local NGOs (Table 3.2) then it is apparent that anticipated outcomes and associated indicators that require further attention in the MOD Programme include child protection and safety (UN (Section 3.8), Amandla (Section 3.8), Keim & De Coning (2014), Christians secondary source 2), gender equity (Football association (Section 3.8), NSRP (2009), UN (2014), IOC (Section 3.8)), Olympic values (IOC, IOA, interviews with international experts, the promotion of peace and conflict resolution as well as improved values and ethics.

6.5 RESEARCH FINDINGS: EXISTING AND FUTURE INDICATORS

From the fieldwork it emerged that international specialist and practitioners in the sport and development field has very limited knowledge and virtually no experience in the specialized area of monitoring and evaluation. It was found that Monitoring and evaluation as a concept seems to be used synonymous with the conventional research which is normally undertaken by evaluators. All recent findings suggest that this is presently receiving attention from big International Institutions, like the World Bank, UN Sport for Development and Peace, International Olympic Committee, UNESCO etc.

The researcher had the opportunity to get the views of several international scholars including two professors in the field of Youth Sport Programmes through the IOA research referred to. These findings are particularly significant as it provides us with perspectives from specialist who works in different countries, each with their own unique context within the field of sport and development. It was especially surprising to the researcher that one of the Experts in the field of Olympic Education for Youth reflected very limited knowledge and experience on the concept of M&E and virtually no understanding of indicators as a specific technical area in the monitoring and evaluation process.

All of the international specialists interviewed mentioned the holistic wellbeing of the child as an important outcome in Sport Development Programmes with physical health (active child) as one of the first outcomes. Specific reference was made to the word “values”, with each one expressing values as an outcome in different ways, some referred to specific values like, integrity and respect whereas others refer more to the Olympic values. It was thus found that important attention should be given to “values” as an outcome of Sport Development Programmes.

The significance of the Olympic values are well documented. The question is however, are we able to apply the Olympic values as universal values regardless of time and context? Or should we contextualize values more to look at specifically what the role and meaning of values are for different societies and cultures? In specifically post-war societies, what values prevail, what values are more significant, what are the role of values if any and how exactly do we use this as a tool for development in sport for/ and development programmes? Should we look at the specific challenges of a society or community and only then explore the role and meaning of values in that context? Even though institutions like the International Olympic Committee with its daughter organization, the International Olympic Academy, promotes the values of Olympism, it was found that the exact opposite of these values prevail at the Olympic Games and other Mega Events, such as the FIFA World Cup. This as seen recently in Brazil are causing more and more uproar in the host society with a lot of civil society members and Human Rights Movements questioning the economic and social benefits for the average person in that country and globally. As the founding father Pierre De Coubertin explains, the Olympic values can be understood by the Philosophy of “Olympism”, which promotes the moral progress of human beings but it’s also an approach which

promotes, evolution, reason and education with placing trust in the collective progress of institutions and legislation. We should thus look at the difference between the discourse which we try to promote and the reality of what we implement.

6.6 CONCLUSIONS

It is concluded that although the present monitoring framework in use by DCAS contains a set of useful outputs and outcomes as well as output and outcome indicators, that specialists and MOD Centre practitioners have also developed a set of very meaningful anticipated outcomes and indicators that should be considered for inclusion in the MOD Centre Monitoring system for the next period. These outcomes and possible indicators have been identified and discussed in the previous chapter.

From the findings above, it is also concluded that exciting new research as well as existing research and conceptual frameworks show that there is a renewal in the understanding of youth development and the type of outcomes that are envisaged. Increasingly the emphasis has been placed, also as is apparent from the literature review in Chapter 2 and 3, on the development of young people as holistic beings and as the one Olympic value states, 'balanced, body, mind and spirit. The trend towards an increased focus on psycho-socio factors as an important area of impact has emerged from this research as a priority area for the future.

It is also concluded that although a draft compendium of indicators exist, that the establishment of a fully-fledged M&E system for DCAS and the MOD Centres in particular is a vital requirement for the future performance management of this programme. As discussed in the previous chapter and as outlined by Cloete, Rabie & De Coning, (2014) the establishment of an M&E system includes the facilitation of a process (such as the 10 steps by Kusek & Rist), the development of a monitoring framework, as well as thirdly, the establishment of the necessary institutional arrangements to manage a M&E system. In this respect it is concluded that a number of institutional areas need to be addressed in the M&E system of DCAS to ensure the efficient monitoring of the MOD Centre Programme. This especially concerns improved reporting and data collection to ensure validity, reliability and trustworthiness of information, but also improved management and specialist capacity in the field of M&E. Human resources development, organisational development and improved intergovernmental relations are further institutional areas that warrant further attention.

It is concluded that important international research is being undertaken on the development of a body of knowledge on the desired outcomes of sport and development programmes (see DCAS & ICSSD, 2014 as well as Keim & De Coning, 2014) and that local M&E practitioners need to follow this debate closely.

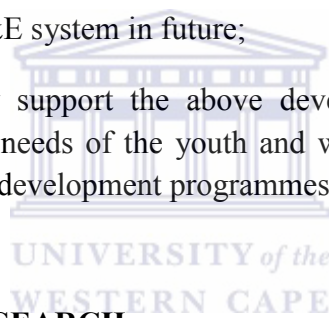
It is concluded that although the field of sport, recreation, arts, culture and heritage has been lagging behind in the South African public sector concerning the development of an appropriate results-based monitoring and evaluation system compared to other sectors, that

recent efforts show that evidence-based information has been improving and that information agencies such as StatsSA has increasingly been focusing in this area.

6.7 RECOMMENDATIONS

From the above findings and conclusions a number of important recommendations are evident. It is recommended that:

- DCAS establish a fully fledged M&E system for the monitoring of the MOD Centre programme and that regular quarterly reports be published with pertinent outcomes-based information in order to ensure evidence-based decision-making on the future of the Programme;
- The set of anticipated outcomes and indicators developed through this research and that has been provided in Tables 5.5 and 5.6 be considered for inclusion in the future compendium of indicators by DCAS for MOD Centres;
- M&E practitioners in the South African Public Service including the M&E Unit in SRSA National, focus on the inclusion of relevant outcomes-based indicators in the national results-based M&E system in future;
- The research community support the above development of indicators by doing focussed research on the needs of the youth and what may be accomplished in this respect through sport and development programmes.



6.8 AREAS FOR FUTURE RESEARCH

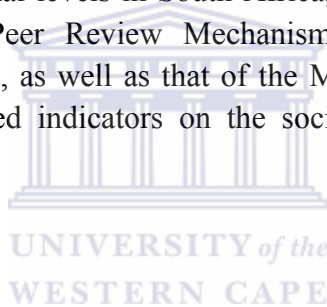
A number of areas of research have featured in this research investigation that falls outside the scope of this study but that has shown that meaningful interfaces exist or should be explored with respect to indicator development for sport and development programmes for the youth. These areas are identified below in support of further research in this area. Areas for future research include inter alia the following:

- Further research is required on the improvement of reporting information and the capturing of essential data in monitoring systems for youth development. Although some electronic systems have been introduced, research is warranted on effective and accurate recoding systems that feed directly into monitoring systems;
- A need exists for the further evaluation of monitoring results on the MOD Programme. Although various trends are apparent, detailed research is needed on the long-term effects of sport and development programmes.
- Research needs to be undertaken on the possible negative effect of the structural nature of sport and development in South Africa and the danger of perpetuating existing inequalities;

- Research is needed on a sound set of indicators for results-based monitoring at the national level for sport and recreation. Present indicators are largely output based and do not relate or feed into the existing indicators in use by DPME and the National M&E system;
- A need for further research exists with respect to the experiences of different NGOs in sport and development. A need exists for a consolidated understanding of the lessons of experience of NGOs involved in sport and development programmes and how such efforts may support government initiatives such a MOD Centres.

6.9 CONCLUSION

It is concluded that improved performance management, inter alia through the improvement of results-based monitoring and evaluation systems, is a vital requirement in meeting the quest for meaningful reconstruction and development in developing countries such as South Africa. It is also concluded that indicators for sport and development should not only be developed at the local and national levels in South Africa, but that compendia of indicators such as that of the African Peer Review Mechanism (APRM) in terms of African Reconstruction and Development, as well as that of the Millennium Goals Initiative should develop and contain results-based indicators on the socio-economic impact of sport and recreation in future.



REFERENCES (CITED OR QUOTED IN TEXT)

- African National Congress (ANC). 1994. *Reconstruction and Development Programme: A Policy Framework*. Johannesburg: Umanyano Publication.
- Armstrong, M; Baron, A. 2004. *Managing Performance: Performance management in action*, CIPD. London.
- Babbie, E; Mouton, J. 2001. *The Practice of Social Research*. Cape Town: Oxford University Press.
- Bauer, M.W; Gaskell, G. 2000. *Qualitative Researching With Text, Image And Sound: A Practical Handbook*. London: Sage Publications.
- Bennell, P. 2007. *Promoting Livelihood Opportunities for Rural Youth*. <http://www.ifad.org/events/gc/30/roundtable/youth/benell.pdf>
- Blache, T.M; Durrheim, K. 1999. *Research In Practice*. Cape Town: UCT PRESS.
- BMI Sport Info. 2007. *A Case for Sport in the Southern African Development Community (SADC)*, unpublished paper.
- Boddy, J; Cameron, C; Moss, P. 2006. *Care Work: present and future*. Routledge: London.
- Brink, Van Der Walt; Van Rensburg. 2006. *Fundamentals of Nursing Methodology for Health Care Professionals*. Cape Town: Juta.
- Brynard, P; Erasmus, K. 1995. *Public management and administration, Case study Workbook*. Van Schaik Publishers: Pretoria.
- Cardenas, A. 2012. *Working Paper series 1: Exploring the use of sports for peacebuilding and conflict resolution*. UK. Liverpool.
- Carstens, Alison Lee. 2007. *The Experiences of youth-care workers caring for youth at risk*. Masters Thesis. Stellenbosch University.
- Castrechini, S; Gardner, J; W. 2011. *Youth Resource Mapping: Partnering with Service Providers and Youth to Understand the Supply and Demand for Youth Services in a Local Context. Perspectives on Urban Education*. Center for Youth and Their Communities at Stanford University, Ardoin NM. (2011).
- Catalano, R. F; Berglund, M. L. Lonczak H. S, Hawkins J. D. 2004. *Positive Youth Development in the United States: Research Findings on Evaluations of Postive Youth Development Programs*. Annals of the American Academy of Political and Social Science. Vol 591, Positive Development: Realizing the Potential of Youth, pp 98-124.
- Christians, Y. 2013. The Academic Paper developed for the School of Public Leadership (SPL) at Stellenbosch University and that was submitted for the Public Sector M&E

Certificate Course offered by Dr Babette Rabie, *specifically explored the potential of the establishment of an M&E system for the MOD Programme.* Source 8

Christians, Y. 2014. The Academic Paper developed for and accepted by the International Olympic Academy (IOA) titled: “*Sport and Development, Olympic Values and the SA Youth: Considerations for the MOD Programme*”. The researcher was invited to present this paper at the IOA Seminar series in September 2014. Source 7

Christians, Y. 2013. The Psych-socio behavioral study Report on the MOD Programme, titled: “*Findings and results of the Behaviour change and longitudinal Evaluation Study*” By Christians, Y, for DCAS. See Christians, Unpublished Paper (2013). Source 6

Cloete, F. 2006. *Evidence-Based Policy Analysis in South Africa: Critical assessment of the emerging Government-Wide Monitoring Framework.* University of Stellenbosch. Department of Public Governance.

Cloete, F; Rabie, B; De Coning, C. 2014. *Evaluation Management in South Africa and Africa.* Van Schaik, Cape Town.

Coalter, F. 2007. *A wider Social role for sport: who’s keeping the score?* Routledge: New York.

Coubertin, P. *The Olympic Ideal and the Winter Games Attitudes Towards the Olympic Winter Games in Olympic Discourses- From Coubertin to Samaranch.*
<http://www.coubertin.ch/pdf/schantz.pdf>

Creswell, J, W. 2003. *Research Design.* (2nd ed.). California: Sage Publications.

Crawford, J, E. 2010. *Using Sport as a tool for Development.* Masters Thesis. University of Cincinnati.

Cuskelly, G; Hoye, R; Auld, C. 2006. *Working with volunteers in Sport: theory and practice.* Routledge: New York.

Danish, S, J; Nellen, V.C. 1997. *New Roles for Sport Psychologists: Teaching Life Skills Through Sport to At-Risk Youth.* Quest, Vol 49, pp 100-113.

Davids, I; Theron, F; Maphunye, K, J. 2005. *Participatory development in South Africa: a development management perspective.* Van Schaik Publishers.

De Beer, F; Swanepoel, H. 1999. *Community development and beyond: issues, structures and procedures,* JL van Schaik.

DCAS and SAKAZA. 2014. *An Evaluation of Mass Participation, opportunities and access, development and Growth (MOD) Centres of the Sport Programme,* DCAS, March 2014 (Sakaza). Source 1

DCAS and ICESDD. 2014. *The Case for Sport: Socio-economic benefits of sport and recreation in the Western Cape*. Editor C De Coning. ICESDD, University of the Western Cape and the Department of Cultural Affairs and Sport. UWC. Cape Town.

De Coning, C; Keim, M. 2014. *Findings on the Status and Standing of Policy*. In: *Sport and Policy Development Policy in Africa - A collaborative approach of 11 countries in Africa*, Sun Media. Chapter 14.

De Coning, C; Keim, M. 2014. *Methodology and Approach*, In: *Sport and Policy Development Policy in Africa - A collaborative approach of 11 countries in Africa*, Sun Media. Chapter 2.

De Coning, C; Keim, M. 2014. "Voices from the South: The need for evidence-based research on the socio-economic benefits of sport and recreation". *AJPHRD*, 2014.

De Coning, C; Rabie, B. 2014. *Institutional Arrangements for Evaluation and M&E In : Evaluation, Management in South Africa and Africa* , Van Schaik, Cape Town.

De Coning, C. 2014. *The NIKE GIZ Baseline Study On: Lessons of Experience for NGO's on the Design of Youth Sport and Development Programmes at Schools*. (Institute for Sport and Development. Source 10

Department of Sport and Recreation South Africa. 2009. *A Case for Sport and Recreation: The Social and Economic Value of Sport*. Pretoria

Department of Sport and Recreation South Africa. 2009. *School Sport*, accessed March 12, 2010, available at: <http://www.srsa.gov.za/PageMaster.asp?ID=243>.

Desai, E. 2011. *Policy Agenda-Setting for School Sport and Physical Education in South Africa*. University of the Western Cape.

Eade, D. 1999. *Capacity-Building: An Approach to People-Centred Development*. Oxfam. UK

Edward, S; Skinner, J. 2009. *Qualitative Research in Sport Management*. London. Butterworth-Heinemann.

Estrella, M. 2000. *Learning from Change: Issues and experiences in participatory monitoring and evaluation*, IDRC (International Development Research Centre).

Fitzgerald P, McLennan A, Munslow B. 1995. *Managing sustainable development in South Africa*. Cape Town: Oxford University Press.

Gorgens, M; Kusek, J. 2009. *Making Monitoring and Evaluation Systems Work: A Capacity Development Toolkit*. The World Bank.

Graziano, A, M; Raulin, M, L. 2007. *Research Methods: A process of Inquiry*. US. Pearson Education.

Hannock, M; Lyras,A,H,J,P. 2013. *Sport for Development programmes for girlsand women: A global assessment*. Journal of Sport for Development. 1(1), pp15-24.

Hoff, M,D. 1999. *Sustainable community development: studies in economic, environmental, and cultural revitalisation*. New York: Lewis Publishers.

Hylton, K. Bramham, P. 2008. *Sports Development: policy, process and practice*. Routledge. London.

Immas, L.G.M; Rist, R.C. 2009. *The road To Results: Designing and Conducting Effective Development Evaluations*. The World Bank.

IOA. 2013. *Olympic Charter*. http://www.olympic.org/documents/olympic_charter_en.pdf

Keim, M; De Coning, C. 2014. *Future research and lessons of experience in African Sport Policy, In: Sport and Policy Development Policy in Africa - A collaborative approach of 11 countries in Africa*, Sun Media. Chapter16.

Keim, M; De Coning, C. 2014. *Rational and research design for African Sport Policy, In: Sport and Policy Development Policy in Africa - A collaborative approach of 11 countries in Africa*, Sun Media. Chapter 1, pp14.

Keim, M; De Coning (Eds) . 2014. *Sport and Policy Development Policy in Africa - A collaborative approach of 11 countries in Africa*. University of the Western Cape. Cape Town. Sun Media.

Kitzinger, J. 1995. *Introducing focus groups*. BMJ: British Medical Journal, vol. 311, no. 7000, pp. 299-302.

Korten D.C. 1984. *Strategic organization for people-centered development*. Public administration review, vol. 44, no. 4, pp. 341-352.

Kothari, C. 2004. *Research methodology: methods and techniques*. New Age International.

Kusek. J & Rist .R C. 2004. *“Ten steps to a Result-Based Monitoring and Evaluation System”*. The International Bank for Reconstruction and Development: The World Bank. Washington.

Kusek. J & Ray C. 2009. 2nd ed. *“Ten steps to a Result-Based Monitoring and Evaluation System”*. The International Bank for Reconstruction and Development: The World Bank. Washington.

Malotana, M. 2013. *The Sport Development and Research Report 2012/2013* (Information and Knowledge Management Unit, Operational Support, Directorate for Sport Development), DCAS. Source 5

Mandela, N. 2011. *Nelson Mandela by himself. The authorised book of quotations*. McMillan.

National Treasury. 2007. *Framework for managing Programme Performance Information*. National Treasury. Pretoria.

Midgley, J; Hall, A; Hardiman, M; Dhanpaul, N. 1986. *Community participation, social development and the State*. Methuen. London.

Nicholson, H.J; Collins, C; Holmer, H. (2004). *Youth as People: The Protective Aspects of Youth Development in After-School Settings*. Annals of the American Academy of Political and Social Science. Vol 591, Positive Development: Realizing the Potential of Youth, pp 55-71.

Oakley, P; Clayton, A. 2000. *The Monitoring and Evaluation of Empowerment: A Resource Document*; Occasional Papers Series No. 26. INTRAC: UK. (<http://www.intrac.org>)

OECD. (Organisation for Economic Co-operation and Development).2002. *Glossary of Key terms in Evaluation and Results-Based Management*. Paris: OECD/DAC.

Orford J. 1992. *Community psychology: theory and practice*. New York: John Wiley & Sons

Portes, A. 1998. *Social Capital: Its Origins and Applications in Modern Sociology*. Annual Review Sociologica. 24 pp. 1-24.

Presidency, 2007. *Policy Framework for the Government-Wide Monitoring and Evaluation System*. The Presidency. Pretoria.

Rabie, B. 2011. *Improving the systematic evaluation of local economic development results in South African local government*. University of Stellenbosch.

Roberts, J; Hite, A. 2000. *From Modernisation To Globalization: Perspectives on Development and Social Change*. Blackwell publishers.

Romanow, P; Bruce, D. 2006. *Communications & Capacity Building: Exploring Clues from the Literature For Rural Community Development*. Journal of Rural and Community Development, Vol 1, Issue 2.

Rubin, F. 1995. *A basic guide to evaluation for development workers*, Oxfam Publication.

Rugh, J; Segone, M. 2013. Learning from Africa, Americas, Asia, Australasia, Europe and Middle East. UNICEF. Washington. DC.

Sanders, B. 2012. *Can Sport Tackle Inequality in South Africa? In International Platform on Sport and Development*. Accessed 24/05/2013, available at: <http://www.sportanddev.org/?5079/Can-sport-tackle-inequality-in-South-Africa>.

Sanders, B. 2013. *The MOD Programme Monitoring and Evaluation Report 2012/2013*. Directorate for Sport Development, DCAS. Source 3

Sanders, B; Christians, Y; De Coning, C. 2014. *The Case study developed for the Case for Sport Research (UWC and DCAS 2014) titled "Case study of the MOD Programme in the Western Cape"*. UWC, DCAS. Source 9

Sanders, B; Phillips, J; Vanreusel B. 2012. *Opportunities and challenges facing NGO's using sport as a vehicle for development in post-apartheid South Africa*. Sport, Educaion and Society 2012, 1-17.

Sartorius, R. 1997. *Participatory Monitoring and Evaluation Systems: Improving the Performance of Poverty Reduction Programs and Building Capacity for Local Partners*.

Smokowski, P, R; Fraser, M.W; Day S.H; Galinsky, M.J; Bacallao, M.L. 2004. *School-Based Skills Training to Prevent Aggressive Behaviour and Peer Rejection in Childhood: Evaluating the Making Choices Program*. The Journal of Primary Prevention, Vol 25:2 , pp 233-251.

Somekh, B; Lewin, C. 2005. *Research Methods in the Social Sciences*. London. Sage Publication.

South African Government. *The Bidding and Hosting of International Sport and Recreation Events Regulations* (Gazette Number 33211 – Regulation 433); The South African Government Printer. Pretoria.

South African Government. *The National Development Plan: vision 2030*. Pretoria.

South African Government, *The National Sport and Recreation Act* (110/1998), The South African Government Printer. Pretoria.

South African Government .1998. *The National Sport and Recreation Act, 1998* (No 110 of 1998) and Amendment Act No 18 of 2007. South African Government Printer. Pretoria.

South African Government, *National Youth Policy 2009-2014*. Pretoria.

South African Government. *The Safety at Sport and Recreation Events Act* of 2010 (Act No 2 of 2010). South African Government Printer. Pretoria.

South African Government. 2012. *The National Sport and Recreation Plan*. Pretoria.

South African Government. *The School Sport Mass Participation Policy* 2011. The South African Government Printer. Pretoria.

South African Government. 1997. *The South African Institute for Drug Free Sport Act* of 1997 (Act no 14 of 1997) and Amendment Act 25 of 2006, The South African Government Printer. Pretoria.

South African Government. 2001. *The White Paper on Sport and Recreation* (Revised in 2011). The South African Government Printer. Pretoria.

Statistics South Africa. 2007. *South African Statistical Quality Assessment Framework*. First Edition.

Swanepoel, H,J. 1997. *Community development: putting plans into action*. Juta.

Swanepoel, H; De Beer, F. 2006. *Community Development: breaking the cycle of poverty*, Juta Academic.

The World Bank. 2005. *World Development Indicators*. The World Bank. Washington.D.C

Thornton,C. 2013. *Sport Development Statistics Report 2012/2013*. Directorate for Sport Development, DCAS. see DCAS 2014d. Source 4

Travis,R; McFarlin, N; Van Rooyen, A.J; Gray,M. 1999. *Community development in South Africa: its use as an intervention strategy*. International Social Work, 1999. 42(2). pp 177-187.

United Nations. 2003. *Sport for Development and Peace: Towards Achieving the Millennium Development Goals*, New York: United Nations.

Van der Molen,K; van Rooyen,A; van Wyk,B .2002. *Outcomes- based Governance: Assessing the Results*. School of Public management and Planning University of Stellenbosch. Heinemann Publishers (Pty) Ltd.

Vernooy, R., Qiu, S. & Xu, J. 2000. *Voices for change: participatory monitoring and evaluation in China*. Idrc.

Visser,M; Beyer,J; Du Preez, E; Eskell-Blokland, L; Gcabo, M, F, R; Govender, K; Mokwena F, K, M; Moleka, A; Radebe, I; Petersen, B; Ratele, K; Viljoen, G. 2007. *Contextualising community psychology in South Africa*. Cape Town. Van Schaik Publishers.

Wagnsson, S; Augustsson C; Patriksson, G. 2013. *Associations Between Sport Involvement and Youth Psychosocial Development in Sweden: A Longitudinal Study*. Journal of Sport for Development, vol 1, edition 1, 2012, pp 37-47.

Weissberg R.P; O'Brien, M.U. 2004. *What Works in School-Based Social and Emotional Learning Programs for Positive Youth Development*. Annals of the American Academy of Political and Social Science. Vol 591, Positive Development: Realizing the Potential of Youth, pp 86-97.

Wengraf, T. 2001. *Qualitative research interviewing: Biographic narrative and semi-structured methods*, Sage Publications Ltd.

Western Cape Department. 2009. *Guidelines for Funding as well as the Western Cape Department of Sport: Sport Transformation Charter*. DCAS. Cape Town.

Western Cape Government. 2013. *Western Cape Youth Development Strategy*. Department of the Premier. Cape Town.

Western Cape Government. 2008. *The Western Cape Department of Sport: Rainbow Paper on Sport and Recreation*. DCAS. Cape Town.

The Western Cape Government. 2013. *The Annual Reports for 2011/12 and 2012/13 of the Department of Cultural Affairs and Sport* (DCAS, 2012, 2013a); Source 1&2

White, D, J. 2009. *The effects of youth participatory evaluation and youth community action training on positive youth development*. Scholarly Archives at Oregon State University, Corvallis, OR. Retrieved from: <http://ir.library.oregonstate.edu/jspui/handle/1957/13732>

Wilson, B. 2012. *Sport and peace: A sociological perspective*. Toronto: Oxford University Press.

World Youth Report. 2003. *Youth participation in decision- making: The global situation of young people*. New York: United Nations.



9. ANNEXURES

Annexure A

9.1 Ethics Statement

Annexure B

9.2 Questionnaire/ Research Schedule

Annexure C

9.2 Participants of Focus Group Discussion

Annexure D

10.1 Data of Psycho-Survey Results





University of the Western Cape

UNIVERSITY OF THE WESTERN CAPE

FACULTY OF ECONOMIC AND MANAGEMENT SCIENCE

Institute for Social Development

Annexure A

Indicator development for the monitoring of performance of sport and development programmes for the youth in the Western Cape

My name is **Yolanda Christians**, a final year student at the University of the Western Cape. This is a research project being conducted by Yolanda Christians at the University of the Western Cape. I am inviting you to participate in this research project because you are participating in the Mass, Opportunity, Access, Development and Growth (MOD) Programme. This research is conducted to find out what type of indicators may be useful with the monitoring of the MOD Programme and secondly, to do an assessment of available indicators from a theoretical and comparative point of view.

Ethics Statement

This study is under the University of the Western Cape (UWC) ethics policy and the researcher will adhere to the following:

- Participation in the research study will be voluntary, with no form of coercion used against participants.
- Confidentiality will be guaranteed, and the participants reserve the right to withdraw from the research at any stage
- The researcher will take the responsibility in ensuring that all the information gathered is treated with sensitivity and confidentiality as well as protecting the interest of the participants
- The researcher also undertakes to submit the research findings to all relevant bodies

Annexure B

QUESTIONNAIRE / INTERVIEW SCHEDULE FOR SPECIALISTS

Title: Indicator Development for the Monitoring of Performance of Sport and Development programmes for the youth in the Western Cape

Facilitated by Mrs. Yolanda Christians for the

University of the Western Cape, Masters: Development Studies Degree

AUGUST 2014

GENERAL

This questionnaire has been developed for the purpose of consulting specialist (academics and practitioners) in Youth Sport Programmes. Research results will be obtained on current and potential indicators to be applied in Youth Sport Programmes for effective Monitoring and Evaluation purposes. The questionnaire/ schedule covers three dimensions for the purpose of the study, namely:

- Objectives, Anticipated Outcomes and indicators for youth sport and development programmes;
- Present reporting and outputs/outcomes/results & indicators in use
- Issues related to M&E Management

I, understand the purpose of the research and the rights that I have and I freely and voluntarily agree to participate. My questions about the project have been answered. I understand that my identity will not be disclosed and that I may withdraw from the project without giving a reason at any time and this will not negatively affect me in any way. I hereby give the ISD Masters student from UWC permission to use all collected data from the interviews and focus group discussion for the described purpose of this project.

NAME OF RESPONDENT :

POSITION IN THE PROJECT/ AGENCY:

DATE OF COMPLETION OF QUESTIONNAIRE:

INTERVIEW SCHEDULE FOR SPECIALISTS

Title: Indicator Development for the Monitoring of Performance of Sport and Development programmes for the youth in the Western Cape


Facilitated by Mrs. Yolanda Christians for the

University of the Western Cape, Masters: Development Studies Degree

AUGUST 2014

SECTION A: OBJECTIVES AND ANTICIPATED OUTCOMES FOR SPORT AND DEVELOPMENT PROGRAMMES AMONGST THE YOUTH

1. What are the desired results that you think should be achieved in sport and development programmes amongst the youth? (Please list them according to their importance)



.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

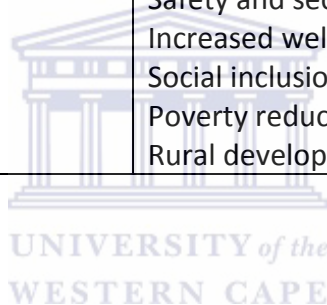
.....

2. Please consider the anticipated outcomes of youth sport and development programmes as stated by specific role-players below. Please indicate the five most important desired results/ anticipated outcomes in your opinion.

SUMMARY OF INDICATORS IN USE FOR SELECTED YOUTH SPORT AND DEVELOPMENT PROGRAMMES

SOURCE/ INSTITUTION	ANTICIPATED OUTCOMES / DESIRED RESULTS
INTERNATIONAL	

- International Olympic Committee	Pursuit of Excellence <input type="checkbox"/> friendship <input type="checkbox"/> respect <input type="checkbox"/>
- UN Sport for Development and Peace	Child protection <input type="checkbox"/> Skills development <input type="checkbox"/> Youth employment <input type="checkbox"/> Self-esteem <input type="checkbox"/> Empowerment <input type="checkbox"/> Social inclusion <input type="checkbox"/> Promotion of peace <input type="checkbox"/> Gender equality <input type="checkbox"/>
SOUTH AFRICA	
Youth Dev Strategy	Skills development <input type="checkbox"/> Social inclusion <input type="checkbox"/> Resilience <input type="checkbox"/> Positive role identification <input type="checkbox"/>
Western Cape Strategic Provincial Objectives (PSOs)	Employment <input type="checkbox"/> Healthy lifestyle <input type="checkbox"/> Safety and security <input type="checkbox"/> Increased wellness <input type="checkbox"/> Social inclusion <input type="checkbox"/> Poverty reduction <input type="checkbox"/> Rural development <input type="checkbox"/>



3. Are you aware of any negative effects of Youth Sport Programmes? What in your opinion are the lead causes of these?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

4. What are the typical challenges experienced in Youth Sport?

.....

.....

.....

.....

.....

.....
.....

5. What are some of the reasons for the above mentioned challenges?

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

SECTION B: M&E ISSUES RELATED TO MOD CENTRES (FOR SPECIALISTS WITH MOD CENTRE EXPERIENCE).



6. What do you think are the present objectives of the MOD Programme and please provide your opinion in this respect.

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

7. What in your opinion are the most important desired results/ anticipated outcomes of the MOD Programme?

.....
.....
.....
.....
.....
.....
.....

.....

8. Consider the anticipated outcomes for the MOD Programme above. Please rank these in order of priority and suggest possible indicators.

ANTICIPATED OUTCOMES	INDICATE PRIORITY / POSSIBLE INDICATORS
Increased access to safe spaces	
Increased participation	
Improved skills development	
Increased talent identification	
Increased access to high performance activities/sport	
Increased career opportunities	
Increased capacity building opportunities for coaches	
Increased employment opportunities	
Others?	

9. Please consider the following anticipated outcomes for the MOD Programme that relate directly to schools and rank these in order of priority.

OBJECTIVES/ ANTICIPATED OUTCOMES	INDICATE PRIORITY / POSSIBLE INDICATORS
Improved school attendance	
Improved academic performance	
Improved discipline on and off the field	
Improved psycho-social wellbeing	
Reduced deviant behaviour	
Improved social inclusion	
Improved health	
Others?	



10. What are your views on the availability and quality of information and data for the above?

.....

.....

.....

.....

.....

.....


.....

SECTION C: ISSUES RELATED TO M&E MANAGEMENT

11. Do you have any suggestions for the strategic management of the Programme in future?

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

12. What do you think are the operational areas that need to improve?



.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

13. How do you think the information can be better managed? How can the data collection and recording be improved?

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

14. Who do you think is responsible for the Monitoring of the MOD Programme? Give reason for your answer

.....

.....

.....

.....

.....

.....

.....

15. What are your views on the functioning of the present reporting system?

.....

.....

.....

.....

.....

.....

.....

.....



16. How do you think the reporting system can be improved?

WESTERN CAPE

.....

.....

.....

.....

.....

.....

.....

.....

17. Is there anything else that you would like to add?

.....

.....

.....

.....

.....

.....

.....
.....
.....

THANK YOU



UNIVERSITY *of the*
WESTERN CAPE

ANNEXURE C: PARTICIPANTS OF FOCUS GROUP DISCUSSIONS

Focus Group 1 (Thursday 14 August 14h00-15h30)

(Practitioners and academics)

- Nelisiwe Maleka (PhD M&E, HIV/Aids Awareness programmes)
- Lean Terreblanche (Football Association of SA)
- Clever Chikwamda (PhD, conflict resolution)
- Jose Kabral (Sport and development practitioner / Coach)
- Dr Marie Young (Recreation expert, UWC)
- Dr Philomene Nsengiyumva (Post doc, ICESDD researcher)
- Solomon Asihel (PhD Participant)
- Nana Adom (ICESDD researcher, Masters participant & NIKE Study). Scribe.
- Yolanda Christians. (Masters ISD/ MOD Centres/ DCAS). Scribe.
- Christo de Coning (Facilitator)

Focus Group 2 (Tuesday 19 August 14h00-15h30)

(specialists and academics (involved with MOD))

- Karl Voysey (Amandla)
- Prof Marion Keim Lees (Director, ICESDD)
- Dr David Maralack (UCT) Not confirmed yet.
- Nana Adom (ICESDD researcher, Masters participant & NIKE Study). Scribe.
- Yolanda Christians. (Masters ISD/ MOD Centres). Scribe.
- Christo de Coning (Facilitator)

ANNEXURE D: DATA FOR PSYCH-SOCIO SURVEY

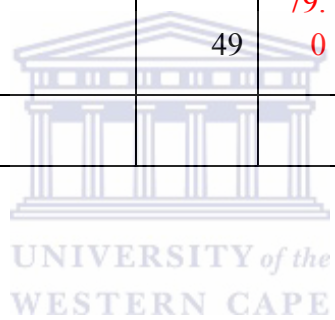
Psychological Factors						
LIKE PARTICIPATING IN SPORT						
	VERY MUC H	%	A LITTL E	%	NOT AT ALL	%
GIRLS	22	35.5	6	9.7	0	0
BOYS	31	50	2	3.2	1	1.6
TOTAL	53	85.5	8	12.9	1	1.6
TOTAL SAMPLE POP	62					
IMPROVED KNOWLEDGE OF SPORT						
GIRLS	18	29.0	9	14.5	1	1.6
BOYS	22	35.5	10	16.1	2	3.2
TOTAL	40	64.5	19	30.6	3	5
IMPROVED MY SPORT SKILLS						
GIRLS	22	35.5	6	9.7	0	0
BOYS	25	40.3	8	12.9	1	1.6

TOTAL	47	75. 8	14	22. 6	1	1.6
I BEHAVE BETTER						
GIRLS	16	25. 8	9	14. 5	3	4.8
BOYS	19	30. 6	13	21. 0	2	3.2
TOTAL	35	56. 5	22	35. 5	5	8.1
MADE FRIENDS						
GIRLS	18	29. 0	10	16. 1	0	0
BOYS	25	40. 3	9	14. 5	0	0
TOTAL	43	69. 4	19	30. 6	0	0
AM MORE DISCIPLINED						
GIRLS	16	25. 8	10	16. 1	2	3.2
BOYS	22	35. 5	12	19. 4	0	
TOTAL	38	61. 3	22	35. 5	2	3.2
AM COMITTED TO CONTINUE						
GIRLS	22	35. 5	6	9.7	0	0

BOYS	29	46. 8	5	8.1	0	0
TOTAL	51	82. 3	11	17. 7	0	0
I LOOK FORWARD TO COMPETITIONS						
GIRLS	21	33. 9	7	11. 3	0	0.0
BOYS	28	45. 2	4	6.5	2	3.2
TOTAL	49	79. 0	11	17. 7	2	3.2
		VERY MUC H %	A LITTL E	%	NOT AT ALL	%
GET OPPORTUNITY TO BE A LEADER						
GIRLS	12	19. 4	10	16. 1	6	9.7
BOYS	17	27. 4	8	12. 9	9	14. 5
TOTAL	29	46. 8	18	29. 0	15	24. 2
LEARNED TO TALK FREELY						
GIRLS	16	25. 8	10	16. 1	2	3.2
BOYS	22	35. 5	11	17. 7	1	1.6

TOTAL	38	61. 3	21	33. 9	3	4.8
GET ALONG BETTER WITH FAMILY MEMBERS						
GIRLS	20	32. 3	8	12. 9	0	0
BOYS	21	33. 9	13	21. 0	0	0
TOTAL	41	66. 1	21	33. 9	0	0
GET ALONG WITH MEMBERS OF OPPOSITE SEX						
GIRLS	10	16. 1	10	16. 1	8	12. 9
BOYS	17	27. 4	12	19. 4	5	8.1
TOTAL	27	43. 5	22	35. 5	13	21. 0
WORK BETTER IN A TEAM						
GIRLS	17	27. 4	10	16. 1	1	1.6
BOYS	23	37. 1	11	17. 7	0	0
TOTAL	40	64. 5	21	33. 9	1	1.6
OTHER PARTICIPANTS RESPECT ME						

GIRLS	15	24. 2	11	17. 7	2	3.2
BOYS	15	24. 2	15	24. 2	4	6.5
TOTAL	30	48. 4	26	41. 9	6	9.7
COACH RESPECT ME						
GIRLS	22	35. 5	5	8.1	1	1.6
BOYS	27	43. 5	7	11. 3	0	0
TOTAL	49	79. 0	12	19. 4	1	1.6



Psychological Factors						
LIKE PARTICIPATING IN SPORT						
	VERY MUC H	%	A LITTL E	%	NOT AT ALL	%
GIRLS	22	35.5	6	9.7	0	0
BOYS	31	50	2	3.2	1	1.6
TOTAL	53	85.5	8	12.9	1	1.6
TOTAL SAMPLE POP	62					
IMPROVED KNOWLEDGE OF SPORT						
GIRLS	18	29.0	9	14.5	1	1.6
BOYS	22	35.5	10	16.1	2	3.2
TOTAL	40	64.5	19	30.6	3	5
IMPROVED MY SPORT SKILLS						
GIRLS	22	35.5	6	9.7	0	0
BOYS	25	40.3	8	12.9	1	1.6
TOTAL	47	75.8	14	22.6	1	1.6

I BEHAVE BETTER						
GIRLS	16	25. 8	9	14. 5	3	4.8
BOYS	19	30. 6	13	21. 0	2	3.2
TOTAL	35	56. 5	22	35. 5	5	8.1
MADE FRIENDS						
GIRLS	18	29. 0	10	16. 1	0	0
BOYS	25	40. 3	9	14. 5	0	0
TOTAL	43	69. 4	19	30. 6	0	0
AM MORE DISCIPLINED						
GIRLS	16	25. 8	10	16. 1	2	3.2
BOYS	22	35. 5	12	19. 4	0	
TOTAL	38	61. 3	22	35. 5	2	3.2
AM COMITTED TO CONTINUE						
GIRLS	22	35. 5	6	9.7	0	0
BOYS	29	46. 8	5	8.1	0	0

TOTAL	51	82. 3	11	17. 7	0	0
I LOOK FORWARD TO COMPETITIONS						
GIRLS	21	33. 9	7	11. 3	0	0.0
BOYS	28	45. 2	4	6.5	2	3.2
TOTAL	49	79. 0	11	17. 7	2	3.2
		VERY MUC H %	A LITTL E	%	NOT AT ALL	%
GET OPPORTUNITY TO BE A LEADER						
GIRLS	12	19. 4	10	16. 1	6	9.7
BOYS	17	27. 4	8	12. 9	9	14. 5
TOTAL	29	46. 8	18	29. 0	15	24. 2
LEARNED TO TALK FREELY						
GIRLS	16	25. 8	10	16. 1	2	3.2
BOYS	22	35. 5	11	17. 7	1	1.6
TOTAL	38	61. 3	21	33. 9	3	4.8

GET ALONG BETTER WITH FAMILY MEMBERS						
GIRLS	20	32. 3	8	12. 9	0	0
BOYS	21	33. 9	13	21. 0	0	0
TOTAL	41	66. 1	21	33. 9	0	0
GET ALONG WITH MEMBERS OF OPPOSITE SEX						
GIRLS	10	16. 1	10	16. 1	8	12. 9
BOYS	17	27. 4	12	19. 4	5	8.1
TOTAL	27	43. 5	22	35. 5	13	21. 0
WORK BETTER IN A TEAM						
GIRLS	17	27. 4	10	16. 1	1	1.6
BOYS	23	37. 1	11	17. 7	0	0
TOTAL	40	64. 5	21	33. 9	1	1.6
OTHER PARTICIPANTS RESPECT ME						
GIRLS	15	24. 2	11	17. 7	2	3.2

BOYS	15	24. 2	15	24. 2	4	6.5
TOTAL	30	48. 4	26	41. 9	6	9.7
COACH RESPECT ME						
GIRLS	22	35. 5	5	8.1	1	1.6
BOYS	27	43. 5	7	11. 3	0	0
TOTAL	49	79. 0	12	19. 4	1	1.6



Psychological Factors						
	VERY MUCH	%	A LITTLE	%	NOT AT ALL	
I FEEL LIKE I CAN TRUST MY TEAMMATES						
GIRLS	20	32.3	8	12.9	0	0
BOYS	24	38.7	9	14.5	1	1.6
TOTAL	44	71.0	17	27.4	1	1.6
TOTAL SAMPLE						
I FEEL MOTIVATED /INSPIRED						
GIRLS	22	35.5	4	6.5	2	3.2
BOYS	23	37.1	10	16.1	1	1.6
TOTAL	45	72.6	14	22.6	3	4.8
TOTAL SAMPLE						
I FEEL CONFIDENT TO VOLUNTEER FOR CERTAIN TASKS						
GIRLS	19	30.6	6	9.7	3	4.8
BOYS	21	33.9	11	17.7	2	3.2
TOTAL	40	64.5	17	27.4	5	8.1
TOTAL SAMPLE						
I FEEL I CAN TAKE ON A LEADERSHIP ROLE						
GIRLS	21	33.9	5	8.1	2	3.2
BOYS	20	32.3	9	14.5	5	8.1

TOTAL	41	66.1	14	22.6	7	11.3
TOTAL SAMPLE						
I KNOW MY WORTH IN THE TEAM						
GIRLS	20	32.3	6	9.7	2	3.2
BOYS	24	38.7	7	11.3	3	4.8
TOTAL	44	71.0	13	21.0	5	8.1
TOTAL SAMPLE						
I FORGET ABOUT MY PROBLEMS WHEN IM PARTICIPATING IN SPORT						
GIRLS	19	30.6	8	12.9	1	1.6
BOYS	24	38.7	10	16.1	0	0
TOTAL	43	69.4	18	29.0	1	1.6
TOTAL SAMPLE						
Psycho-Social Factors						
	VERY MUCH	%	A LITTLE	%	NOT AT ALL	
I swear a lot on the field						
GIRLS	6	9.7	6	9.7	16	25.8
BOYS	5	8.1	10	16.1	19	30.6
TOTAL	11	17.7	16	25.8	35	56.5
TOTAL SAMPLE						

I swear a lot off the field (at home etc.)						
GIRLS	6	9.7	11	17.7	11	17.7
BOYS	4	6.5	14	22.6	16	25.8
TOTAL	10	16.1	25	40.3	27	43.5
TOTAL SAMPLE						
I feel good when I win a fight						
GIRLS	12	19.4	5	8.1	11	17.7
BOYS	12	19.4	10	16.1	12	19.4
TOTAL	24	38.7	15	24.2	23	37.1
TOTAL SAMPLE						
I can take things easily from other girls/boys						
GIRLS	8	12.9	11	17.7	9	14.5
BOYS	6	9.7	8	12.9	20	32.3
TOTAL	14	22.6	19	30.6	29	46.8
TOTAL SAMPLE						
If I see someone in trouble I try to help them						
GIRLS	20	32.3	7	11.3	1	1.6
BOYS	25	40.3	6	9.7	3	4.8
TOTAL	45	72.6	13	21.0	4	6.5
TOTAL SAMPLE						
GIRLS	19	30.6	9	14.5	0	0

BOYS	26	41.9	7	11.3	1	1.6
TOTAL	45	72.6	16	25.8	1	1.6
TOTAL SAMPLE						
I get along better with members from the opposite sex						
GIRLS	13	21.0	10	16.1	5	8.1
BOYS	17	27.4	13	21.0	4	6.5
TOTAL	30	48.4	23	37.1	9	14.5
TOTAL SAMPLE						

