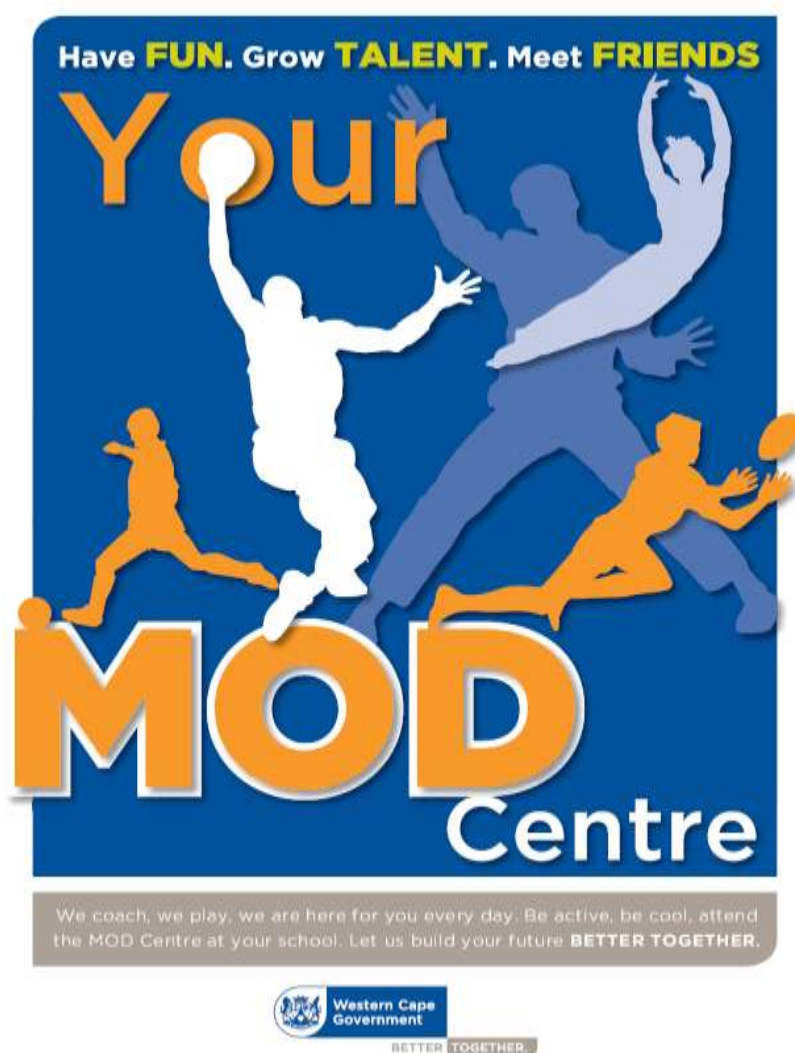


**AN EVALUATION OF
MASS PARTICIPATION, OPPORTUNITY AND ACCESS, DEVELOPMENT AND
GROWTH (MOD) CENTRES OF THE SPORT PROGRAMME,
DEPT OF CULTURAL AFFAIRS AND SPORT, WESTERN CAPE**

MARCH 2014



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ABBREVIATION

DCAS
MOD

Dept of Cultural Affairs and Sport, Western Cape
Mass Participation, Opportunity and Access, Development and Growth

EXECUTIVE SUMMARY

The Mass Participation; Opportunity and Access: Development and Growth Programme (MOD) is a transversal programme pioneered by the Department of Cultural Affairs and Sport (DCAS) with the support of the departments of Education and Social Development to promote a healthy life style and the development of school sport by ensuring mass participation, development of talent and proper administration of school sport in the province. In March 2013 the MOD programme was adopted as a flagship programme of the Western Cape Government and a large amount of resources have been invested to establish models of best practice to ensure that the programme functions optimally in creating a socially inclusive, active and creative Western Cape.

Sakaza Communication was commissioned to embark on an evaluation of the MOD programme to determine if the programme was being implemented effectively; achieving its objectives and outcomes; how the programme can be improved and sustained and how policy and processes can better inform the development of the programme. Sakaza Communication used a consultative research model to assess a sample of 26 schools - 16 (62%) in the Metro and 10 (38%) rural districts - primary schools (54%) and high schools (46%). The majority (50%) of learners were Afrikaans-speaking with 63% being Coloured and 37% African. The majority of the schools are in poor areas, with 54% of learners benefitting from a school feeding scheme. While absenteeism is highest at 50% of the high schools, gangsterism (62.5%) and substance abuse (75%) is a major problem at primary schools. Teen-age pregnancy was a challenge at 33% of the high schools. The number of learners at these 26 schools, that attend the MOD programme increased from 2 511 in 2009 to 8994 in 2013 (>328%).

Challenges - Only 32.5% of schools had access to a large open space; 20% have netball courts; > 5% have access to proper soccer, rugby or cricket fields and only 3% have access to an athletics track, yet athletics is the focused sport at 28% of the schools. Many of the activities require indoor space for dance, music, gymnastics, basketball, indigenous sports and art but only 11.68% have a school hall. Of the limited facilities that are available, only 19.2% were considered to be in a good condition and 34.9% are considered to be in a poor or very poor condition. The lack of adequate facilities is the biggest hurdle and challenge for the successful implementation of the MOD programme. This is followed by the lack of sufficient coaching staff (61%) and lack of equipment (57.6%). More than a third (38%) of the existing staff are untrained. Not enough is known about the MOD programme outside of the school environment. (Valid observation-Move and add to recommendations)

Analysis of these findings are that *the primary programme objective is to provide impoverished communities with the opportunities to be active and engage in sport and recreation.* The most commonly held view (73%) is that the MOD is geared “to keep children off the streets, away from gangs, substance abuse and out of trouble”. School management sees the objective as being “to develop the child holistically in sports, culture and academically.” All respondents believe the objectives of the programme are being met. *Improved performance of learners at school and in sports activities; harnessing of the talent of youngsters, increasing participation in sport and other activities at school; positive behaviour change, improved discipline, more responsive learners in class and a more positive outlook on life* is offered as evidence of this. However, there is no

documented evidence hereof as there is no measurement and evaluation tool in place to validate or prove these claims.

Most appreciated aspect - is the food and nutrition provided. The second is its success in allegedly keeping children off the streets, away from gangs, substance abuse and out of trouble and the contribution to improved discipline, respect, behaviour and positive responsiveness amongst learners that attend the MOD. *The need for a greater involvement of the Department of Social Development in addressing the social needs of the participants is urgently required to ensure on-going success of the programme.*

Biggest hurdle/ downside - is the lack of -, poor, insufficient or no facilities at schools.

Benefit of MOD - The perceived benefits of the MOD programme differ.

School principals: considered the new experiences afforded to learners, positively influencing and changing their cultural experience, life expectation and outlook as the biggest benefit.

Educators: considered the improved behavior, discipline, respect, positive attitude and responsiveness of learners as a major benefit.

Coaches: considered improved sports and cultural performance as well as the improved behavior, discipline, respect, positive attitude and responsiveness as the biggest benefits.

Learners: considered all the above as well as improved academic performance as benefits.

Social impact – Without evidence or measurement, it is difficult to dismiss the skeptics or support the claims that the MOD programme has had any social impact. None-the-less, participants swear the MOD programme has had an undeniable, positive impact on the lives of the learners and their existence in the community.

Academic impact – The impact on the academic performance of the learners and a positive influence on sport and cultural performance, social adeptness and prowess of the learners is supported by the number of schools with no previous sporting accolades who have started to see improved sports performance, with a number of young people attaining WP sports colours, many in sports codes newly introduced. Learners that had no previous interest in chess or dance or singing started finding a voice and expression.

Learner participation - The main reason the majority of learners attend the MOD programme is because they see sport as a way to improve themselves/ life changing opportunity or as their future - and the food. The reason offered by the majority of those learners that do not attend a MOD programme is that they have other activities/duties, chores at home, have to attend Muslim school or have to take care of siblings after school. Others have no interest; were just plain lazy and prefer being at home or on the streets.

To encourage more to attend: much more should be done to advertise market and promote programme at schools and in the community; improve facilities and showcase achievements and MOD activities at school - at assembly, at school breaks and to parents.

To improve the MOD programme it was recommended management expand and improve the variety of MOD activities offered at schools; improve facilities at schools and introduce more coaches supported by sufficient, quality equipment and resources.

Area managers: A sample of previous and new area managers were also interviewed and their views largely support that expressed by the primary subjects engaged i.e. school principles, educators, coaches and learners.

In **conclusions**, having engaged a number of different stakeholders the evidence indicates that the MOD programme in the sample 26 school in the Western Cape has succeeded in providing a solid base for::

1. Increased participation in school sport
2. Improved school attendance and a positive academic impact
3. Improved discipline, behaviour, respect in the learners that participate
4. Employment and capacity building opportunities for the coaches
5. Contributed to creating firm foundations for interested young people to develop and grow into rising young stars in the various sports codes and cultural activities,

From the above, it can be deducted that the sport, cultural and artistic activities, which form part of the MOD programme at the 26 schools, has had a significant impact on the learners and the functionality of the school that would not have occurred were it not for the MOD programme.

All supported the continuation and expanding the role out of the MOD programme to all schools in the province.

Recommendations

It is recommended that:

1. More conscious planning is undertaken to re-align the current programme activities to the central business plan, the environment in each location and the circumstance of each school. This will begin to address many of the challenges the individual schools' face.
2. More strategic management by engaging WCED, DSD, Community Safety, Public Works and local municipalities as active partners to foster greater support, cooperation and strategic interventions best suited to the individual learner, school, department or institution.
3. The introduction and application of effective measurement and evaluation tools by which to monitor, measure and gauge the programme's progress, success and shortcomings because at present without such mechanisms there is Insufficient evidence to measure any social impact or reduction in social ills (drugs, substance abuse, gangsterism, etc.)
4. Better marketing of MOD concept by way of a deliberate and sustained marketing and communications campaigns at the schools, in the communities and the province at large to advertise, market and communicate the MOD programme, its objectives, its successes and activities.
5. Better resourcing of MOD centers/school and coaching staff with required facilities and equipment
6. The more strategic appointment of coaching staff and ensure the appropriate training and the on-going training and capacity building of these human assets.
7. Better communication and liaison at the highest political level, at management level, with partners and the community as well as with school management and staff. Greater involvement of the Department of Social Development in addressing the social needs of the participants, and the other departments to address other needs, are urgently required to ensure on-going success of the MOD programme in the Western Cape.

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MARCH 2014**

1.0 BACKGROUND

The Mass Participation, Opportunity and Access, Development and Growth (MOD) programme has expanded significantly since being introduced in 2010 and has become a flagship project of the Western Cape provincial government. The programme was introduced in disadvantaged communities, using community centres and schools to provide sporting opportunities.

The MOD is a transversal programme pioneered by the Dept. of Cultural Affairs and Sport (DCAS) with the support of the departments of Education and of Social Development with a view to promote healthy life style and development of school sports by ensuring mass participation, development of talent and proper administration of school sport in the province.

The programme has diversified to incorporate many different types of MOD Centres:

- **Modified Sport** – Basic Skills, General sport activities, skills identification.
- **Code Specific Sport**- Focused skills development around specific sports code, skills identification.
- **Specialised Sport**- Training at club level. High performance training. (MOD Centres are linked to a club in a nearby area).
- **Music and Dance** – Arts and Culture activities to cater for those who show a interest in those areas.
- **MOD Farm Centres** – Basic Skills, Modified Sport & General Sport
- **MOD Community Centres** – Basic Skills, Modified Sport & General Sport
- **SHARP Centres** – Specific sports Skills Development sessions and Talent Identification for selected learners who show potential.

A large amount of resources have been invested resulting in the rapid growth and development of the MOD Centre Programme. In March 2013 the MOD programme was adopted as a flagship programme of the Western Cape Government. As such, there has been a phased approach, with the introduction of the Top 46 MOD Centres in 2013, which sought to establish models of best practice to ensure that the programme can function optimally in creating a socially inclusive, active and creative Western Cape.

As of January 2014, there are in excess of 187 MOD Centres across the province, employing more than 450 coaches and coordinators, about 50 full-time staff, and reaching communities in each of the province's eight districts offering sports and other extra-mural activities to learners.

The project will expand its scope greatly in the future, eventually providing every disadvantaged school with sports opportunities - to create an active and winning nation.

2.0 THE BRIEF

To validate this investment of resources and guide the advancement of the MOD programme, DCAS has commissioned an evaluation of the programme to determine, amongst other things:

- Is the programme implemented effectively?
- Is the programme achieving its objectives and outcomes?
- How can the programme be improved and sustained?
- How can policy and processes better inform the development of the programme?

Sakaza Communication, a local, black – owned and operated research organization rooted in the community in this province was appointed by way of a transparent and fair tender process, to assess whether the MOD Programme is being implemented as envisaged, in accordance with the following intended objectives:

- Increased participation in school sport and federation leagues;
- Career opportunities and access to high performance sport;
- Employment and capacity building opportunities;
- Fostering an enabling environment for an active and winning nation;
- Improved health and safety in communities;
- Improved school attendance, discipline and behaviour; and
- Reduced social ills (drugs, substance abuse, gangsterism, etc.)

The 26-schools included in this study in February 2014 were:

Metropolitan Area

Montague's Gift PS
Fairmount HS
Wavecrest PS
Tafelsif HS
Sentinel PS
Kenmere PS
Kensington HS
Spes Bona HS
Isikokelo PS
Intlangiso HS
Isiphiwo PS
Cavalleria PS
Kairos PS
Leiden HS
Bishop Lavis PS
Bishop Lavis HS

Grassy Park
Grassy Park
Rocklands
Tafelsig
Hout Bay
Kensington
Kensington
Athlone
Khayelitsha
Khayelitsha
Khayelitsha
Kraaifontein
Delft
Delft
Bishop Lavis
Bishop Lavis

Rural Districts

Diazville PS
Diazville HS
Groenheuwel PS
Ceres HS
Zwelihle PS
Qhayiya HS
Isalathiso PS
Indwe HS
Acacia PS
Laingsburg HS
Saldanha Bay
Saldanha Bay
Mbekweni
Ceres
Hermanus
Hermanus
Mossel Bay
Mossel Bay
Laingsburg
Laingsburg

3.0 METHODOLOGY

The study entailed a formal evaluation of a selected sample of 26 MOD Centres located in the Metropolitan school districts of greater Cape Town (16) and in the five (5) Districts of the Western Cape (Cape Winelands, Eden, Karoo, West Coast and the Overberg) (10).

The research methodology used included both quantitative/qualitative components and was undertaken during the active school term and day during the months of February and March 2014. This was achieved with the assistance and support of the DCAS Monitoring and Evaluation unit, the Directorate: Sports Development as well the school management, educators, MOD coaches and learners at each of the 28 schools engaged over this period. Two failed to materialise do to misinformation.

The overall process comprised of:

- Desktop study of the MOD programme based on the available information and data provided the Directorate: Sports Development at DCAS;
- On-site evaluation of participating school and centre infrastructure and environment;
- One-on-one interview with school
 - Principal
 - Teaching Staff
 - Coaches
 - Members of the school governing bodies
 - Area management
- General enquiry of local sports bodies, federations and CBO's in the related sports in the targeted areas of the school
- Focus Group discussion with a sample of the general school population at participating school
- Focus Group discussion with a sample of the MOD Centre attendees
- Open discussion with members of the public, parents and members of school governing body of participating school. (However very few utilised this opportunity to engage the Team due to the fact that school visits were conducted during working hours)

The outcomes of this exercise, the resultant trends and indicators devolved from the analysis undertaken of the information gathered during the above exercise all make up the body of the report contained herein.

The exercise and the report are prepared in line with the *National Department: Performance Monitoring and Evaluation, Standards for Evaluation in Government Version 2 of March 2014* guidelines and to the 1-5-25 format recommended.

It is our sincere hope, and that of the many parties that contributed to this report, that the findings, views, trends and explicit requests articulated herein will be taken to heart and acted upon to support, develop and grow the MOD programme in this province to the heights and capacity it is capable of in addressing the multitude of challenges educators, learners, coaches and communities in disadvantaged areas in the Western Cape, face each day.

4.0 DEMOGRAPHICS

A sample of 26 schools was targeted in this study. Sixteen (16) were located in the Metropolitan areas of greater Cape Town and ten (10) in the five (5) Districts of the Western Cape (Cape Winelands, Eden, Karoo, West Coast and the Overberg).

Of these

4.1 Schools

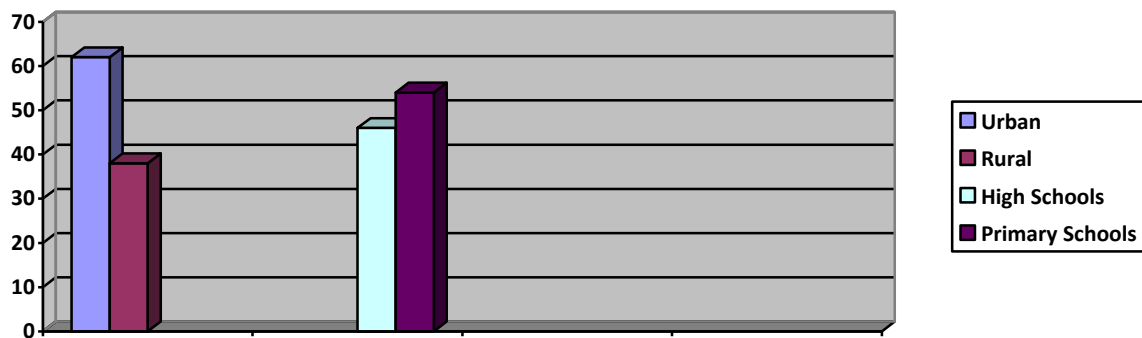
Urban 62%

Rural 38%

4.2 Type of School

Primary School 54%

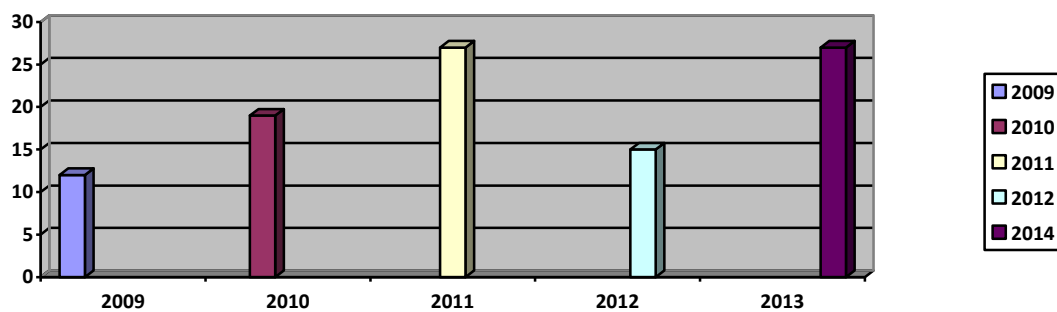
High School 46%



4.3 Year MOD Started at School

On average the number of new MOD centres opening each year increase by approximately 20% each year since 2009

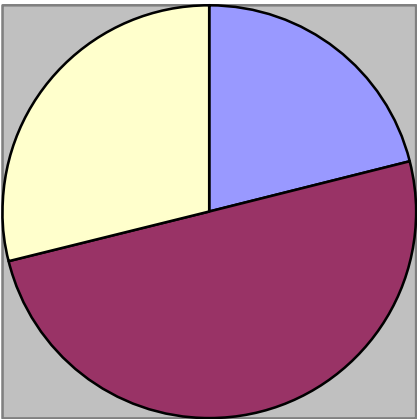
2009	12%
2010	19%
2011	27%
2012	15%
2013	27%
2014	



4.4. Languages

Afrikaans is the dominant language spoken at the majority of the schools (50%). isiXhosa is the next most common language spoken being 29% at primary and 25% at high schools surveyed. However, a number of schools accommodated learners whose first language was isiXhosa.

Primary School Language Mix



Primary School	
English	21%
Afrikaans	50%
Xhosa	29%
High School	
English	25%
Afrikaans	50%
Xhosa	25%

4.5 Number of Learners

All the schools had fairly large school populations. The majority (82%) of the high school and 28% of the primary school learner populations exceeded 1000 learners per school.

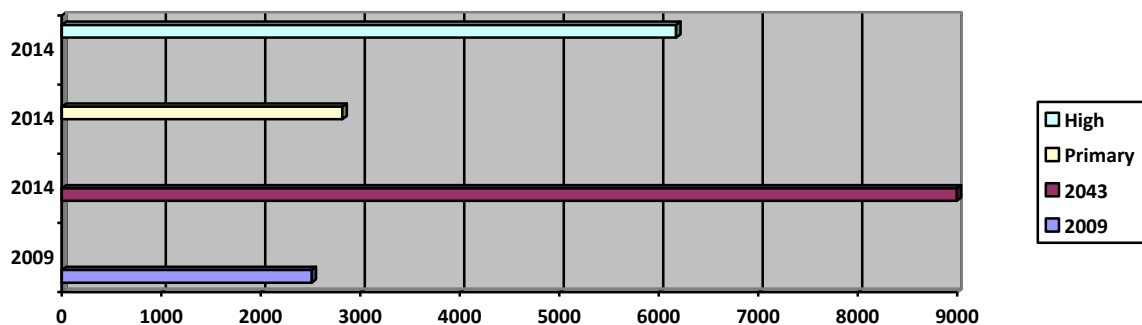
Primary School	
1- 500	7.10%
501-1000	64.30%
>1000	28.60%
High School	
501-1000	18.00%
>1000	82.00%

4.6 Number of Learners attending MOD in the 26 Schools

A total of 2 511 learners attended the initial MOD programme at schools evaluated in the sample. This has grown to 8 994 learners in 2014, according to the statistics gathered from the field study. (This only considers the sample engaged) Here has been a 326% increase in attendance at these schools from the start in 2009. At present 30, 7 % the total school population of the 29 270 learners attend the MOD programme at these 26 schools. At some individual schools the attendance is higher and others lower. The most remarkable of these is the MOD centre at Fairmount High School in Grassy Park that has 17 programmes running (which they have incorporated into their current MOD regime) and involves more than 1400 children from not only the high school but all the surrounding schools. (This is notably an exception.)

The number of learners that attend MOD programme at primary schools in the 26 schools in 2014 exceed 6 174 learners.

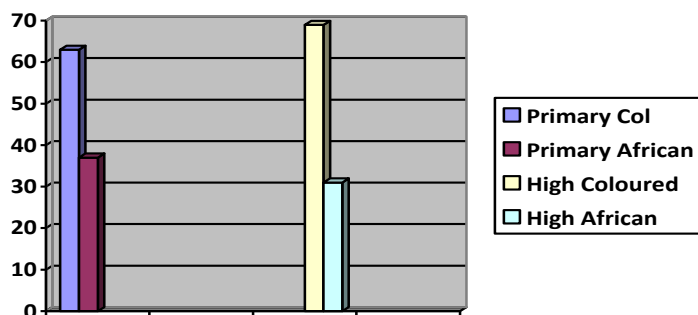
The number of learners that attend MOD programme at high schools in the 26 schools in 2014 exceed 2 820 learners.



4.7 Race of Learner at MOD Centres

Almost 77% of schools in the sample were located in former Coloured areas. Understandably the attendance of MOD centres at high schools topped 69% Coloured and 31% African learners. However, the Afrikaans or English language schools that accommodated learners whose first language was isiXhosa only have English or Afrikaans speaking coaches available.

At primary schools 63% were Coloured and 37% were African learners.



Learner Population of MOD	
Primary School	
Coloured	63%
African	37%
High School	
Coloured	69.0%
African	31.0%

4.8 Status of School

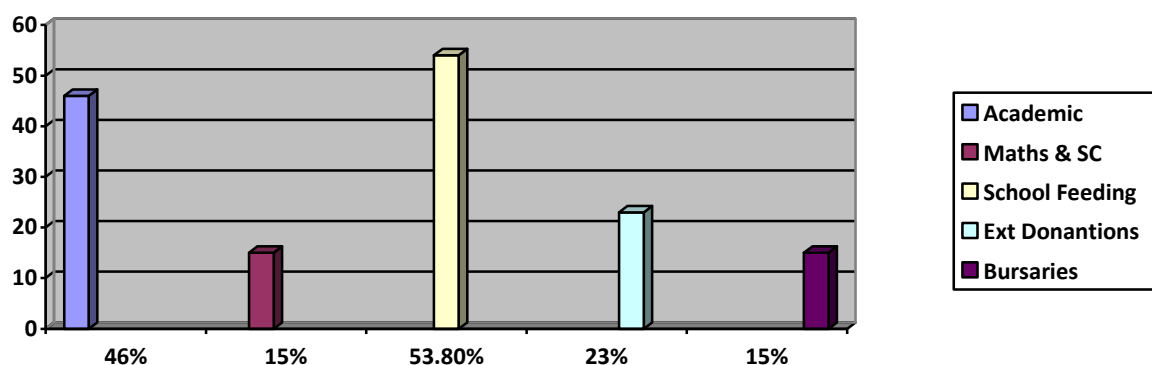
Almost half the schools (46%) are located in poor (grant dependent and 30%+ unemployment) communities and a further 37% in very poor (more than 50% unemployment) communities. This confirms that the MOD programmes are located in the most disadvantaged areas and communities in the Thirty-one percent (31%) of schools are “no fee” schools.

Status of School	
No Fee School	31%
Poor	46%
Very Poor	37%
Subsistent	15%

4.9 Available Assistance at School

Consequently more than half (54%) of the schools have feeding scheme assisted by local feeding NGO's or by the school. This excludes the MOD feed assistance scheme for learners attending the MOD. Forty-six percent (46%) of these schools have some academic support or assistance programme running. This includes reading, mathematics, and science, Growth programmes run by teachers, volunteers and community groups after school.

School Assistance	
Academic e.g. READ, Tutors	46%
Maths & Science	15%
School Feed (other than MOD)	53.80%
External Donations	23%
Bursaries	15%
Learning Disabilities	3.80%
Grow Smart	3.80%



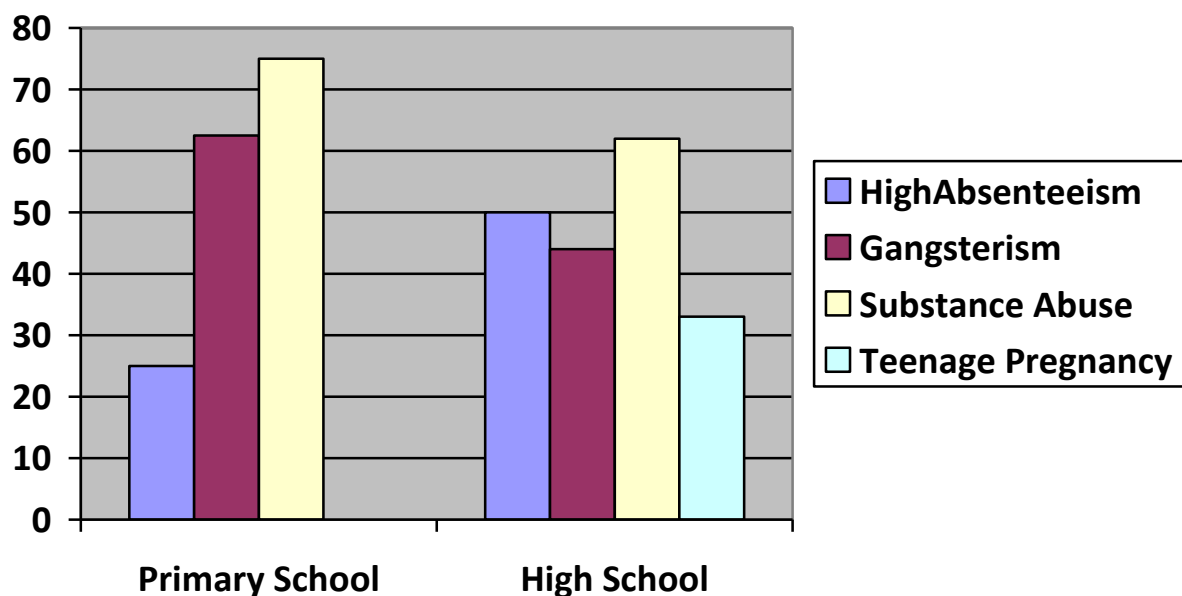
4.10 External Environment

The number of challenges that the schools face vary, dependent on socio-economic conditions, as well as geographic locations. Substance abuse amongst learners is by far the greatest challenges all schools face. Substance abuse is prevalent at 75% of primary schools and 67% of the high schools in the survey group.

Gangsterism is a challenge at 62.5% of the primary schools and 44% of the high schools.

While the incidents, in real terms per school, are small, teenaged pregnancies occur at 33% of the high schools surveyed. No incidents were reported at any of the primary schools.

Primary School	
High Absenteeism	25.0%
Gangsterism	62.5%
Substance Abuse	75%
Teen Pregnancy	0%
High School	
High Absenteeism	50%
Gangsterism	44%
Substance Abuse	62%
Teen Pregnancy	33%



5.0 ANALYSIS OF THE ENVIRONMENT IN WHICH THE MOD PROGRAMME OPERATED.

5.1 Facilities at Schools

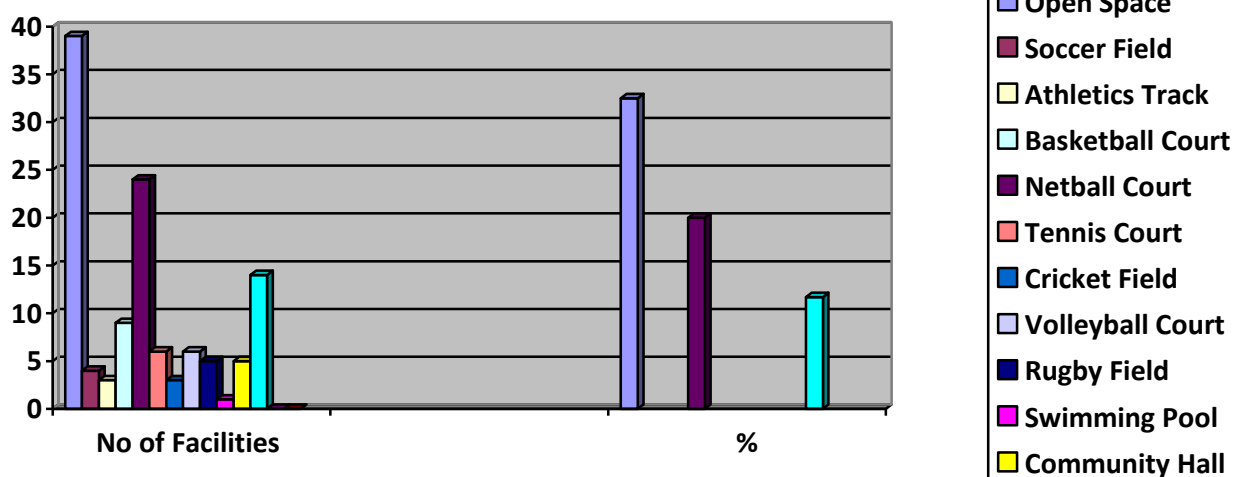
As most of the schools are located in poor township communities, extra mural and sports facilities are scarce. Only 32.5% of schools had access to a large open space where sports and other activities could be exercised. Less than 5% have access to proper soccer, rugby or cricket field to practice or play these sports codes. Three percent has access to an athletics track.

Of the hard surfaces sports 20% have netball courts that double up for all other activities such as volley ball, basketball, tennis etc.

Many of the activities require indoor space for dance, music, gymnastics, basketball, indigenous sports and art. Only 11.68% of schools have a school hall, place tremendous pressure the scope of these activities.

This bedevils the participation as 28% of the schools have athletics as their focus sports activities whereas only 3% have access to athletics facilities. A further 28% has soccer as their focus sport but only 3.3% have access to soccer fields. All of the 24% of the school that play baseball and 12% that play softball as their focus sport use open fields as there I not a single baseball or softball pitch at any school.

Open Space	39	32.5%
Soccer Field	4	
Athletics Track	3	
Basketball Court	9	
Netball Court	24	20%
Tennis Court	6	
Cricket Field	5	
Volleyball Court	4	
Rugby Field	6	
Swimming Pool	1	
Community Hall	5	
School Hall	14	11.68%





5.2 Condition of Facilities

Of these facilities only 19.2% was considered to be in a good condition and well maintained. Almost half (46.9%) of the available facilities were considered to be acceptable or average for the sports intended and 34.9% was considered poor or very poor condition.

Schools faced many challenges in maintaining the available facilities. The biggest being the watering, cutting of the grass, maintaining the fences and marking out the open fields that they use for the various sports codes.

Ironically, where disadvantaged communities and learners have now obtained access to former-White schools and the facilities they have, the lack of finance prevent them from using these facilities. This is the biggest hurdle in every case. (A case in point is a high school in the hot Karoo has a swimming pool but can't afford the R 5000 to fix the pool pump that would give a whole community access to a swimming pool in one of the hottest regions in the province.)

	Poor	Av	Good
Open Space	8	5	4
Soccer Field	5	5	1
Athletics Track	1	1	0
Basketball Court	3	3	3
Netball Court	4	5	4
Tennis Court	1	2	0
Cricket Field	2	1	1
Volleyball Court	0	3	0
Rugby Field	2	3	0
Swimming Pool	1	0	0
Community Hall	1	2	1
School Hall	0	9	2
Sports Academy	0	0	0
Boxing Ring	0	0	0

5.3 Focus Sport and Extra Mural Activities @ MOD Centres

While many learners have benefitted and some excelled at the new sports introduced via the MOD, no one could explain how the 'focus sports' at the elected schools had been determined.

Athletics	28%
Baseball	24%
Basketball	20%
General Sports	24%
Softball	12%
Soccer	28%
Library	4%
Gymnastics	4%
Dance	11%
Music	11%

5.4 Facilities Requiring a Sports field

5.4.1 Open Space

Athletics	28%
Baseball	24%
Basketball	20%
General Sports	24%
Softball	12%
Soccer	28%

5.4.2 Indoor Facilities

Library	4%
Gymnastics	4%
Dance	11%
Music	11%

Open Space Available

Open Space	39
Soccer Field	4
Athletics Track	3
Cricket Field	5
Volleyball Court	4
Rugby Field	6

Indoor facilities Available

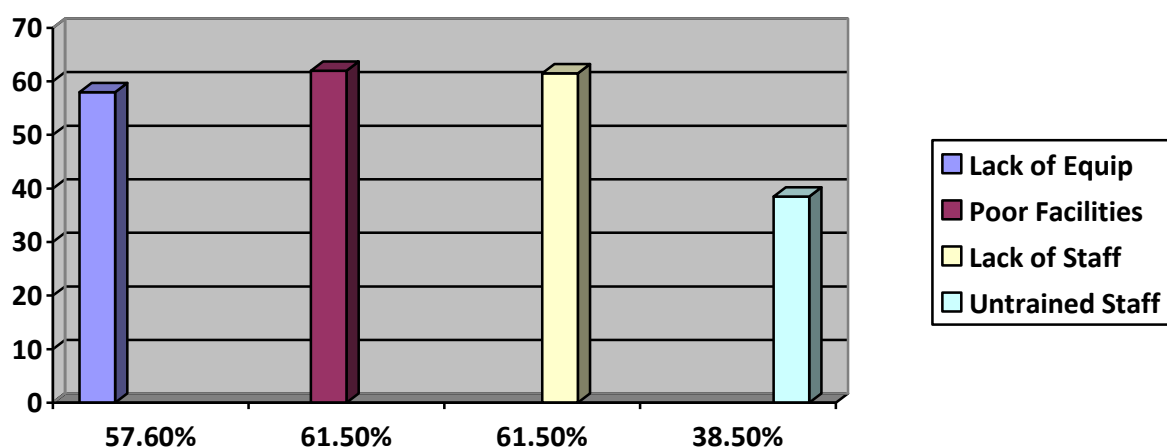
School Hall 14



5.5 Constraints and Challenges of MOD

Thus it is understandable that lack of facilities or poor facilities (61.5%) and the lack of staff (coaches) (61.5%) are considered the biggest challenge or constraint to the successful implementation of the MOD programme. This is followed by the lack of equipment (57.6%)

Lack of Equipment	57.6%
Lack of Staff	61.5%
Untrained Staff	38.5%
Poor Facilities	61.5%



The **area managers** support the view that the **lack of facilities** is the biggest hurdle to the programme's successful implementation

5.6 MOD Programme Support

Internally, the MOD programme has the whole hearted support of the school management, coaches and learners (100%). However, the support from the parents (44%), local community (40%), the WC Education Department (40%), the schools governing body (32%) and clubs (28%) is where the support is lacking.

Principal	100%
Educator	100%
Coaches	100%
Learners	96%
SGB	32%
Parents	44%
Community	40%
DCAS	88%
WCED	40%
Area Managers	68%
Clubs	28%
Outside Organisations	32%

While all the coaches believe that the area managers whole-heartedly support the programme due to the daily or weekly engagement with the area manager, the area managers have no engagement with the school principal, teachers or learners. By their 'absence' it is assumed that they do not necessarily support the programme. This can be remedied by area managers taking time out to engage school management and learners as part of their school visits.

5.7 Awareness of MOD Programme

The lack of support from more learners, the community, parents and outside organisations could be directly related to the awareness or lack of awareness of the MOD programme amongst these constituencies.

Awareness amongst the outside organisations, community and parents was very limited and hence the lack of support for the programme. This is directly related to the absence of marketing and promotion of the MOD centres, noted elsewhere in this report.

People just do not know of or know enough about the MOD programme as there is little or no marketing hereof at schools or in the communities.



6.0 ANALYSIS OF FINDINGS

6.1 The Objectives of the MOD Programme

The MOD programme is intended to provide impoverished communities with the opportunities to be active and engage in sport and recreation.

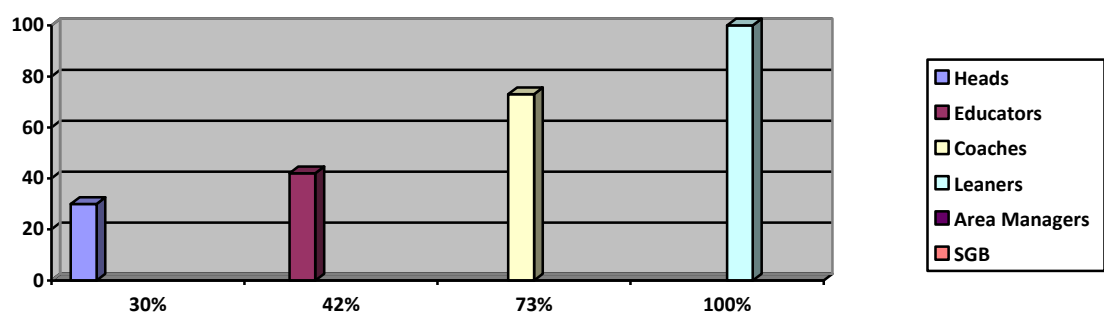
The study set out to determine if the school management, coaches and learners that participated in the MOD programme:

- I. understood the objects of the MOD programme
- II. views on whether there intended objectives were met
- III. on what they based those assumptions.

6.1.1 Understanding the objects of the MOD programme

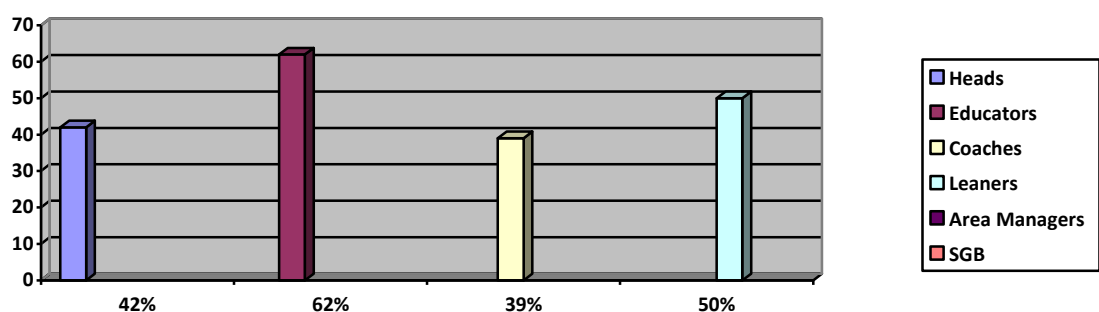
The most common held view (39.4%) as to the objective of the MOD programme is *“to keep children off the streets, away from gangs, substance abuse and out of trouble”*. This is largely view held the learners and 73% of the coaches.

“Keep child off the street”



School management see the objective of the MOD as *“to develop child holistically in sports, cult and academically.”* This view is held by 42% of the school principals and 61,5% of the educators.

“Develop child holistically in sports, cult and academically”



A **third view** that garnered 16% support is the view that the MOD programme *“identifies, nurtures and develops talented youngsters.”*

See Appendix A Attached

OBSERVATION:

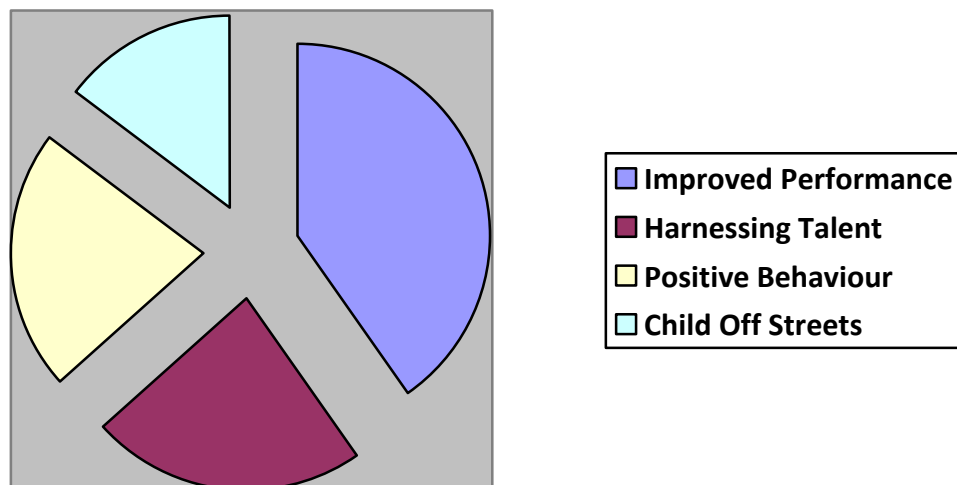
There is no singular, focused understanding of the primary objectives of the MOD programme, as articulated in the business case for the programme, amongst the school participants. There is also ambiguity amongst area managers about what the central or focused objectives of the MOD programme are.

6.1.2 Are these intended objectives being met?

Overwhelmingly all constituencies interviewed believed that the MOD programme and centres met the objectives they understood were set for it.

6.1.3 What were these views based on?

- a) Thirty-three percent (33%) of respondents said that *improve in performances of learner at school and in sports activities* was evidence that the MOD was achieving their stated objective.
- b) Nineteen percent (19%) of respondents and 42% of principles stated that the *harnessing talent of youngsters, increasing participation in sport and other activities at school* was evident that the MOD was achieving their stated objective.
- c) Eighteen percent (18%) of respondents and 19% of principles, educators and coaches stated that *the positive behaviour change, more disciplined, more responsive learners in class and their more positive outlook on life* was evident that the MOD was achieving their stated objective



See Appendix B Attached

OBSERVATION

The diversity in views stems from the fact that there is no uniform understanding or agreement about the core objective/s of the MOD programme

6.2 What components of the MOD are working as intended?

The programme incorporates many different types of MOD Centres. These include:

- **Modified Sport** – Basic Skills, General sport activities, skills identification.
- **Code Specific Sport**- focused skills development around specific sports code, skills identification.
- **Specialised Sport**- Training at club level. High performance training. (MOD Centres are linked to a club in a nearby area).
- **Music and Dance** – Arts and Culture activities to cater for those who show a interest in those areas.
- **MOD Farm Centres** – Basic Skills, Modified Sport & General Sport
- **MOD Community Centres** – Basic Skills, Modified Sport & General Sport
- **SHARP Centres** – Specific sports Skills Development sessions and Talent Identification for selected learners who show potential.

The study set out to determine which components of the MOD programme was working satisfactorily, as designed and which made the most **positive** contribution to the objectives and purpose of the programme.

- a) The school is now more sports active and sports focused, increased extra mural activities at school (31.25%)
- b) Giving the learner a positive outlook on life, building self-esteem, pride and self-worth, confidence (16.96%)
- c) Positive behaviour change, more disciplined, respectful, more responsive in class, more confident learner and positive outlook (14%)
- d) Coaches reducing the teaching staffs work load (Relief)

Area Managers have their own views on what is working the most efficiently or producing the best results from the programme.

See Appendix C Attached

OBSERVATION

While all participants support the view that the programme is successful and contributing in some way to improvements the diversity of views of what are the most effective components of the programme is indicative of the absence of a measurement and evaluation tools by which to gauge the programmes progress and success.

6.3 Best part of the MOD Programme (Most appreciated)

Interrogating the views of the school management, coaches, learners and school governing body members, the study set out to determine what each constituency considers the best part of the MOD programme from his/her perspective.

- a) The fact that the MOD provides food and nutrition is the most appreciated aspect of the programme as most of the schools are located in poor and very poor communities and many of the children have no food at home.

- b) The fact that it appears as if the MOD programme successfully keeps children off the streets, away from gangs, substance abuse and out of trouble is the second most appreciated aspect of the programme.
- c) This is followed closely by the fact that it is a structured programme for learners/school to follow that contributes to improved discipline, respect, behaviour and positive responsiveness amongst learners that attend the MOD in class and in general

See Appendix D Attached

OBSERVATION

The elements of the programme that are most appreciated are largely personal and not necessarily aligned with the goals, objectives or outputs of the programme. The most appreciated aspect of the programme is food which was never an intension of the programme but considering the socio-economic circumstances of the majority of the learners and the location of the MOD centres, this is understandable.

This further indicates a greater involvement of the Department of Social Development in addressing the social needs of the participants is urgently required to ensure on-going success of the programme.





6.4 Biggest hurdle/ downside of the MOD programme

Conversely the study interrogates the views of the school management, coaches, learners and school governing body members, as to what each constituency considers the biggest obstacles, negative aspects and hurdles of the MOD programme from his/her perspective.

- a) The biggest challenge, negative or hurdle to the successful implementation of the MOD programme is unanimously viewed as the lacking of-, poor, insufficient or no facilities at schools.
- b) Insufficient time for programme/activities was identified
- c) Lacking, poor, insufficient or no equipment at school
- d) Incorrect/poor choice of/ too few (insufficient) choices of sports code selection in MOD programme
- e) A number of respondents saw no problems or negatives in the programme.

This view is supported by the **Area Managers** that also view the poor conditions of the playing fields and infrastructure not conducive to mass participation.

See Appendix E Attached

6.5 Benefit of MOD

The study set out to determine what benefits each constituency derives from participating in the MOD program.

- a) *School principals* considered the fact that the learners in the MOD programme got the opportunity to get out of their environment, visit new places, go on camps and some visited other schools, outside of the area and thus giving them new experiences, a different outlook and perspective as a major benefit of the MOD programme. It positively influenced and changed the cultural experience, life expectation and outlook of the learner
- b) *Educators* considered the improved behavior, discipline, respect, positive attitude and responsiveness of learners that attend the MOD as a major benefit of the MOD programme.
- c) *Coaches* considered improved sports and cultural performance of the youngsters as well as the improved behavior, discipline, respect, positive attitude and responsiveness of learners that attend the MOD as benefits of the MOD programme.
- d) *Learners* considered the improved sports, cultural and academic performance of the youngsters, the improved behavior, discipline, respect, positive attitude and responsiveness of learners that attend the MOD as well as the fact that they fitter, more active and more learners playing sport as benefits of the MOD programme.

6.6 Biggest Benefit/achievements

The study set out to determine what each of the constituencies considers the most important aspects, benefit and the achievements attained as a result of participating in the MOD programme.

- a) Having considered all the views, all parties agree that the biggest benefits of the MOD programme is the *positive behaviour change, more disciplined, respectful, more responsive in class, more confident learner that now has a more positive outlook to life.*

Other benefits include:

- b) Mass participation of learners in activities that keep them fit, active and interested in sport
- c) It develops skills of young person
- d) An improvement in the academic grades of those learners that attend MOD
- e) An improvement in the sports performance of learners that attend MOD

See Appendix F Attached

OBSERVATION

The majority of participants in the study viewed the improved behavior, discipline, respect, positive attitude and responsiveness of learners that attend the MOD as the major benefit of the MOD programme. This is evidently a consequence of the discipline and attitude demanded from participatory activities such as sports and other cultural activities.

6.7 Impact of MOD Programme

6.7.1 Social Impact

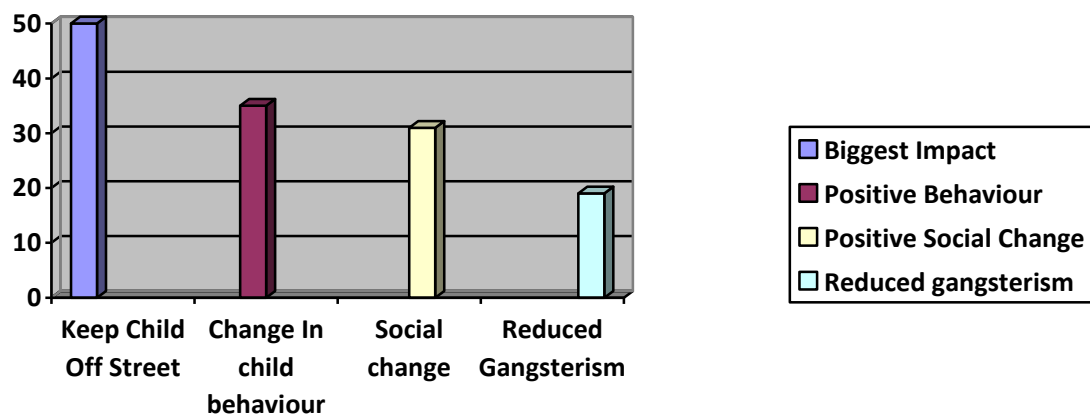
The study set out to determine what social impact, if any, the MOD programme has had on the local environment, learners and the community.

However, there is no structured mechanism to monitor or measure the social impact that could result from the MOD programme at any school or in a particular community. Hence the determent here is pure based on anecdotal evidence presented by participants.

- The biggest perceived social impact the MOD programme has, as expressed by 50% of the respondents, is that it keeps the children off the streets, out of trouble, away from the gangs and in a safe environment after school.
- A further 34.5% of the respondents attribute the positive behavior changes in the children and the positive changes in social patterns in the community (31%) can be attributed to the MOD centre activities.
- However, 34.5% of respondents are also skeptical that the MOD has had any lasting social impact at all.
- Only 19% of respondents attribute any reduction in gangsterism and substance abuse amongst learners to the MOD programme.

School management, coaches and the learners see the MOD programme having an undeniable, positive impact on the lives of the learners and their existence in the community. But there is no documental evidence to support their views.

See Appendix G Attached



6.7.2 Academic Impact

It is also seen to have a positive impact on the academic performance of the learners and a positive influence on the sport and cultural performance, social adeptness and prowess of the learners. Many schools with no previous sporting accolades have started seeing improved performance and a number of young people at these schools have attained WP sports colours, many in sports codes newly introduced such as baseball and basketball. Learners that had no previous interest in chess or dance or singing started finding a voice and expression.

6.8 Learner Participation in MOD

Approximately 9 000 or 30.7% of the school population at the 26 centres evaluated in 2014, are currently attending the MOD programme. At Fairmount High School in Grassy Park, 1400 children attend 17 programmes running at the school. It is thus appropriate to ascertain from these learners, as well as those that do not yet attend the MOD programme their reason for this.

6.8.1 Why DO some learners attend MOD

The main reason the majority of learners attend the MOD programme is because they see sport as a way to improve themselves/ life changing opportunity / as their future

They love sports, enjoy it, believe it is awesome, fun and like the activities on offer

The fact that the afternoon activities keeps them off streets; from doing wrong things; substance abuse; involvement or risk of gangs as well as the food provided are additional motivators to attend.

See Appendix H Attached

6.8.2 Why do other learners NOT attend MOD

The reason offered by the majority of those learners that do not attend a MOD programme is that they have other activities/duties after school. They have chores at home; have to attend Muslim school or to take care of siblings at home. Others were blatantly honest in saying that they had no interest; were just lazy and prefer being at home or on the streets.

See Appendix I Attached

6.8.3 How to Encourage More to Attend

The learners were asked to consider or recommend what could be done to encourage/attract more learners to participate in the MOD programme. Their response was that:

- a) Much more should be done to advertise, market and promote programme at school and in community;
- b) Better facilities at schools
- c) By showcase achievements and MOD activities at school, at assembly, at school breaks, to parents would attract more participants

See Appendix J Attached

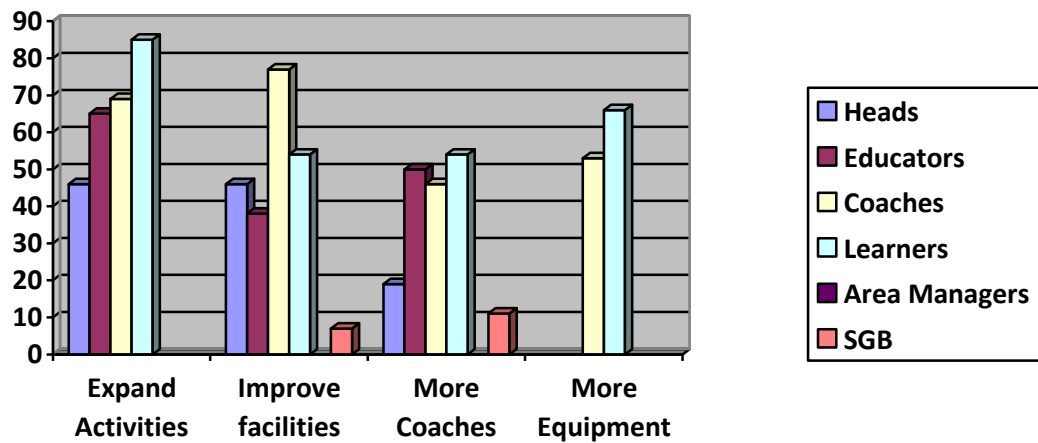
6.9 Improving the MOD programme

There were 26 different recommendations from the five constituencies consulted as how to change and improve the workings of the MOD to make it more effective, address the challenges it faces, have greater impact and involve more learners in the programme.

- a) The one recommendation that everyone viewed as the most important for the future and growth of the MOD programme is to “expand and improve the variety of MOD activities offered at schools.”
- b) This was followed by and liked to the next recommendation of “Improve facilities at schools where MOD programme takes place”

- c) The third recommendation logically followed. “Introduce more coaches”
- d) Improve the quantity and quality of the equipment provided as part of MOD programme
- e) Get more children involved - advertise and promote MOD more at schools
- f) Introduce more outings and competitions into programme

How to Improve MOD



See Appendix K Attached



7.0 COACHES' PERSPECTIVE

Coaches are one of the most important pillars of the MOD programme. Not only are they the implementing agents on the ground for the programme, they also provide structure to the programme, the interface between school management, the community and the learners with DCAS as well as serve as role models and father/mother figures to the learners.

The quality of the person appointed the skills and experience of the individual, the commitment, passion and attitude of the coach is crucial to the success of the MOD programme at every school.

While the Chapter 2 of the Standard Operations Procedure clearly outlines the steps to be taken in appointing Coaches, these have not always been followed to the letter and historic circumstances have come into play in a number of appointments.

The most common of these being:

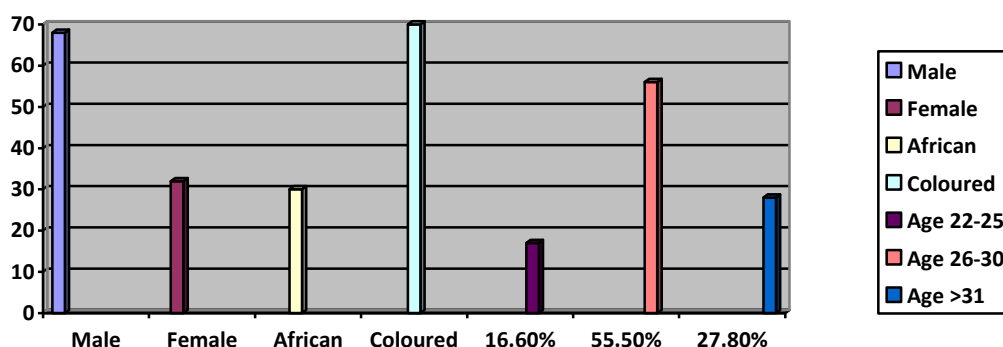
- a) The appointment of DCAS coordinators and other functionaries who may not have had
 - *Some level of sporting expertise (as a player or coach)*
 - *Understanding of the community and chosen school*
 - *Some level of coaching qualification is preferred*
- b) Some form of management experience.
- c) Focus Centre coaches and coordinators must have a minimum Level 1 qualification (ideally Level 2) in their specific code and at least one year of coaching experience
- d) Candidates should be screened to determine whether possess any of the following preferred skills: - Sports Management - Specialised Coaching (code-specific) - First Aid - Administration / Officiating - Life Skills (e.g. HIV/AIDS awareness) - Event and Project Management - Arts and Culture (Dance /Music etc.)
- e) Geographical location – preference is given to candidates who live in community where centre exists.

7.1 Coach Demographics

The study encountered 108 coaches at the 26 schools surveyed. The majority of the coaches are male (68%) and 32% female.

On these 69.5% were Coloured and 30.5% were African coaches. This was understandable and reflective of the demographics of the schools in the sample group.

The majority of the coaches (55.5%) are between the age of 26 and 30 years old or older (27.8% > 31 years old.)



7.2 Coach Functionality

More than two-thirds (72%) of the coaches claim to have more than three (3) years coaching experience and the rest, less. However, this may not be in the areas or codes that they have been appointed to coach in at the school appointed to.

Experience	
<3 yrs	27.70%
3 - 5 yrs	34%
6 - 10 yrs	19%
>10 yrs	19%

Notwithstanding, we encountered committed, enthusiastic and dedicated coaches at every school visited. They invariably gave their all and often performed far beyond the call of duty both to the school, in supporting teachers and sports masters, as well as the learners who appreciated the time, skills and dedication of the coaches.

The coaches were used to assist or conduct the Life orientation classes as well as the physical education classes as most schools. They were a reliable substitute for the teaching staff, some invigilating or filling in for absent teaches.

They assisted and supported the schools own sports programme which was outside of the MOD codes. Many coaches spent 6 – 8 hours per day at the school.

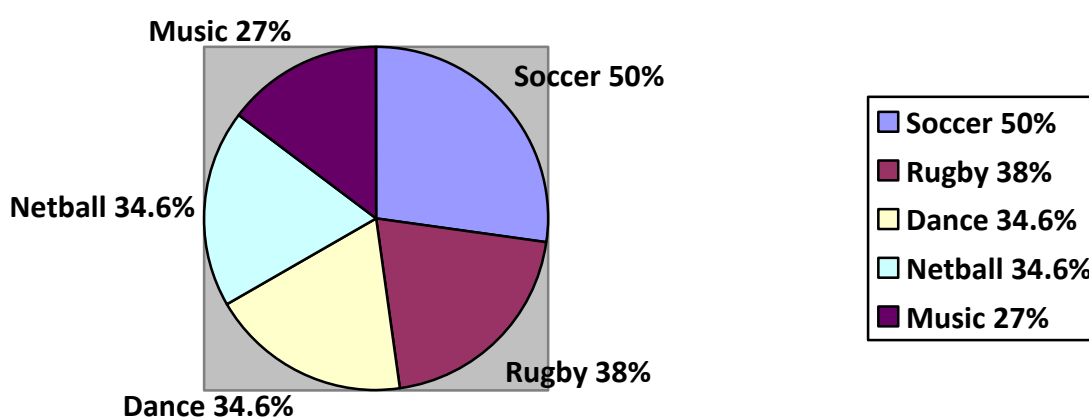
7.3 Focused Activities

Of the 16 focused centre activities, Athletics (19%), Baseball (23%), Basketball (19%) and general sports (23%) are the most frequent activities at the schools.

7.3.1 Focused Sports

The most popular activities at the 26 schools are soccer (50%), rugby (38.4), netball (34.6) dance (34.6) and music (27%)

7.3.2 Popular Activities



Many school learners request soccer, dance, music and art activities be introduced at their schools

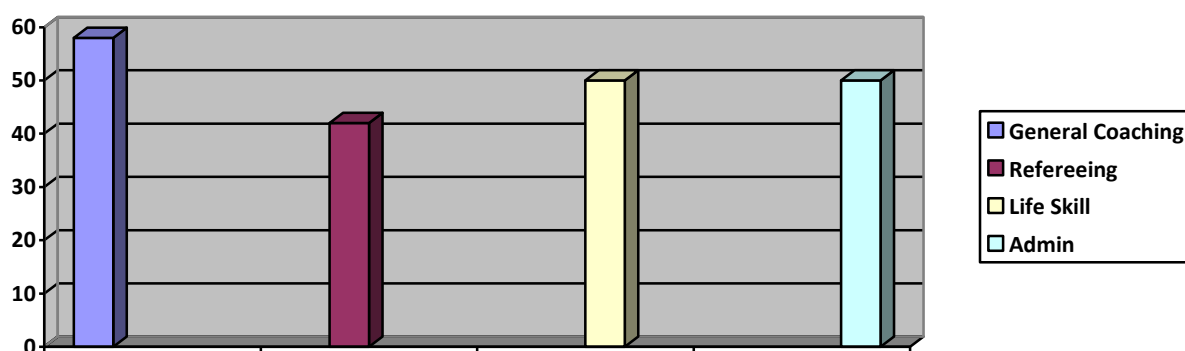
Other Codes of Sport/Activities		
Athletics	3	4.0%
Baseball	1	1.4%
Basketball	1	1.4%
General Sports	1	1.4%
Netball	9	13.2%
Soccer	13	19.0%
Volleyball	2	2.9%
Softball	1	1.4%
Dance	9	13.2%
Music	7	10.3%
Libraries	1	1.4%
Indigenous Games	2	2.8%
Gymnastics	2	2.8%
Tag Rugby	1	1.4%
Rugby	10	14.7%
Cricket	5	7.3%

7.4 Skills Needs/Training Required

7.4.1 Skills/Training Needs

Coaches acknowledged that there was training and that the often attended SHARP centres for training. However more than half of the coaches expressed the need/desire for more training, and advanced training where appropriate in general coaching (57%), specialised coaching (50%), life skills and AIDS awareness (50%), general administrative skills (50%) and Level 3 and above in first aid training.

	Y	N
General Coaching	57.6%	
Referee	42%	48%
Specialised Coaching	50%	
Dance		69%
Music		53.8
Event Management		53.8%
Life Skills/Aids Awareness	50%	50%
Administration	50%	50%



7.4.2 Administrative Competence

The coaching teams expressed confidence in executing the majority of the administrative tasks assigned to them. Not all had the resources such as a dedicated work area, computers, e mail or printers, availed to them.

However, areas that needed more attention were the formalisation of meetings of the coaching staff, meetings with school management the setting of agendas and the taking of formal minutes at these meetings.

Not every coaching team had a dedicated first aid kit available and very few (15%) had any strategy or an Emergency, Security or Evacuation plan in a case of crisis or emergency on the school premises after hours. They relied on the school having one but few were familiar with it or had access to it.

In light of the fact that MOD activities take place after formal school hours, when school management is not present, nor many areas of the school not accessible, and considering the environment in which most schools find themselves a MOD Emergency, Security or Evacuation Plan developed, understood and implemented by the coaches is recommended.

7.5 Perceptions of Coaches

While mange school managements had initial reservations about the coaching teams appointed to their schools, over time all began to appreciate them, the skills, dedication, commitment and usefulness.

While there were individual short comings such as the dress code, lack of decorum and lack of tact coaches were general found to be competent, of good spirit and attitude.

Similarly the learners had individual gripes about individual incidents or coaches attitude but generally loved their coaches, believed that were excellent and saw many as supportive father/mother figures and friends.

7.5.1 Schools View on Coaches

The vast majority of the school management teams interviewed consider the coaching team to be excellent (46%) or good (46%) and very pleased with their work and presence at the school.

They generally find them to be helpful, resource and enthusiastically assist beyond the call of duty

Excellent	46%
Good	46%
Enthusiastic	15%
Additional Resources	27%
Very Helpful	31%

7.5.2 Learners View on Coaches

The learners at almost every school appreciate the coaches. They are seen as a friend, role model and they are eternally grateful to the coaches beyond just their sports input.

Excellent	81%
Good	12%
Mentor	15%

7.6 Resources

Few coaches are adequately resourced for their tasks in the schools that are mostly located in disadvantaged areas. There are exceptions where coaches are housed in adequate rooms, have work tables and chairs, have computers and printers but these are far and few between. Generally coaches get on with their tasks but most express the need for better facilities, quality, not quantity, of equipment and training.

They believe they are adequately skilled (88.5%), has the support of the school and the educators (88.5%) as well as the support of the area managers and DCAS.

It is the lack of support from WCED that they seek redress. It is particularly evident when equipment and resources that belongs to or had been provided by WCED is not accessible to the coaching staff or MOD programme.

Enough Equipment	65%
Skilled	88.4%
Supported by School	88.4%
Support from Teachers	88.4%
Supported by DCAS	77%
Need Training	58%

7.6.1 Resources Needed

The one of biggest shortfall expressed by all stakeholders, including the coaches is the need for more coaches at each school. This is particular evident when one witnessed that a coach skilled in one sports code has to train a number of other sports code they have no knowledge, experience or passion for.

Few schools have the space or facilities to provide a dedicated or sufficiently appropriate work and administrative space for the coaches to work from. This, in essence, negates the concept of a "MOD Centre".

No school had a dedicated MOD Centre on the premises. As noted elsewhere, facilities on the whole is a challenge.

Where coaches have been allocated a class room, store room or small area, few have access to the facilities and infrastructure to perform the task adequately.

Coaches have daily, weekly and monthly report, schedules, attendance registers to complete but do not have access to computers, printers, photocopying equipment or the internet, e mail or fax machines. Few have a dedicated desk to work from.

Dance and music activities at school have no dedicated space or area to practice, no sound equipment nor instruments.

As an example

- Dance teachers use their cell phones to play the dance music or bring their own equipment from home.
- Chess master brings his own timing clocks to each game.
- Coaches and learners bring their own baseballs
- Athletes and coaches provide their own starter blocks and borrow/share running spikes

Other Resources Needed	
More Coaches	54%%
Infrastructure for coaches	65%
Computers	15%
Dedicated rooms	38%
Storage facilities (Containers)	27%
More space for activities (Dance, Music)	<10%



Equipment Needs	
Softball Equipment	12%
Balls	62%
Gloves	27%
Bats	27%
Apparel	27%
Soccer Equipment	23%
Dance equip/Sound system	46%
Gym	<10%
Chess Boards & Pieces	<10%
Chess Clocks	<10%
Helmets	19%
Music– space & instruments	19%
Poles	<10%
Athletics equipment	19%
Cricket	15%

7.6.3 Equipment Care

The equipment provided by DCAS is treated separate and differently from that provided to the school's sports programme of WCED. The equipment is housed at a variety of locations from schools store rooms, to safes, to boots of coach's cars. A dedicated storage area – a container – would assist greatly. Yet 92% of coaches consider it to be safe as it's the coach's responsibility (85%). There is also no regular maintenance programme in place at any of the schools visited. Only 50% of the respondents claim to maintain the equipment, 58% of the maintenance is conducted by the coaches themselves

While the grand intention was that the schools will feed to local clubs and associations, there was very little evidence hereof. Without supporting their claims, 57% of the respondents believe the school is loosely affiliated to the sports club/association in the area but less than 9% demonstrated any benefit or support. Main support comes from softball and baseball fraternity.

7.7 Workload

Notwithstanding previous statements that the coaching staff work long hours outside their allotted times, none find the work to be too strenuous or the timetable to be inadequate. Conversely the learners believe that they do not spend enough time on the programme and want more time at MOD.

7.8 Coaches View of Programme

Coaches view the programme to be adequate (81%), that there is sufficient time (81%) and well-structure (50%)

8.0 MANAGEMENT OF MOD

A sample of previous and new area managers were interviewed to get an appreciation of how they saw their role and the tasks supporting and enhancing the implementation and management of the MOD programme on the ground. Those interviewed managed the schools covered in this survey.

8.1 The role of the Area Manager

Their primary role is considered to manage

- Issues of governance such as monthly reports, stats, assets are in place;
- Monitoring performance of coaches, punctuality and disciplinary procedures
- Liaison with School

Other views expressed:

They are there to forge links with the different role players such as the SMT, SGB to ensure programme runs successfully.

To call meetings on a regular basis.

To listen to coaches who have problems and try and resolve them.

To maintain social integrity of programme

8.2. Relationship with key Stakeholders

8.2.1 School Management

While the area managers concurred that it was important to have a good relationship with the school and education bodies, only a few had achieved this. This was largely due to the fact that they had very little contact with the school management.

This is an area that needs future attention.

8.2.2 Coaching Staff

The area managers had a good working relationship with the coaching staff by virtue of their regular contact to gain their trust and in doing ensuring the programme runs optimally.

8.2.3 Learners

Very little interaction takes place between the area manager and the learners..

8.2.4 Local Community

Very little interaction takes place as this falls within the ambit of the SGB and SMT to promote the programme. Unfortunately this is not done as they know so little about the programme.

8.3. School Visits

Area Managers visit coaches/school on average daily in the urban/metro areas and twice a week in the rural areas where the distance between schools are daunting.

8.3.1 Reasons for such visits

- Governance – Monitoring, inspection on documents, checking of attendance registers
- H.R. issues to be sorted
- Basically the visit should encompass the learner/coach ratio.
- Do an assets check
- To engage with the principal

8.3.2 Outcome of those visits

- To rectified thing not in line with their outcome
- To establish and put measures in place to assist the coach in all areas.
- To establish if the correct information and registration is filed or a filing system is in place
- Complete a weekly visitation register
- Report status – Active , Governance Issues
- To promote learners to attend the programme
- To ensure equipment is used optimally
- To ensure that coaches are on time and producing quality work
- To ensure that programme is up and running

8.3.3 Challenges

- Poorly selected coaching staff at a school
- Inadequate time to visit school (Largely due to distances that Area Managers have to travel
- No tools to deal with HR issues and measure the social impact of programme
- Community needs to take ownership of programme but this is not happening
- Programme needs to be marketed

8.3.4 Area Manager's Recommendations to Improve Programme

- More regular monitoring and evaluation of programme
- Rural Areas Managers should work in one municipal area and the number of school should not exceed eight (8) to be effective.
- Improved relations and communications with WCED colleagues and management
- Empower coaches
- Improved communications at every level.



9.0 CONCLUSIONS

Having engaged a number of different stakeholders the fundamental question was, *is the MOD programme meeting its objectives?* **The evidence indicated that it is a resounding success.**



More specifically, in response to the individual questions raised in the brief:

1. **Increased participation in school sport? YES.** The number of learners that attend MODs in this province increased by an average of 20% per annum from 2 700 in 2009 to in excess of 8 990 in 2013, an increase of 230%. Many school that had no extramural activity previously, now participate in structured sports and cultural activities weekly.
2. **Increasing federation leagues.** There is insufficient documented evidence hereof. In most cases there are no clubs in the area and there is little to no contact between the school's MOD programme and sports clubs or federations. It is hoped that new clubs will be started by the schools and attendees of the MOD.
3. **Career opportunities and access to high performance sport;** There is insufficient documented evidence hereof. It could too early in the life of the programme. However, a substantial number of learners' reason for attending the MOD is because of their aspirations to succeed and see sport as a career opportunity. Hence their request for more popular, high income potential sports codes to be included in the MOD programme.
4. **Employment and capacity building opportunities;** For whom? The programme has created job creation opportunities for coaches employed by DCAS and the DSD appointees that assist with the food distribution. However, these are short-term contract employment. W.r.t employment and capacity building beyond the coaches, there is insufficient documented evidence hereof and it is too early in the life of the programme
5. **Fostering an enabling environment for an active and winning nation;** There is insufficient documented evidence hereof. It is too early in the life of the programme. However, it has started to place firm foundations for interested young people to develop and grow into rising young stars in the various sports codes and cultural activities, from the firm base the MOD programme provides.
6. **Improved health and safety in communities.** The learners confirm that the state of their health and fitness has improved dramatically as a result of their participation in the MOD

programme. An improvement in their academic performance is also acknowledged.

By virtue of the children being kept off the streets after school in active MOD programmes, they have kept them safe but there is insufficient documented evidence that they are safer in the community.

7. **Improved school attendance.** Absenteeism has dropped. This is anecdotal evidence as expressed by school management but there is no documental evidence to quantify this increase in school attendance as a result hereof.
8. **Improved discipline and behaviour.** This has been one of the most striking and lauded positive attributes of the MOD programme as articulated by teachers, coaches and learners. The improvement in the overall demeanour and behaviour of those that attend the MOD is applauded. There was a host of anecdotal evidence related.
9. **Reduced social ills** (drugs, substance abuse, gangsterism, etc.) While there was insufficient documented evidence hereof, there were individual cases quoted from time to time.

From the above it can safely be deducted that the sport, cultural and artistic activities engaged in as part of the MOD programme at the 26 schools surveyed has had a significant impact on the learners and the functionality of the school that would not have occurred where it not for the MOD programme.

This is notwithstanding the shortcomings such as the poor facilities, lack of equipment and the insufficient coaches to guide the learners in the host of sports, cultural and art activities practiced.

It is the view of those that were interviewed that more can be done to improve the conditions and facilities at the school as well as to market the programme which will result in even more learners attending the programme, though this will further exasperate the lack of equipment and the coaching staff.

All supported the continuation and expanding the role out of the MOD programme to all schools in the province.



Learners at Diaz High School sharing their views about the MOD

10.0 RECOMMENDATIONS

It is noted that the programme roll out is ahead of the planned scheduling thereof, but with greater strategic management of the human and material resources the programme will continue to grow, flourish and have a positive influence on the lives of the learners, teachers, coaches and communities in which the programme takes place. While this is an evaluation and it was not the brief to offer interventions or recommendations we wish to forward the following:

10.1 More conscious **planning** is required

While it was appreciated that the DCAS management was under tremendous pressure to roll out the MOD programme at the pilot and then other school, the programme will benefit greatly if management take time out to reflect what has been done, achieved and re-align the programme to the business plan, the environment in each location and the circumstance of each school. This will begin to address many of the challenges the individual schools face.

10.2 More **strategic management** of programme

- Before the programme grows out of the control of management,
- DCAS should engage WCED, DSD, Community Safety, Public Works and local municipalities to foster greater support, cooperation and strategic interventions best suited to the individual department or institution.
- Area managers taking time out to engage school management and learners as part of their school visits

The introduction and application of an **effective measurement and evaluation tools** by which to gauge the programmes progress and success will support the views that the programme is successful, effective and contributing to meeting the MOD programme objectives.

Serious and ongoing monitoring of the facilities and equipment supply at schools is needed to ensure optimum performance of the programme.

10.3 Better **Marketing** of MOD

People just do not know of or know enough about the MOD programme as there is little or no marketing hereof at schools or in the communities. A concerted effort by the programme management (DCAS) in partnership with WCED to embark upon a deliberate and sustained marketing and communications campaign at the schools, in the communities and the province at large to advertise, market and communicate the MOD programme, its objectives, its successes and activities is required..

The learners and coaches have made some useful suggestions in this regard

See Appendices J and K

10.4 Better resourcing of **MOD centres/school** (facilities & equipment)

There needs to be a concerted effort between DCAS, WCED and Public Works, which is responsible for the physical environment and facilities at the school, to accelerate the improvement of facilities and thus address the biggest hurdle to the programme's successful implementation.

10.5 **Coaching Staff**

More **strategic appointment** of coaching staff with the **appropriate training & skilling** and the **on-going training and capacity building** of coaches will benefit the programme.

Coaches need to be better resourced, not only with much needed equipment but also infrastructure such as work areas, computers, uniforms, access to transport.

The employment conditions and remuneration of coaches should be revisited to enhance the security and career paths of the coaching staff.

Revisit the HR management of coaching and area management

10.6 **Better Communication & Liaison**

DCAS at the highest level political level as well as at management level need to urgently engage and continually partner with:

- WCED
- DSD
- SAPS and Community Safety
- School Management
- Sports Federations

Area Managers need to build a better relations between themselves and the school management SGB and learners to grow the MOD.

10.7 **Social Development**

The broader potential social impact and benefit of the MOD programme may be lost if there is not wider engagement and interventions facilitated by the gains that the MOD accomplishes in the community and amongst the learners.

The provision of food has been flagged as an important element of the programme and considering the socio-economic circumstances of the majority of the learners and the location of the MOD centres, a greater involvement of the Department of Social Development in addressing the social needs of the participants is urgently required to ensure on-going success of the programme.

APPENDIX A

Participants Understanding of MOD Objectives

1. Keep children off the streets, away from gangs, substance abuse and out of trouble
 2. To develop child holistically in sports, cult and academically
 3. Identify, nurture and develop talented youngsters
- Promote/create interest in sport at school amongst learners
- Mass participation in sport
- Develop skills of young person
- Raise interest in extra mural activities and participate in alternative activities
- Provide a safe place after school for youngsters to play, train and learn new skills
- Motivate and raise self-esteem of young person
- Instil discipline and change attitudes and behaviour of learners/young persons

Area Management Comments

1. Development of basic skills; after school skill development;
 2. To engage learners after school in enhancing their skills in sport, arts and culture
- To holistically educate and develops school going children within the afterschool programme.
- To grant children access to various opportunities through sports, arts and culture and recreation-based opportunities.
- Mass participation of learners in physical activities
- To keep learners in a safe and secure environment after school.
- To empower coaches in different aspects of the arts, culture and sport.



Educators expressing their views at Zwelihle Primary School

APPENDIX B

Stated reasons why the MOD Objectives are being met.

1. Witnessed improvement in the performances of learner at school and in sports
2. Harnessing talent of youngsters, increasing participation in sport and other activities at school
3. Successful in keeping youngsters off the street, away from gangsterism and substance abuse

Attending the MOD has a positive influence of the learner that do attend the MOD.

Witness positive behaviour change, more disciplined, more responsive in class and positive attitude of learners previously disruptive or disinterested.

Learners only come for the food

Seen reduction in absenteeism amongst learners that attend the MOD

Area Management Comments

Learners are taking ownership of these activities

Learner attendance , execution of developed programme

Many learners are taking the opportunity to attend the various programmes.

Witnessing changes in attitudes and learner behaviour.

Establishing various platforms for kids to showcase their talents at various levels.

Very successful showcases and sports festivals have been held and many learners have received various accolades.



16h30 at school in Laingsburg – keeping youngsters off the street.

APPENDIX C

What element of the MOD Programme is working the best

1. The school is now more sports active and sports focused, increased extra mural activities at school
 2. Giving the learner a positive outlook on life, building self-esteem , pride, self-worth and confidence
 3. Positive behaviour change, more disciplined, respectful, more responsive in class, more confident learner and positive outlook
- Improved attendance/reduction in absenteeism
 - Coaches reducing the teaching staffs work load (Relief)
 - Provides food and nutrition (Many have no food at home)
 - Provides opportunities to constructively engage with youngsters outside of school work/academia
 - Keep children off the streets, away from gangs, substance abuse and out of trouble
 - Improvement in the sports performance, talent, skill of learners and feed local clubs
 - Nothing. Not appropriate sports activities

Area Management Comments

1. Mass participation
- In most cases excellent programmes are done when coaches are presenting interesting courses
 - Modified Sport
 - Learners learning new skills.
 - Empowerment of coaches.
 - Less children roaming the streets after school.
 - In some areas communities are getting involved



Mass participation of all children from Grade R - Eden

APPENDIX D

What about the MOD programme is the most appreciated

1. Providing food and nutrition (Many have no food at home)
2. Keeping children off the streets, away from gangs, substance abuse and out of trouble
3. Exposes learners to new experiences they would not have had, taking them out to other areas, camps, meeting other children etc.
4. Increased interest in sports, dance, culture and other extra mural activities

Improved discipline, respect, behaviour and positive responsiveness amongst learners that attend the MOD in class and in general

It's a structured programme for learners/school to follow

Creates a balanced life for learner (Academia and sports/extra mural activity)

Developing skills and talent of youngsters

Providing relief to teaching staff (Coaches now take Life Orientation and physical education classes)

Improvement in the academic performance of learners

Improvement in the sports, cultural and arts performance of learners and that of school

The positive role model and parent-figure the coaches provide many youngsters



The MOD feeding scheme is the most appreciated by 90% of schools (Laingsburg)

APPENDIX E

Problems, negative aspect of and hurdles encountered in MOD programme

1. Lacking, poor, insufficient or no facilities at school
2. None/Nothing negative/ no problems
3. Insufficient Time for Programme/activities
4. Lacking, poor, insufficient or no equipment at school
5. Incorrect/poor choice of/ too few (insufficient) choices of sports code selection in MOD programme

Lack of competition / Absence of incentives for youngsters

Safety and security issues

None, poorly organised/coordinated transport after school or to events

Not enough coaches

Teachers do not understand, do not support or abuse the MOD programme and coaches

MOD programme only at problem schools where other schools need it too.

Lack of support for programme from community, WCED, DCAS, local clubs and federations

MOD not marketed properly - no communication to learners, parents or community resulting in insufficient learners participate in MOD programme at school

Insufficient or poor quality of food provided as part of MOD programme

Negative behaviour of some learners - rude, uncooperative, aggressive

Negative behaviour of coaches. Inexperienced, lack of skills working with children, uncooperative

Lack or absence of structure in implementing programme

Expectations of MOD programme and learners too high

Poor conditions of employment of coaches - work conditions, hours, pay structure, selection

Area Management Comments

Certain equipment issues are a challenge. Not always enough equipment.

Playing fields in a poor condition / Infrastructure not conducive to mass participation.

School Management not strong

Coaches/ Attitude of Coaches towards programme need attention

Monitoring of programme and coaches should be more accurate

Safety at this point is a major issue as communities are faced with these challenges on a daily basis/ Safety of learners in certain areas a concern.

The need more interaction from the educators/leaders at schools which requires more attention if we want this to work

Execution of prescribed , developed curriculum

In certain areas not enough learners attending the programme.

Inclement weather

APPENDIX F

Benefit of MOD at School

1. Positive behaviour change, more disciplined, respectful, more responsive in class, more confident learner and positive outlook
2. Develop skills of young person
3. Mass participation of learners in activities that keep them fit, active and interested in sport
4. Seen an improvement in the academic grades of learners that attend MOD
5. Seen an improvement in the sports performance of learners that attend MOD

Exposed learners to new experiences they would not have had, take them out to other areas, camps etc.

Keep children off the streets, away from gangs, substance abuse and out of trouble

Provide food and nutrition (Many have no food at home)

Improved attendance/reduction in absenteeism

Coaches additional staff that relief the load on teaching staff. Particular Life Orientation and Physical education that coaches now do

Coaches help out at school training school and other sports. Develop sport and physical education at school

Enhanced the opportunity for youngsters to excel and gain WP colours

School received sports equipment from DCAS

Improved self-esteem of learners, provided social cohesion and learners made friends bridging the cultural divide

Provided a safe environment for learners to play and train after school

Provided much needed positive role models, support and parent figure for child (many from single or absent parent homes).

No benefit observed

Area Management Comments

The feeding is the biggest contributor to increased attendance

Day care for older children

Improved academic performances

Give children purpose to come to school

Social Cohesion at skills being offered

Kids are being exposed to the best form and skill development programmes around and they have an opportunity to prove their worth and existence.

Behavioural change of learners

Level of skills developed

The teaching of new skills to learners and also teaching them to become more disciplined.

Creating job opportunities and empowering coaches.

APPENDIX G

Social Impact of MOD programme

1. Yes It keep children off the streets
 2. None/ No Social Impact
 2. Improved behaviour /discipline
 3. Social patterns have changed
- Reduced gangsterism and substance abuse amongst learners
Increased community interest at school
Positive impact at school through positive experiences
developing skills of youngsters
producing new champions and role models in community
Feeding the hungry

Academic Impact of MOD programme (Principle's View)

- None
Yes Positive behaviour in class
Improved grades
Improved attendance
Provides assistance to teachers

Area Management Comments

Yes, in some instances learners trust the coaches more

Yes, many of the social ills in our community are displayed by various community groups and the learners at our schools .If we change the mind set of our learners we then have an impact in our communities.

Improve School Attendance

Discipline improved @ school deduced from head coach reports

In many areas communities have supported the programme and in so doing ensuring that learners are able to play and interact in a safe environment. Learners appreciate competing in a friendly and sporting manner instead of being aggressive towards each other. Communities support the showcases and sport festivals and this has a positive impact on communities contributing to the various programmes.



APPENDIX H

Why DO learners attend MOD Programme

1. See sport as a way to improve themselves/ life changing opportunity /as their future
2. To get fit/ stay healthy/ be active
3. Love sports

To develop their talent

They enjoy it/ its awesome/ it's fun/ like the activities

Prefer to be at MOD than at home (Alone/at risk/ do not enjoy being at home)

Keeps one off streets/ from doing wrong things/ substance abuse/ gangs/ at risk

For the food provided

Get to travel, see new places, meet new people, make new friends at MOD



Learners at Laingsburg High School an athletics-focused school at training

APPENDIX I

Why do learners NOT attend MOD Programme

1. Other activities/duties after school (Chores/Muslim school, take care of siblings)
2. Not interested/lazy
3. Prefer being at home/on the streets
 - Do not know about or enough about MOD programme
 - Do not like sports or activities on offer at MOD/ MOD does not cater for the sports I like
 - Time issue/ No transport after MOD - have to leave early
 - Health reasons
 - No competition
 - The MOD programme/coach is too strict



Learners at Montague Gift Primary (Ottery) sharing their views as to why other learners do not attend MOD

APPENDIX J

What could be done to attract more learner to attend MOD programme

1. Advertise and promote programme more at school and in community
2. Better facilities at schools will attract more learners
3. Showcase achievements and MOD activities at school, at assembly, at school breaks, to parents

Introduce more sports codes. Introduce other activities. Survey youngster to see what they want to play. Introduce art, dance, music Survey youngster want a say in what they want to play. Introduce summer and winter sports codes

Make MOD programme more interesting

Take children out more often - more excursions

More competitions. Children want to compete against other schools and MOD centres

Better equipment

Better quality and more food

Change the times. Make it during school.

Provide reliable transport for those that want to stay after school

Make school sports programme part of MOD programme

Incentivise the youth - give certificate/ cups reward for excellence



Very few schools have sufficient facilities, let alone facilities such as these for the MOD coaches. This is an exception. (Isalathiso Primary School - Eden)

APPENDIX K

Recommended Changes to Improve MOD Programme

1. Expand/improve the variety of MOD activities offered at schools
2. Introduce more coaches
3. Improve the quantity and quality of the equipment provided as part of MOD programme
4. Get more children involved - advertise and promote MOD more at schools
5. Introduce more outings and competitions into programme

Improve the quality of coaching staff - provide training/change attitudes/appropriate skills sets of coaches

Make MOD part of the school curriculum and introduce it to all Schools

Make it compulsory for all learners to attend

Make more time available for MOD programme

Focused development of those that show potential

Improve and provide transport assistance to learners that attend MOD

Incentivise learners - competitions, certificates, trophies

More SHARP centres needed

Offer better employment conditions for coaches

Provide better quality and greater quantity of food

Improve coach and school management liaison

Nothing needs to be done.

Improve liaison/communication between Coaches/school and DCAS

MOD programme to be more regularly monitored and assessed by DCAS and WCED

MOD programme needs to start with younger learners (Grade R)

Needs to instil more discipline in youngsters

The MOD programme needs to be more structured/ provide more guidance to coaches etc.

The MOD Programme needs to be more developmental focused and develop useful skills sets for youth to prepare them for the future

Needs to be better planning around the implementation of the MOD programme. Neglected area of programme

Involve the educators more in the implementation of the MOD programme

Area Management Comments

Monitoring and get stakeholders to be more involve

More finances needs to be ploughed into the facilities at schools so that upgrades at schools can take place.

Shortened the appointment process

Facilities to be upgraded.

Improve the evaluation and selection of the appropriately trained and coaches with a positive, enthusiastic attitude

Improve the HR functionality of programme

Re visit the distances that area manager have to cover in their allotted areas.

APPENDIX L



BETTER TOGETHER.

QUESTIONNAIRE For Area Manager MOD Centre Evaluation 2014

Name and surname	Area and Schools Responsible for:	Tel. no.	Cell no.	E-mail address

- 1.0 What is your understanding of the objectives of the MOD programme at this centre/school?
- 2.0 Is the programme achieving its intended objectives at the centre/school you responsible for?
- 3.0 Support the reasons for your answer?
- 4.0 What do you see the role of the area managers. Describe your relationship (if any) with
- 4.1 School Management
 - 4.2 Coaching Staff
 - 4.3 Learners
 - 4.4 Local Community
- 5.0 How often to you visit each school?
- 6.0 The nature reason for such visits?
- 7.0 Outcome of those visits?
- 8.0 What do you view as the Constraints or Challenges that face the Mod Centre
- 9.0 Which components of the MOD are working as intended?
- 10.0 In your opinion, what is the biggest benefit of the MOD programme?
- 11.0 In your opinion, what are the worst/ least desirable parts/ practises of the MOD programme requiring attention/ overall/ to be scrapped?
- 12.0 Does the programme have any social impact on the local environment, learners and the community? Qualify your answer?
- 13.0 Do you provide the coaches with any material
- Support /guidance
 - Training
 - Equipment
- 14.0 What needs to be done to improve the programme's performance (if anything)?

Thank you for your co-operation and support.

Interviewer:

Date:

APPENDIX M



BETTER TOGETHER.

FOCUS GROUP QUESTIONNAIRE MOD Centre Evaluation 2014

SCHOOL:		DISTRICT:	
CONTACT PERSON/s:			
TEL. NO.		E-MAIL	
ADDRESS :			
Primary School	High School	Number of Learners at school:	Number of Learners Attending MOD:

Participants in Group Name & Surname	Grade	MOD Y/N	No of Years Attending	MOD Activity (if any)
1				
2				
3				
4				
Supervisor (Educator Present)				

1.0 MOD Programme Status

<p>1.1 What is your understanding of the objectives of the MOD centres? <i>Why do you think they introduced the MOD programme?</i></p> <p>1.2 Is the programme achieving its intended objectives? <i>Is it working?</i></p> <p>1.3 What are the reasons for your answer?</p> <p>1.4 What needs to be done to improve the programmes performance? (If anything.)</p>	<table border="1"> <tr> <td></td> <td>Yes</td> <td></td> <td>No</td> <td></td> </tr> </table>		Yes		No	
	Yes		No			

2.0 Participation

<p>2.1.a Why do some of you attend the MOD programme?</p> <p>2.2 Why do others not attend the?</p> <p>2.3 What is the % attendance</p>	
---	--

per month? How many come Every day Once a week occasionally 2.4 What is the % absenteeism/ drop out per month? How many have dropped out? 2.5 What do you believe the reasons to be?	
--	--

3.0 Rating MOD programme

3.1 What do you like/ appreciate about the MOD Programme? 3.2 What do you not like/ appreciate about the programme? 3.3 If you were to change anything, what would you change? 3.4 In your opinion, what is the biggest benefit of the MOD programme? 3.5 In your opinion, what is the biggest hurdle/downside of the programme(if any)? 3.6 Those attending, have you seen any benefit in attending the programme? 3.7 Name THREE Benefits 3.8 Name THREE disadvantages of attending 3.9 What would you do to improve the programme? 3.10 Is there enough time for the programme? 3.11 Is the Is the academic VS MOD programme to strenuous for learners 3.12 What would attract more learners to attend?	
---	--

4.0 Rate Performance

4.1 How would you rate the MOD programme? 1 Least 10 Very good	1	2	3	4	5	6	7	8	9	10
	1	2	3	4	5	6	7	8	9	10
4.2 How would you rate the										

Coaching standard? 1 Least 10 Very good 4.3 How would you rate the quality of the activity? 1 Least 10 Very good 4.4 How would you rate the equipment provided? 1 Least 10 Very good 4.5 How would you rate the performance of participants against external competition ? 1 Least 10 Very good	1	2	3	4	5	6	7	8	9	10
	1	2	3	4	5	6	7	8	9	10
	1	2	3	4	5	6	7	8	9	10

5.0 Support

5.1 Does the MOD programme receive enough support from the school ? 5.2 Does the MOD programme receive enough support from the teachers ? 5.3 Does the MOD programme receive enough support from the community ? 5.4 Does the MOD programme receive enough support from the Department ? 5.5 Does the MOD programme receive enough support from the local clubs ?	
--	--

Other Comments:

Facilitator:

Date:

Name	Sex	Grade	Which activities do you enjoy more than others	Which activities would you like to participate in	Which activities would you like to participate in but not offered at centre

Recommendation/What will you change?

APPENDIX N



BETTER TOGETHER.

QUESTIONNAIRE MOD Centre Evaluation 2014

SCHOOL:		DISTRICT:	
CONTACT PERSON/S:			
DISTRICT REP	TEL:		E-MAIL
TEL. NO. AT SCHOOL		E-MAIL	
ADDRESS :			
Primary School	High School	Number of learners at school:	Number of learners attending MOD:

	Name and surname	Tel. no.	Cell no.	E-mail address
Area Manager:				
Secretary:				
MOD Centre Co-ordinator:				
Coaches:	1.			
School Governing Body Chairperson				

Year MOD established:			Number of learners:	
Current activities:				
Current attendance:				
Initial attendance:				
Additional historical information on school				Information on any previous evaluation done

1.0 Demographic profile

MOD programme demographic: Coaches	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>M</th> <th>F</th> <th>25-30</th> <th>31-45</th> <th>>45</th> <th>Years' experience</th> </tr> </thead> <tbody> <tr><td>African</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Coloured</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Indian</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>White</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>		M	F	25-30	31-45	>45	Years' experience	African							Coloured							Indian							White						
	M	F	25-30	31-45	>45	Years' experience																														
African																																				
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MOD programme demographic: Learners	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>M</th> <th>F</th> <th><16</th> <th>17-25</th> <th>26-30</th> <th>%</th> </tr> </thead> <tbody> <tr><td>African</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Coloured</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Indian</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>White</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>		M	F	<16	17-25	26-30	%	African							Coloured							Indian							White						
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2.0 External environment

2.1 What percentage of the school population would one consider the learners at the school to be from?

Very poor		
Poor		
Subsistent		
Working		
Middle class		
Privileged		

2.2 Does the school have a learner assistance programme?

Yes	
No	

2.3 The nature of the programme/s

Learner academic assistance	
School feeding	
Bursary fund	
Other	

2.4 External challenges that may impact on the learning environment:

High absenteeism	
Gangsterism and/or violence	
Substance abuse	
Other	

2.5 What facilities to learners at the school have access to?

	Type of Facility	Number	Condition
1	Open Space		
2	Soccer Field		
3	Athletics Track		
4	Basketball Court		
5	Netball Court		
6	Tennis Court		
7	Cricket Field		
8	Volleyball Court		
9	Rugby Field		
10	Swimming Pool		
11	Community Hall		
12	School Hall		
13	Sports Academy		
14	Boxing Ring		

2.5 What do you view as the Constraints or Challenges that face the Mod Centre			
	Head	Coaches	Comment
Lack of Sporting Equipment			
Lack of Staff			
Untrained staff			
Broken Equipment			
Poor Facilities			
Lack of staff enthusiasm			
Political or other interference			

3.0 MOD Programme Status

3.1 What is your understanding of the objectives of the MOD programme at this centre/ school?	A Head					
	B Educator					
	C Coach/es					
	D Learners					
	E School Governors					
3.2 Is the programme achieving its intended objectives at this centre/school?	A	Yes		No		
	B	Yes		No		
	C	Yes		No		
	D	Yes		No		
	E	Yes		No		
3.3 What are the reasons for your answer?	A					
	B					
	C					
	D					
	E					
3.4 What components of the MOD are working as intended?	A					
	B					
	C					
	D					
	E					
3.5 What needs to be done to improve the programme's performance (if anything)?	A					
	B					
	C					
	D					
	E					
3.6 In your opinion, what works best in the MOD programme (as a whole)?	Any other comments:					
	A					
	B					
	C					
	D					
	E					
	3.7 In your opinion, what are the worst/ least desirable parts/ practises of the MOD programme requiring attention/ overall/ to be scrapped?	A				
		B				
		C				
		D				
E						

3.8 In your opinion, what is the biggest benefit of the MOD programme at this school?	A	
	B	
	C	
	D	
	E	
3.9 In your opinion, what is the biggest hurdle/downside of the MOD programme at this school (if any)?	A	
	B	
	C	
	D	
	E	
3.10 What would you change at this school (w.r.t. the MOD)?	A	
	B	
	C	
	D	
	E	

General Comment:

4.0 Targeted questions

4.1 School Head

4.1.1 When did the school join the MOD programme?	
4.1.2 Why did the school join the MOD programme?	
4.1.3 How was the school approached to join the MOD programme?	
4.1.4 How did the school get to know about the MOD programme?	
4.1.5 Do you still support the decision to join the MOD programme?	
4.1.6 What has been the biggest benefit/positive/improvement for the whole school since joining the MOD programme?	
4.1.7 Does the programme have any social impact on the local environment, learners and the community?	

4.2 Educator

4.2.1 Do you support/encourage learners to join the MOD programme?	
4.2.2 What has been the biggest benefit/positive/improvement since joining the MOD programme?	

4.2.3 What has been the negative/ downside of the MOD programme?	
4.2.4 Have you seen any positive or negative influence on the learners who attend the MOD programme in class?	
4.2.5 Is the activity plan reasonable?	
4.2.6 Does the activity plan encroach on/ enhance the academic programme?	
4.2.7 If anything, what should be changed and why?	

4.3 Coaches

4.3.1 Which MOD activities take place at this school?	
4.3.2 Are these the most appropriate programmes for this school?	
4.3.3 Given the choice, what would you change?	
4.3.4.a Do you have sufficient resources for the programme? 4.3.4.b If not, what do you need?	
4.3.5.a Did the Department provide any equipment? 4.3.5.b If so, what equipment? 4.3.5.c How much/what of this equipment is still in use? Reasons.	Yes No
4.3.5.d Is there adequate space to safely store equipment? 4.3.5.e Has there ever been any maintenance of the equipment? 4.3.5.f Whose responsibility is the upkeep of the equipment?	
4.3.5.g What equipment is now needed for the programme?	
4.3.6 What has been the biggest benefit/positive/improvement you have witnessed since the MOD programme started?	

4.3.7.a Is the school affiliated to any sports club/association in the area? Which and since when?	
4.3.7.b Does the school receive any assistance/support from these clubs/associations? State details.	
4.3.7.c Rate the MOD learners' performance at these clubs/associations based on performance improvement	
4.3.7.d Has the MOD programme contributed to this performance? Elaborate.	
4.3.8 Do you believe the MOD programme time allocation is adequate?	
4.3.9 Does the academic programme support the MOD programme and vice versa?	
4.3.10 Do the coaches receive adequate support from:	
a. Area Manager	
b. School staff	
c. Dept. of Education	
d. Dept. of Cultural Affairs and Sport	
e. School Governing Body / parents and local community	
f. Any external Sources	
4.3.11 Are the orientation and programme information provided by DACS adequate?	
4.3.12. Is the current workload/ sports timetable adequate or too strenuous on the:	
a. learners?	
b. available coaching staff?	
4.3.13 What in the programme could be improved?	
4.3.14 Does the programme have any social impact on the local environment, learners and the community?	

4.4 Mod Centre Staff Skills Audit

	Current Skills	Training Required
1	General Coaching	
2	Referee	
3	Specialised Coaching	
4	Dance	
5	Music	

6	Event Management	
7	Life Skills /Aids Awareness	
8	Administration	
9	First Aid	

4.5 Mod Centre Administration (Coaching Staff)

		Yes	No	Comments
1	Attendance Register			
2	Forms			
3	Equipment Inventory			
4	Plans & Schedules - Daily / Weekly/ Monthly			
5	Monthly Reports			
6	Agendas & Minutes			
7	Performance Records/ Logs/ Trophies/ Pictures			
8	Incident Log			
9	First Aid Kits & Training			
10	Is there an Emergency Plan			
11	Is there a Security Plan			
12	Is there an Evacuation Plan			

4.5 School Governing Body/Community

4.4.1 Is the School Governing Body/community aware that the school has a MOD programme?	
4.4.2 Does the School Governing Body/community ever receive any reports/feedback about the MOD programme?	
4.4.3 Do you support the school's participation in the MOD programme?	
4.4.4 Have you noticed any benefit/ improvement at the school since it joined the MOD programme?	
4.4.5 Does the programme have any social impact on the local community?	

Thank you for your co-operation and support.

Interviewer:

Date:

School Representative:

APPENDIX O.1

RURAL SCHOOL: SUMMARY OF MOD CENTRE EVALUATION AT ACACIA PRIMARY - 2014

SCHOOL:		Acacia PS		DISTRICT:			
CONTACT PERSON/S:							
TEL. NO. AT SCHOOL		023 5511191		E-MAIL			
ADDRESS :							
Primary School	X	Number of learners at school:	786	Number of learners attending MOD:	368	Year MOD established:	2012
High School							
Current activities:		Athletics					

	Name and surname	Tel. no.	Cell no.	E-mail address
Area Manager:	Rene Smith		083 382 4159	
MOD Centre Co-ordinator:	Wilbur Smith		083 783 6358	
Coaches:	1. Danie Thys		061 212 6401	
	2. Lorraine Noble		061 370 9626	
	3. Natalie Willemse		084 293 5091	

1.0 Demographic profile

The MOD programme is run by three Coloured coaches (two male and one female) whereby two are under 30 years old. The school population is entirely Coloured learners (30% male and 70% female).

The focus sport at the school is **Athletics**.

2.0 External environment

The community that the school is in is a poor one, where many of the learners have only one parent. The school does not have any learner assistance programs whatsoever. There is a lot of poverty in the community. The learners are not immune to the substance abuse and teenaged prostitution in the area and amongst the older learners in the community.

3.0 Access to Facilities

	Type of Facility	Number	Condition
1	Open Space	1	Poor

It is just an open field near the school. They do not use the Athletic track at the high school.

4.0 Constraints or Challenges that face the MOD Centre

The school has no access to any facilities whatsoever. They use a municipal open space. Because of the very hot weather the learners go home after school and return to the MOD programme in the later afternoon to early evening when it is cooler.

5.0 MOD programme status

- 5.1. The coaches understanding of the objectives of the MOD programme is that it is intended to keep the learners off the streets and to promote sport in the community. They believe that these objectives are being achieved and that the learners have positive attitudes towards the MOD programme and it is teaching them discipline.
- 5.2. They believe that Talent scouts should visit the town to identify new upcoming stars to participate in Boland.
- 5.3. The feeding scheme is the best part of MOD because it assists the learners who probably do not have food on the table when they get home.
- 5.4. The worst part of the MOD programme is that summer sports change to winter sports while the summer sports calendar are still running.
- 5.5. The biggest benefit of the MOD programme at the school is that the learners are kept busy after school and that it has a positive effect on their lives.
- 5.6. The school has to get the facilities for the learners to train properly and to compete. Without the facilities, the MOD programme cannot work to the best of its ability.

6.0 Targeted Questions

Principal and Educators did not make themselves available, as interviews could only be held after 16:30 on the day the fieldworkers were in Laingsburg. The principal and educators were not available at this late hour and did not respond to a follow up attempt to get their views

6.1 Coaches

Athletics is the primary sporting code at Acacia Primary school. It takes place in both summer and winter. The coaches believe that it should only take place in summer and a winter sport code should be introduced.

The school has provided the resources for the programme to succeed but they are still missing the facilities for the learners to really excel. DCAS did provide some equipment i.e. Athletics, Netball, Rugby and soccer Equipment but MOD only utilising athletics equipment.

The coaches believe that the sports timetable is adequate for the learners but think that more coaches should be employed so that each learner gets an equal amount of attention in garnering their skills. They also need coaches for other codes of sport.

Mod Centre Staff Skills Audit

	Skills	Training Required
1	General Coaching	Yes
2	Referee	Netball & Rugby
3	Specialised Coaching	Netball & Rugby
6	Event Management	Yes
7	Life Skills /Aids Awareness	Yes
8	Administration	Yes
9	First Aid	Levels 2 - 3

APPENDIX O.2

RURAL SCHOOL: SUMMARY OF MOD CENTRE EVALUATION AT CERES SECONDARY SCHOOL - 2014

SCHOOL:	Ceres Secondary School	DISTRICT:	Cape Winelands
CONTACT PERSON/S:	Mr Balie		
DISTRICT REP	TEL: 023 312 2460 E-MAIL		
TEL. NO. AT SCHOOL	023 312 2460	E-MAIL	Ceressec@mweb.co.za
ADDRESS :	Garden Ave Ceres		
Primary School High School	x	Number of learners at school:	1116
		Number of learners attending MOD:	140
		But sports dependent	Year MOD established: April 2013

	Name and surname	Tel. no.	Cell no.	E-mail address
Area Manager:	H Ochuys			
MOD Centre Co-ordinator:	Mr D J Abrahams Deputy-Principal			
Coaches:	1. Magdaleen Baartman			
	2. Patrick De Wee (Head)			
School Governing Body Chairperson	Mrs Debra Mouton			

1.0 Demographic profile

All the learners are Coloured and all speak Afrikaans. A clear percentage breakdown on male and female population could not be attained. The school has only two coaches who are below the age of 30, one male and one female. The focus sport at the school is **Athletics**.

2.0 External environment

The school is in a very poor area with an unemployment rate of more than 50% and a high proportion of single-parent households. It is a no fee school. As the only school for these learners, many are bused in from surrounding areas as far as 13km's away, while others live in hostels. The school provides subsidised living for Matrics and the school assists parents of post-matric students to fund learners at UWC. A big concern for the schools is the level of substance abuse (particularly dagga smoking from a very young age and teen pregnancy among the learners (average of 6 girls per year).

3.0 Access to Facilities

	Type of Facility	Number	Condition
1	Open Space	Yes	But challenge maintaining it
2	Soccer Field	1	Not a good condition.
5	Netball Court	1	Hard surface to play on

4.0 Constraints or Challenges that face the MOD Centre

There is a lack of sporting equipment for learners to use as well as poor facilities to conduct MOD centre activities. Only those learners with an interest or a good athlete are participating in the MOD. No one else is attracted to the programme as there are no other activities. As many are transported, they cannot stay after school to participate in MOD programme as buses leave at 15h30.

5.0 MOD programme status

- 5.1.** The school and coaches' perspectives of the objectives of the MOD centre are that it is there to promote general sport and give structure to the learners' lives. It also provides for the opportunity for constructive engagement with adults and youngsters. It provides a basis to identifying potential athletes within the community and could possibly take them on to greater things.
- 5.2.** The general consensus is that the programme is achieving its intended objectives as it fills the gap left by absent parents, making learners more disciplined and improving the skills of the learners.
- 5.3.** The components of the MOD that are working at the school are:
 - Activity provides/develops discipline amongst youngsters who do not get guidance at home.
 - The food provided is critical
 - Constructive engagement
 - Mod Coaches help and support teachers
 - Evidential fill in for absent adults in their lives
 - Allow children to engage in positive non-conflicting group activities
 - Athletics training.
- 5.4.** A number of things are needed to improve the programmes performance. The programme should be accessible to more learners. The sports codes should increase. More learners should be attracted to the programme by marketing its benefits at school. The sporting ability of the learners that are capable of excelling should be developed more and more competition should be made available to these learners to develop the talent.

Another area that needs improving is that a more diversified programme should be developed focusing on other areas of cultural activity such as music.
- 5.5.** The things that work best in the MOD programme at the school are the structure of the programme, the food provided to learners and the coaches are committed and involved.
- 5.6.** The worst aspects of the programme is that the time allocated for the MOD programme is not enough and that not enough of the learners or their parents know about the MOD programme.
- 5.7.** Recommended changes from the school are: market the MOD, add more activities and more full time coaches. Current coaches need better communication skills and leadership training for the coaches.

6.0 Targeted questions

61 School Head

The MOD programme was introduced at the school in 2013 when a Mr. Coetzee and Dr. Abrahams recommended it to the school. The Principal supports the MOD programme as it is active and it promotes structured participation of the learners in sports activities. The programme also has a positive social impact but there is still room for improvement.

6.2 Educator

The Educators support and encourage the learners to take part in the MOD programme and since the programmes inception, new athletes have been identified in middle and long distance running and through this, the school has received positive feedback.

The co-operation between the teachers and the coaches is very good. But the educators believe that the coaches need assistance in a number of areas.

6.3. Coaches

The focus activity at the school is athletics and is complemented with modified activities such as soccer, rugby, cricket, volleyball and netball. But there is a lack of coaches for all activities and this is hampering the programme. There are sufficient resources given to the coaches and the Department has provided the equipment needed but not enough of them or time to do justice beyond athletics.

The biggest benefit of the MOD programme is that it keeps the learners interested, keeps them busy and off the streets.

The school is affiliated to Ceres Athletics Club since the school joined the MOD Programme. The club assists at races and the learners have excelled at the club due to the training they receive at the MOD Centre. The only thing that is lacking at the MOD is the fact that there are not enough coaches and the transport for some of the learners.

School needs to schedule the transport to benefit learners and not drivers. More learners will then stay after school.

Mod Centre Staff Skills Audit

	Current Skills	Training Required
5	Music	Need training in music since there's no teacher for music

6.4 School Governing Body/Community

The SGB is aware of the MOD Centre at the school and gets regular feedback on its progress. The SGB supports the programme because the coaches are willing to go the extra mile for the learners and even though the children are from a poor background, the coaches seem to be a positive influence on the learners. Coaches help with the Life Orientation classes. The SGB does not get regular reports directly from the coaches but because most of the SGB are teachers and parents, the changes seen in the learners are seen every day at school. The programme also has a positive social impact at the school because the learners staying at the hostel no longer just lie around after school but compete in sport.

APPENDIX O.3

RURAL SCHOOL: SUMMARY OF MOD CENTRE EVALUATION AT DIAZVILLE HIGH - 2014

SCHOOL:		Diazville High School		DISTRICT:		Weskus	
CONTACT PERSON/S:		Mr Clifford Vraagom					
TEL. NO. AT SCHOOL				E-MAIL		cliferic@telkomsa.net	
ADDRESS :		Vraagom Straat Saldanha Bay					
Primary School High School	x	Number of learners at school:	1190	Number of learners attending MOD:	100	Year MOD established 2012	

	Name and surname	Tel. no.	Cell no.	E-mail address
Area Manager:	Mr Avril Daniels	0227191809		
MOD Centre Co-ordinator:	Elwyn Booysen			
Coaches:	1. Elwyn Booysen			
	2. Christine Reid			
	3. Hendroline Dwashu			
	4. Joy Brown			
School Governing Body Chairperson	Basil January	0749857133		

1.0 Demographics

The majority of the learners at the school are Coloured but the number of African learners have been increasing year on year. The school has three Coloured coaches (1 male and 2 female.) The focus sport is Baseball but they also have a library as MOD activities.

2.0 External environment

The school is in a poor area with unemployment is in the region of 30 – 50%. The school offers learner assistance programmes that include a Grade 8 programme to assist slow learners and extra maths and science classes for the Grade 12's. The school also provides a feeding scheme for 200 learners internally and is separate from the feeding scheme that the MOD provides.

There are a few external factors that affect the learning environment. Gangsterism in the community is a major problem but a Safe School Programme is in place. Substance abuse amongst learners is of major concern. Teen pregnancy amongst learners is also on the rise; five girls are pregnant in 2014.

3.0 Access to facilities

	Type of Facility	Number	Condition
1	Open Space	Yes	Undeveloped
2	Soccer Field	Yes	Has no poles but was maintained using Lotto Funding Needs Maintenance Costs to water.
4	Baseball Court	Yes	Use Soccer field
5	Netball Court	2	
8	Volleyball Court	Yes	Not in use
9	Rugby Field	Yes	Same as 2
11	Community Hall	Yes	Not in Use
12	School Hall	Yes	

4.0 Constraints or Challenges that face the MOD Centre

There is a lack of bats for the learners that participate in baseball and there is a lack of coaches, but there can never be enough coaches. The current coaches at the MOD centre however are not adequately trained and therefore need more skill development.

The conditions of the facilities are poor. The library is a very small store room and it needs far more books and a place for children to read and study. Access to the fields is unsafe as it is undeveloped, unkempt and used by gangsters

5.0 MOD programme status

- 5.1. The understanding of the Objectives of the MOD Programme:
Mass Participation in Sport, to broaden the base of learners that are involved in sport which in turn will keep them off the street. MOD also teaches them life skills that are not taught at home anymore.
- 5.2. 75% of respondents believe that the MOD programme is achieving its objectives. The principal however does not believe that it is. He believes that the food is attracting the learners that need nourishment and not the learners that are most at risk.
- 5.3. The components that work best in the programme are the after-school-care and the fact that the coaches assist with the other sports that take place at the school. Most valued is that the coaches provide great support to the teachers. There is a great balance between sport after school and homework completed. The feeding scheme at the school is also a great benefit. Coaches are like friends and the learners can confide in them if the need arises.
- 5.4. The negative side of the programme is the fact that the learners are not taken through to a competitive level and there is not enough sport variety for the learners to choose from.
- 5.5. Recommended changes at the school are: Attract younger learners to participate; Introduce greater variety of sport codes; Incentivise by offering prizes to learners; introduce competition and provide more coaches.

6.0 Targeted questions

6.1 School Head

The school joined the MOD programme in 2012 when offered the opportunity via word of mouth from contacts that the Principal has within DCAS and grabbed it with both hands. He still supports the decision to join the programme because it provides a positive influence to the learners and the learner's attitude and discipline have improved. The programme also has a positive social impact because of the influence on children who found out what is socially acceptable, through exposure to other positive experiences available to them by being part of MOD programme.

NOTE: There are a number of good cyclists at the school and the school previously had a very good choir and band. It would be helpful if these are revived and included in the MOD in the future

6.2 Educator

The Educators are aware of MOD Programme and the coaches assist in the Life Orientation and physical education classes that are part of the normal syllabus. The biggest improvement that the Educators have seen is that the learners are more positive, cooperative and disciplined.

The Educators believe that way needs to be found whereby the MOD Programme can also assist learners academically and to make soccer a focus sport at the school because most learners are interested in the sport.

6.3 Coaches

The focus sport at the school is baseball and "Library" after school. The coaches believe that there should be more sporting codes available to the learners – summer and winter codes.

If given the choice, the coaches would want the quality and quantity of the food provided to the learners' at the MOD to be improved and the coaches offered permanent positions at the school. There are sufficient resources for the MOD to operate and the Department did provide sufficient equipment such as bats, gloves and apparel. There is not adequate space at the school to store the equipment safely. Currently the equipment is stored in the head coach's boot which is highly risky. The coaches believe the programme can be improved by improving the facilities and more space; get teachers more involved and access to internet, computers etc (Especially in the library)

MOD Centre Staff Skills Audit

	Current Skills	Training Required
1	General Coaching	Yes
6	Event Management	Yes
7	Life Skills /Aids Awareness	Yes
8	Administration	Yes
9	First Aid	Yes Need level 3 training

6.4 School Governing Body/Community

The School Governing Body is aware of the MOD programme but they do not receive feedback on it. They support the schools participation in the programme but are not aware of any benefits that it might have to the learners.

APPENDIX O.4

RURAL SCHOOL: SUMMARY OF MOD CENTRE EVALUATION AT DIAZVILLE PRIMARY - 2014

SCHOOL:	Diazville Primary	DISTRICT:	West Coast
CONTACT PERSON/S:	Mr. Hector		
DISTRICT REP	Ms. Meyer	TEL: (022) 719 1809	E-MAIL
TEL. NO. AT SCHOOL		E-MAIL	
ADDRESS :	10 Galjoen Street, Saldanha		
Primary School	X	Number of learners at school:	1429
High School		Number of learners attending MOD:	±200
		Year MOD established:	2011

	Name and surname	Tel. no.	Cell no.	E-mail address
Area Manager:	Marius Cleophas		079 869 7392	
Secretary:	Mrs. Welman			
MOD Centre Co-ordinator:	Acting: Gerald Cleophas		071 282 8830	
Coaches:	1. Miriam Telmakkies		073 131 0608	
	2. Rudewaan De Bruyn			
School Governing Body Chairperson	Mrs. W Jacobs		071 513 9817	

1.0 Demographic profile

The demographic population of the learners are split between African (40%) and Coloured (60%) with more female learners (60%) than male learners (40%) at the school. There are two Coloured coaches and a DSD food coordinator (2 males and 1 female) and the focus sport at the school is **Baseball**.

2.0 External environment

The learners that attend the school come from a very poor background and it is a no fee policy. In addition to the MOD, the school has a feeding scheme for all the learners. More than 50% of all learners perform under the National Standards for Numeracy & Literacy and absenteeism is very high as a direct result of gang violence in the area.

3.0 Access to Facilities

	Type of Facility	Number	Condition
3	Athletics Track	1	Not adequate
7	Cricket Field	1	The cricket nets is in a much better condition
9	Rugby Field	1	Not adequate
12	School Hall	1	

4.0 Constraints or Challenges that face the Mod Centre

There is a lack of coaches. The two coaches have to handle over 200 learners. The school lacks the facility to accommodate the MOD Programme.

5.0 MOD programme status

- 5.1. The understanding of the MOD Programme is that it is to keep the learners busy with extramural activities, to keep learners active with sport activities and to create alternative recreational activities for children and to develop their skills.
- 5.2. It is believed that the programme is achieving these goals because the coaches fill the gap of the extra-mural activities, the learners' shows interest and there has been an increase in the number of learners attending the MOD.
- 5.3. The only two components that are working are the baseball coaching and the Athletics.
- 5.4. To improve, the coaches should report back to the office of the principal on a regular basis with regards to the MOD Programme. More coaches are needed especially specialized coaches for all sporting codes.
- 5.5. There is no collaboration between coaches and staff which hampers the programme. But this is due to the absence of Coach/school management communication
- 5.6. The fields are not adequate for sporting activities and the coaches are not fully integrated with school activities.
- 5.7. Changes recommended are that coaches should be completely involved at school level activities. MOD centre should be integrated with school. There is not a sport plan/schedule in place. MOD coaches should organize internal and external competitions. DCAS should take a look at the focus area of the school and the sports codes should be based on children's or on the school's needs and not their own.

6.0 Targeted questions

6.1 School Head

The school joined the MOD programme to improve sport & culture activities at the school. They were approached by DCAS to join and still support the decision to join. The biggest benefit to the school for joining the programme is that the learners are more positive and show more interest in sport.

6.2 Educator

The educators support and encourage the learners to join the MOD Programme. The biggest benefit of the MOD programme is that hurdles were introduced to the school via the MOD program and one learner participated in Boland for hurdles. The soccer team also won the Milo cup. The negative side to the MOD Programme is that currently the MOD activities and school activities are separate, so they should try and be incorporated into one.

Educators believe that the activity plan is very reasonable and that it enhances the academic program and coaches help them with the Life Orientation classes.

If anything should be done to change the program, there should be clarity about what the coach's roles are and there should be a monitoring and evaluation framework or system in place in order to monitor the learner's progress after they leave primary school.

6.3 Coaches

Coaches believe that Baseball is not the right sporting code for the school or the community.

If they had the choice, they would make soccer the focus sport and they believe that would increase the number of learners participating in the programme. They have sufficient resources to run the programme but they still need more baseball and gymnastics equipment.

Mod Centre Staff Skills Audit

	Current Skills	Training Required
1	General Coaching	Yes, level 2 & 3
2	Referee	Yes
3	Specialised Coaching	Yes
4	Dance	Yes
5	Music	DJ Training
6	Event Management	Yes
7	Life Skills /Aids Awareness	Yes
8	Administration	Advance
9	First Aid	Level 2 & 3

6.4 School Governing Body

Members were not available and not very involved at school programme level.

APPENDIX O.5

RURAL SCHOOL: SUMMARY OF MOD CENTRE EVALUATION AT GROENHEUWEL PRIMARY - 2014

SCHOOL:		Groenheuwel Primary		DISTRICT:		Cape Winelands	
CONTACT PERSON/S:		Mr. D Ceasar					
DISTRICT REP		TEL:			E-MAIL		
TEL. NO. AT SCHOOL		021 862 1802		E-MAIL		admin@groenh.wcape.school.za	
ADDRESS :		Symphony Ave Groenheuwel Paarl					
Primary School High School		X	Number of learners at school:	1189	Number of learners attending MOD:	636	Year MOD established: 2011 Number of learners: 439
Current activities:		Basketball					

	Name and surname	Tel. no.	Cell no.	E-mail address
Area Manager:	Nathaly September	021 872 1337	076 738 0886	septembernathaly@gmail.com
Secretary:	MS Adams			
MOD Co-ordinator:	Dumisani Daweti		079 462 9944	dumisani@hotmail.com
Coaches:	1. Lowen Solomons		083 441 5080	
	2. Sivuyile Mbebe		071 370 7118	
	3. Dumisani Deweti		079 462 9944	
School Governing Body Chairperson				

1.0 Demographics

The majority of the learners and the MOD participants are African (62%) and 38% coloured. There are approximately 60 males and 70 African females and 35 male and 45 coloured females that regularly attend the MOD each week. Of the two male coaches, one is African and the other Coloured. There is an African DSD-appointed food coordinator.

2.0 External environment

The majority (70%) of the learners are very poor. The school runs a school feeding scheme as many come from homes with very high unemployment and single or no parents. The school offers learning support programme for children that struggles with school work, spiritual guidance and social support for children struggling or who are experiencing challenges at home. Some of the children have been diagnosed with FAS which affects the child's learning ability.

3.0 Access to Facilities

	Type of Facility	Number	Condition
1	Open Space	1	Under construction
2	Soccer Field	1	Bad
3	Basketball Court	1	
4	Netball Court	1	
5	School Hall	1	

4.0 Constraints or Challenges that face the Mod Centre

There is not enough equipment per sport code. There is insufficient coaching staff. It is difficult for two coaches to work with 136 learners every day. The school would also like to utilize the MOD coaches more to assist with other forms of coaching at the school. The basketball and netball courts are not up to standard. Not enough space and it creates chaos

5.0 MOD programme status

5.1 Their understanding of the Objectives of the MOD programme:

To develop the child holistically with a sporting focus. To create opportunities for learners. To explore and enhance the children's sporting abilities and performance. To enhance the sporting talents of the children. Keep learners off the streets. It gives learners the opportunity to do alternative recreation.

All believe the MOD is achieving its objectives supported by the evidence that more kids participate. Coaches as well as learners are committed and motivated. Some learners become part of the program automatically. Children are more discipline. The children perform much better in sport. The programme is working and drop-outs have been minimized.

The MOD is working as intended because basketball has become a focus sport at school. Basketball activities are popular. The coaches have been incorporated in the LO classes. Assistance from coaches within the LO classes. The programme is transferring skills from coaches to the learners.

5.2 To improve the programme's performance more support from parents is needed. Need to hold a meeting with parents. Improved communication as not all teachers understands the MOD programme. Infrastructure for coaches such as telephone, etc. Facilities are poor or not in a good conditions. Need proper storage facilities for equipment, containers are being used; the containers create a security risk. The school applied to Drakenstein Municipality for the official use of the open field opposite the school as well as for the upgrades of existing fields but it is still waiting on feedback from the municipality. There are no finances for cricket equipment. Received land from Dept. of Human Settlements but need finances for the development of it. Increase the number of coaches and having specific equipment for specific sport codes. The starting times of the programme sometimes interfere with classes in progress due to a lack of space or facilities.

5.3 What works best in the MOD programme are that while there is room for improvement, there is good management of the program, there is a plan and a program in place. There is skills training and an improvement in the children's skills. Grades of the children have improved. Keeping the children off the streets.

5.4 The worst/ least desirable parts/practises of the MOD programme requiring attention include proper security system/plan must be put in place for when the school's official security leaves the premises at 15h00; three more coaches and office space for coaches.

- 5.5 The biggest benefit of the MOD programme at this school is the nutritional program. The children can use their skills in various sporting codes. The school performs much better at school level competitions.
- 5.6 The biggest hurdle/downside of the MOD programme at this school are that the school facilities, i.e. rugby and soccer fields that is not up to standard. They need more facilities and open space. A lack of sufficient support from parents/guardians.
- 5.7 Recommended changes at this school (w.r.t. the MOD) are Communication – The principal would like to receive reports from coaches. He wants to be informed of what is happening in the programme in detail. Communication – letters to parents to inform the parent about the program and as well as the training program. Coaches' ratio i.t.o learners are more Afrikaans speaking and we need more Afrikaans speaking coaches than isiXhosa speaking coaches. Change the Gr's R – 2 for Physical Education to become after-care instead of morning lessons.

6.0 Targeted questions

6.1 School Head

The programme was introduced in 2011. A need has been identified to develop the sporting performance and skills of learners and DCAS was approached to bring initiative here. The biggest benefit/positive/improvement, since joining the MOD programme, has been that the children are more active. The appearance of the learners has improved and school attendance has improved. The social impact on the local environment, learners and the community has been a more positive attitude and significant behavioural changes are evident here.

6.2 Educator

The biggest benefit/positive/improvement witnessed is the positive attitude and behavioural changes that has taken place amongst the learners. Children are more discipline and more positively orientated. It has enhanced the academic program.

6.3 Coaches

Basketball is the focus sport and already one learner had the opportunity to play trials at Boland level. To improve matters, scouts should come and visit the centre on a monthly basis. While DACS did supply equipment for cricket, athletics, mine rugby, football, soccer balls, football posts, shot put, measuring tape, stop watches, the programme needs more resources for the athletics season. The basketball hoops are broken table tennis boards and more basketball hoops are needed. Coaches need a PC & printer, fax & telephone for office administration.

The biggest benefit/positive/improvement has been the increase in attendance since we started to play under WCBA. The school has been affiliated to the Western Cape Basketball Association and Boland since 2012. The assistance it has received included basketball kits for learners and we have had learners representing Boland in the Eastern Cape. MOD programme has contributed to learners keeping fit and in shape.

Coaches receive adequate support from the Area Manager, school management and DCAS. However, the coach's workload is very strenuous as there are too few coaches. The programme

could be improved by allocating more coaches to the school and improving facilities, catering, and equipment.

Learners rate the coaches highly 9.5/10

6.4 Mod Centre Staff Skills Audit

	Current Skills	Training Required
2	Referee	Basketball
3	Specialised Coaching	Yes
4	Dance	Arts
6	Event Management	Advertising & marketing
7	Life Skills /Aids Awareness	Yes
8	Administration	Sport administration, Keeping of Agendas & Minutes

6.5 School Governing Body/Community

No participation

APPENDIX O.6

RURAL SCHOOL: SUMMARY OF MOD CENTRE EVALUATION AT INDWE HIGH - 2014

SCHOOL:	Indwe High	DISTRICT:	Mossel Bay
CONTACT PERSON/S:	Mr. S Ngoba		
DISTRICT REP	TEL:		E-MAIL
TEL. NO. AT SCHOOL		E-MAIL	
ADDRESS :			
Primary School		Number of learners at school:	1272
High School	X	Number of learners attending MOD:	±300
			Year MOD established: 2011

	Name and surname	Tel. no.	Cell no.	E-mail address
Area Manager:				
Secretary:	Zukolma Mjiwu	(044) 693 1955	073 822 4673	Indwe.sec@gmail.com
MOD Centre Co-ordinator:	Mr. B.V Nijaji		072 132 5352	vsijaji@gmail.com
Coaches:	1. Anele Gqiba		078 338 531	
	2. Lihdelwa Wilson			
	3. Siya Masa		083 721 6320	
School Governing Body Chairperson	Madoqa Sohandi			

1.0 Demographic profile

All (100%) of the learner s are African (Females 60% and males 40%) The school has three African coaches all under the age of 30.The focus sport at the school is **Softball**.

2.0 External environment

The community the school is in is very mixed but the majority are very poor with high unemployment and informal employment. The school has a tutor programme in place to assist learner. There is also a school feeding scheme for all learners (Gr. 8 -12).

There is a low rate of absenteeism but substance abuse is a major problem and being carefully minority at present.

3.0 Access to Facilities

	Type of Facility	Number	Condition
1	Open Space	2	Fairly good
5	Netball Court	1	Good
12	School Hall	1	Good

4.0 Constraints or Challenges that the MOD Centre faces

There is a lack of sporting equipment. For instance, cricket helmets are used for softball and the staff is untrained in the schools focus sport which is softball.

5.0 MOD programme status

- 5.1.** Their understanding of the objectives of the MOD Programme is to assist learners in developing skills in sport and keep the learners active in sport.
- 5.2.** Everyone involved in the programme at the school believes that these objectives are being achieved because the learners discipline has been improved and that the relationship between learners and educators has improved tremendously.
- 5.3** The components that work best at the MOD centre are the nutritional programme and the increase in the number of participants in softball.
- 5.4.** More coaches are needed (at least three more) and the working hours of the coaches should be increased. More courses should be provided so that the coaches can improve their skills. There is also a lack of softball equipment.
- 5.5.** Academic excellence has improved at the school due to the MOD programme and the coaches have really supported the educators that are involved with other sporting activities at the school.
- 5.6.** DCAS should train the teachers as well, and not only the coaches. If the community knows about the programme it will be fully supported. The MOD programme was not introduced to the school properly and there is confusion as to the coaches' roles & responsibilities are and when to utilize them. The staff should be able to meet with the coaches. Game time is not sufficient for the learners in terms of the amount of days & hours being spent on practising. They practise 20 days per month to play one game per month.
- 5.7.** Recommended changes in the MOD programme are that an invitation should be extended to the educators so that they are in sync with the coaches; to communicate the MOD programme effectively, so that there is input from the educators. Coaches should assist with other school activities too besides just the MOD program.

6.0 Targeted questions

6.1 School Head

The school joined the programme in 2011 to keep learners active in sport. The school was approached by DCAS to participate and the school still supports that decision because the learners are more disciplined and committed to their sport.

6.2 Educator

The Educators support and encourage the learners to participate in the MOD Programme but feel that they should understand the coaches' roles clearly. They believe that the coaches need more training to develop their skills. They have witnessed the talent of the learners being nurtured and developed since joining the programme. The programme has no negative impact on the academic programme but DCAS should appoint more coaches.

6.3 Coaches

The focus sport at the school is Softball and the coaches believe that it is not the appropriate sporting code for the school but it was introduced by DCAS. The one thing coaches would like to change is to get the whole community involved but it is difficult because softball is not really known about in the community.

There are not enough resources for the coaches to perform their duties to the best of their abilities. For example, cricket helmets are being used for softball. The Department did provide equipment but they only provided bats, balls and gloves. The learners are losing interest in softball because they are struggling to get used to the rules of softball because it is always changing.

APPENDIX O.7

RURAL SCHOOL: SUMMARY OF MOD CENTRE EVALUATION AT ISALATHISO PRIMARY - 2014

SCHOOL:	Isalathiso Primary School	DISTRICT:	Eden
CONTACT PERSON/S:	Mr. Sijaji		
TEL. NO. AT SCHOOL	044 693 2661	E-MAIL	isalathisoprim@gmail.com
ADDRESS :	Mayixhale & Bokweg, Mossel Bay, 6501		
Primary School High School	x	Number of learners at school:	985
		Number of learners attending MOD:	< 50%
			Year MOD established 2011

	Name and surname	Tel. no.	Cell no.	E-mail address
MOD Centre Co-ordinator:	Betty Fipaza		082 970 0309	
School Governing Body Chairperson	S.K. Gubayo		079 071 1939	

1.0 Demographic profile

The schools population is 100% African with 75% males and 25% female learners. There are four coaches at the school, two African and two Coloured. (Three male and one female).

The focus port at the school is **Softball**.

2.0 External environment

The school is in a poor community, a “No Fees” school and school has a school feeding scheme in place to assist most of the children. There does not appear to be a gangsterism or substance abuse challenge at this school at present. However it is blessed with good infrastructure, facilities and a good, motivated management team.

3.0 Access to Facilities

	Type of Facility	Number	Condition
1	Open Space	5	Good
2	Soccer Field	1	Fair
4	Basketball Court	1	Good
5	Netball Court	1	Good
9	Rugby Field	1	Fair

4.0 Constraints or Challenges that face the MOD Centre

The only real constraint the MOD centre faces is the lack of appropriately skilled coaches. The coaches are young and keen but do not have the sufficient skills needed to partake in the success of the MOD Centre.

5.0 MOD programme status

- 5.1.** The understanding of the MOD Centre is that it is to create an interest in sport among the learners and to involve them in sport. It is also understood to be there to keep the learners off the street and introduce them to new sporting codes.
- 5.2.** Everyone agrees that the programme is achieving its intended objectives because a high percentage of learners partake in the activities after school and Softball is a new sporting code to all of the learners but their skills are still to be developed.
- 5.3.** The Principal believes that the coaches are the one component that really works well at the school. The coaches believe that because the Educators are fully behind them, the programme works well.
- 5.4.** To improve the MOD, More sports codes should be introduced to the learners so that it can broaden their skills' base and more equipment is needed to sharpen those skills. Competition should also be introduced to keep the learners motivated.

6.0 Targeted questions

6.1 School Head

The school joined the MOD Programme in 2011 to keep the learners busy in sport. The school was approached by Desire April from DCAS' Oudtshoorn Office. The decision to join the programme has been validated as the coaches help out with the Life Orientation classes and takes the load off the shoulders of the educators. The MOD Programme has had a very positive effect on the learners and the school as a whole because the parents know where their children are after school and the programme attracts learners from other schools.

6.2 Educator

All the educators support the programme and believe that the coaches are the best element of the programme. The programme has had a positive influence on the learners; they are more disciplined and learned to take note of instructions. The activity plan is reasonable and enhances the academic programme. There is nothing that the educators will do to change the programme but maybe more sporting activities can be introduced so that the learners have a variety of choice when deciding what they want to participate in.

6.3 Coaches

While the focus sport is Softball, the modified program includes Cricket, Basketball and Netball. The softball team is a feeder for the high schools, but if given a choice, the coaches would try and get learners from other schools to participate, introducing an additional, a cultural, aspect to the programme and incentivise the learners.

The coaches have requested softball knee pads from DCAS but still no response. They also need balls for all sports codes, left – hand softball gloves, helmets and First Aid Kits.

The biggest benefits of the program are that most of the learners are in the programme and not on the streets, mixing with the bad elements. They get to travel, gain experience and meet new people. Some learners gained confidence and harness their skills.

The school is affiliated to Mossel Bay Cricket Club. Mossel Bay Rugby Club and a local soccer team but they do not receive any support from these clubs.

Time allocated to the MOD programme in winter is inadequate as it gets dark earlier and two hours is not really enough time in summer especially when it comes to the Sharp Centre (Western Cape Softball Association).

- They also believe that the workload is a bit too strenuous on them, and if anything can be done to change the programme, more coaches should be employed and maybe the Sharp Centre could be brought to Mossel Bay.

Mod Centre Staff Skills Audit

	Current Skills	Training Required
1	General Coaching	Yes
2	Referee	Yes
9	First Aid	Only level 1 and never received certificates

APPENDIX O.8

RURAL SCHOOL: SUMMARY OF MOD CENTRE EVALUATION AT LAINGSBURG HOERSKOOL – 2014

SCHOOL:	Laingsburg Hoerskool	DISTRICT:	Central Karoo
CONTACT PERSON/S:	Colin Pedro		
TEL. NO. AT SCHOOL		E-MAIL	
ADDRESS :	Voortrekker Rd Laingsburg		
Primary School High School	x	Number of learners at school:	382
		Number of learners attending MOD:	114 30%
			Year MOD established 2013

	Name and surname	Tel. no.	Cell no.	E-mail address
Area Manager:	Rene Smith			
MOD Centre Co-ordinator:	Wilfred Van Niekerk		071 053 9683	
Coaches:	Cemelio Plaaityies			
	Jolan Scheepers			
	Angelina Visagie			

1.0 Demographic profile

There are three coaches at the school that are all coloured (two are male and one female). The demographic population of the school is entirely coloured learners. The focus sport at the school is **Athletics**.

2.0 External environment

The community that the school is in is a poor one, where many of the learners have only one parent. The school does not have any learner assistance programs whatsoever. There is a substance abuse problem that impacts on the learning environment and between 5-10% of the learners are prostitutes out of necessity due to the poverty in the community.

3.0 Access to Facilities

	Type of Facility	Number	Condition
1	Open Space	1	Poorly maintained
2	Soccer Field	1 Rugby	Poorly maintained. Needs regular watering and cutting. Not happening.
5	Netball Court	4	Good
6	Tennis Court	4	Poor Condition
9	Rugby Field	1	Poorly maintained
10	Swimming Pool	1	Poor Not operational Need a pump. Facility badly needed as a means to raise needed funds
11	Community Hall	1	Not used
12	School Hall	1	

4.0 Constraints or Challenges that face the MOD Centre

It is very hot and the learners go home and come to MOD in the late afternoon. The coaches only have access to old equipment which is broken. The coaches are not allowed to use WCED supplied equipment that has been in storage for 6 months. Teachers do help the coaches out and more coaches are needed.

5.0 MOD programme status

- 5.1. The coaches understanding of the objectives are to get as many children as possible involved in sport, off street and occupied and keep them away from substance abuse.
- 5.2. They believe the programme is achieving its intended objectives because a lot of learners attend each day. And the coaches see talented sportspersons excelling despite their circumstances.
- 5.3. The feeding scheme that the MOD Centre provides makes a big difference in the lives of the learners and there is great enthusiasm amongst the learners.
- 5.4. To improve, programmes should be market amongst the children and parents . They need better fields and equipment should be provided so that the coaches can do their jobs to the best of their abilities.
- 5.5. They lack necessary equipment, there is no real support from the schools management and sometimes the quality of the food provided to the learners is poor.

6.0 Targeted questions

The MOD starts only after 16h00 when it is cooler. The principal was there but declined to be engaged. There were no educators available to be engaged. Follow up attempts to engage school management was unsuccessful.

6.1 Coaches

Athletics is the focus sport activity at the school but the school does not have access to proper athletics facilities. The coaches do not have access to adequate resources either even though the Western Cape Education Department provided spikes, starter blocks, javelin poles etc, but the school management has locked the equipment up and not made it available to learners. When the feeding scheme started at the school, the numbers joining the MOD programme increased and a positive attitude by the learners towards the programme developed. The school is affiliated to Laingsburg Athletics Club. The school feeds the club and region with good athletes and their coaches assist at events and with training. Many learners have excelled in competitions at club level, at Karoo Marathon and Top 10 at Oudtshoorn. The time allocation of the programme is adequate, weather permitting the learners come after 16h00 when its cooler in summer.

Mod Centre Staff Skills Audit

	Current Skills	Training Required
1	General Coaching	Yes need more
3	Specialised Coaching	Yes
6	Event Management	Need
7	Life Skills /Aids Awareness	Need Training
8	Administration	Need training

APPENDIX O.9

RURAL SCHOOL: SUMMARY OF MOD CENTRE EVALUATION AT QHAYIYA SECONDARY – 2014

SCHOOL:		Qhayiya Sec School		DISTRICT:		Overberg	
CONTACT PERSON/S:		M G Kamaldien					
TEL. NO. AT SCHOOL		(028)313 0001		E-MAIL		qhayiyass@hermanus.com	
ADDRESS :		37 Hlobo Ave, Zwelihle, Hermanus, 7200					
Primary School	X	Number of learners at school:	1112	Number of learners attending MOD:	140	Year MOD established: 2010	
High School							

	Name and surname	Tel. no.	Cell no.	E-mail address
Area Manager:	Mr Mdabuli			
Secretary:	Vuyisela Sam	(028)313 0001		qhayiyass@hermanus.com
MOD Centre Co-ordinator:	Nkosinathi Jota			qhayiyass@hermanus.com
Coaches:	1.Ntandazo Mbali		084 712 0685	ngmbali@gmail.com
	2.Sibulele Gom		073 587 0205	sbugom@gmail.com
School Governing Body Chairperson	Mr Malongwa			

1.0 Demographic profile

The schools learner population is 100% African(40% males and 60% females.) The school has two African coaches with more than 10 years experience.

2.0 External environment

The learners come from a very poor community and the school tries to assist them by offering tutorials and an independent external bursary scheme to assist learner. Learners have to make their own applications as the bursary it is not managed or controlled by the school. Gangsterism is rife in the area and affects the learning environment as a large number of the learners belong to these gangs. Tik and dagga are the most prevalent drugs used by many learners and the school conducts sporadic drug tests during the year.

3.0 Access to Facilities

	Type of Facility	Number	Condition
	Basketball Court	Y	
5	Netball Court	Y	However, not up to standard
11	Community Hall	Y	
12	School Hall	Y	

4.0 Constraints or Challenges that face the Mod Centre

New equipment was issued to the school last year and is yet to be utilised. Female coaches are needed to focus on the female teams and their needs. There is a lack of facilities and need to be made available

to the coaching staff. More communication and liaison between educators and DCAS need to be improved.

5.0 MOD programme status

- 5.1. The understanding of the objectives of the MOD programme at the school are that learners will be engaged in sporting activities during the afternoon (15h00) and during school hours coaches will assist with Physical Education and Training. It is also there to empower learners to enhance their skills in sport and to encourage learners to participate in sports.
- 5.2. It is believed that the programme is achieving these objectives because the number of learners participating in sports has increased. The school has enthusiastic basketball players, a sport that was never played at the school before. The school also developed a strong ladies soccer team which represented the school in the semi-finals during the inter schools competition held in Gauteng.
- 5.3. Skills have been transferred to learners as they are kept busy with productive activities and the MOD programme does not interfere with the academic programme as training is conducted after school. More games have been introduced, i.e. chess, rugby, and cricket.
- 5.4. The least desirable part of the programme is the lack of communication between DCAS and educators at school level and the shortage of equipment and the fact that there are no facilities for the learners to utilise.
- 5.5. The MOD programme gives learners a sense of purpose and it teaches them skills they never knew they had. Learners are taught time management and other skills such as communication with their peers. Learners are also less stressed as they enlarge their social circle and meeting new friends. The academic performance of learners has also improved.
- 5.6. Other negatives to the programme at the school are that there is no provision made for learners from Kleinmond or surrounding areas. The focus sport codes should be expanded and with that expansion, more coaches are needed at the school.
- 5.7. If anything should be changed at the school with regards to the programme, integrating it into the curriculum would be one. Extend the hours at school during summer to make the shortfall in winter as it turns darker quicker. All learners should play irrespective of sex, age and grade at the **school**.

6.0 Targeted questions

6.1 School Head

The school joined the program in 2010 to expand and create opportunities for learners. The school joined through a recommendation from DCAS. The Principal still supports the decision to join because there is a marked change in learners' behaviour and there is an improvement in their academic performance.

6.2 Educator

The Educators have not been briefed about the MOD Programme fully and will only start supporting the programme once they get a full briefing from DCAS. The educators have however seen an increase in learner achievement since the programme has been instituted but there is still that lack of communication between the MOD Programme and the educators.

6.3 Coaches

Basketball is the focus sport at the MOD Centre and is complimented with netball and soccer. The coaches believe that these are the most appropriate sporting codes for the school. They would however like to extend the training programme as well as the time the MOD activities take place.

The resources that the coaches have to work with are sufficient to a certain degree but more open spaces and facilities are required for the programme to be a total success. DCAS has provided all the necessary equipment needed to fulfill the brief given to the coaches but there is not an adequate facility to store this equipment safely. Since basketball is the focus sport, hoops and poles need to be affixed on the ground however, there is no adequate land available.

The biggest benefit is the learners' enthusiasm in partaking in sports and the learners' improvement in discipline towards their peers and fellow learners and towards educators and coaches respectively.

The school is not affiliated to any sports clubs or associations however learners participate on their own accord at local community clubs which are affiliated to sports association. The school enjoys good relationship with the clubs as the school's role is perceived to be a feeder to the clubs. Some learners feature prominently in various divisions at community club level.

Mod Centre Staff Skills Audit

	Current Skills	Training Required
1	General Coaching	Y
2	Referee	Y
3	Specialised Coaching	Y
4	Dance	Y
7	Life Skills /Aids Awareness	Y
9	First Aid	Y

6.4. School Governing Body/Community

The School Governing Body is aware of the MOD Programme because learners arrive late at home from school after extra mural activities and some parents complain to them. The SGB also gets feedback on the progress of the MOD Centre during school committee meetings. The SGB supports the schools decision to join the MOD Programme because learners have responded well to the discipline and self esteem instilled upon them and improvement in the academic results bear testimony.

APPENDIX O.10

RURAL SCHOOL: SUMMARY OF MOD CENTRE EVALUATION AT QHAYIYA SECONDARY – 2014

SCHOOL:	Zwelihle Primary	DISTRICT:	Overberg
CONTACT PERSON/S:	A.Mdabuli		
DISTRICT REP	TEL: 081 4995 269E-MAIL		
TEL. NO. AT SCHOOL	021 2000 524	E-MAIL	kmsebenzi@gmail.com
ADDRESS :			
High School	x	Number of learners at school	924
		Number of learners attending MOD: 250	
		Year MOD established: 2012	
		Number of learners	50
Current activities:	Basketball		

	Name and surname	Tel. no.	Cell no.	E-mail address
Area Manager:	Andris		081 497 5269	
Secretary:	Latania		073 346 6429	
MOD Centre Co-ordinator:	B.Nofotyo			
Coaches:	1.M.Yawa		079 449 0806	Myawa456@gmail.com
	2.S.Mgoboza		072 841 1527	Smgobhoza2923@mgmail.com
School Governing Body Chairperson	Mr.M.Thengo			

1.0 Demographic profile

The learner population is African. The school has three coaches (2 males and 1 female) with seven years of experience. The focus activities are **Basketball**.

2.0 External environment

The school is in a poor community with no learner assistance programmes other than the MOD feeding assistance. Gangsterism is a major problem.

3.0 Access to Facilities

	Type of Facility	Number	Condition
1	Open Space	1	Flat
2	Soccer Field	1	Flat
3	Athletics Track	1	Flat
5	Netball Court	2	Poor
12	School Hall	1	Good

4.0 Constraints or Challenges that face the Mod Centre

The facilities are not good. They do not have a real baseball field to play on and the need balls and equipment is broken.

5.0 MOD programme status

5.1 The coaches believe that the MOD is achieving its objectives in a limited manner as more learners are beginning to join the programme. School management question if baseball is the correct MOD activity for the area.

5.2 What needs to be done to improve the programme's performance is to be given the sport that can help them and know their environment by teaching learners how to swim and they can do

mountain climbing.

- 5.3** What works best is working together with the local clubs. Communication must be done with the parents in order that they can understand what is needed from them.
- 5.4** The least desirable parts/ practises of the MOD programme requiring attention is once the coaches were paid, other people feel as if they are left behind in everything.
- 5.5** Biggest benefit of the MOD programme at this school is food after the practise.
- 5.6** The need is that they must introduce other sports codes and they need to provide transport.
- 5.7** Recommended change at this school includes the implementation of computer skill training. Music, Drama & Dancing in order that our kids cannot run to model C schools
- 5.8** The school needs kit for netball.

6.0 Targeted questions

6.1 School Head and Educators

The school enrolled in MOD in 2013 when Andris visited the school. It saw it as a way to take children out of the crime. The biggest benefit/positive/improvement has been the improvement of attendance in school. The children love the coach led activities, love to play soccer and athletic. There are no complaints from the teacher. It gives them (children) more respect, stop them from crime and more activities are taking place

6.2 Coaches

The MOD activities are Recreations games and modified games. This is the most appropriate for the school as it giving the learners more skills. The school received new equipment but downside is that there in not sufficient basketball courts to play and practices. The school is associated with the Walker Bay Baseball Association (2011-2014) but it does not receive any support from them. The coaches do receive support from the school, area manager, DCAS, WCED but need facilities – courts to play. More courts will attract more learners to join the MOD programme and then more coaches will be required.

Mod Centre Staff Skills Audit

	Current Skills	Training Required
1	General Coaching	Yes
2	Referee	Yes
3	Specialised Coaching	Yes
4	Dance	Yes
5	Music	Yes
6	Event Management	Yes
7	Life Skills /Aids Awareness	Yes
8	Administration	Yes
9	First Aid	Yes. Also need a First Aid Kit.

APPENDIX P. 1

METRO SCHOOLS: SUMMARY OF MOD CENTRE EVALUATION AT BISHOP LAVIS HIGH – 2014

SCHOOL:	Bishop Lavis HS	DISTRICT:	North
CONTACT PERSON/S:	Mr. PKR Sonn		
DISTRICT REP	W Hendricks	TEL: (021) 937 3000	E-MAIL: wghendri@westerncape.gov.za
TEL. NO. AT SCHOOL	0219341005	E-MAIL	admin@blavis.wcape.school.za
ADDRESS :	Helderberg Road Bishop Lavis		
Primary School High School	x	Number of learners at school: 1193	Number of learners attending MOD: 120
Year MOD established: 2011			
Current activities:	Softball, Dance, Gymnastics	Other Activities	Soccer, Cricket, Athletics

	Name and surname	Tel. no.	Cell no.	E-mail address
Area Manager:	Alexis Mettler		084 981 2637	alexismiranda@gmail.com
Secretary:	W Nieuwoudt	(021) 934 1005	073 504 5771	Nieuwoudt.wendy@gmail.com
MOD Centre Co-ordinator:	Jacky Adonis		079 542 1752	jackyadonis@yahoo.com
Coaches:	1. Sibu Tuswa		072 547 5204	sibutuswa@gmail.com
	2. Shannin Adams		061 479 1115	Shannin.adams@gmail.com
	3. Hadley Erasmus		074 503 9383	erasmushadley@yahoo.com
School Governing Body Chairperson	John Meyer	(021) 934 3848	079 498 9849	John.meyer@kcc.com

1.0 Demographics

All the learners are Coloured (60% male and 40% female). The MOD programme is run by three Coloured coaches (2x male & 1x Female) and an African, female feeding assistant.

2.0 External environment

The school is in a very poor area, with high unemployment and single parents. It is a no fees school. It has an extra mural tutor assistance programme and a school feeding scheme as part of the MOD programme. External challenges that impact on the learning environment include high absenteeism - ±20% -; aggressive behaviour and fighting amongst learners. Tik and dagga present a serious substance abuse challenge at the school

3.0 Access to Facilities

	Type of Facility	Number	Condition
1	Open Space	3	Tar surfaces
2	Soccer Field	1	Sufficient
5	Netball Court	1	Poles not set up
12	School Hall	1	Good

4.0 Constraints or Challenges that face the Mod Centre.

There is lack of gym equipment, dance equipment and general coaching staff, the softball equipment – broken bats & right-handed gloves. Teachers are too loaded with own work to assist MOD

5.0 MOD programme status

5.1 Their understanding of the Objectives of the MOD programme:

- Building a culture of healthy living. Behaviour and life style modification. To keep children off the streets. Children need to enjoy sport & play Keep learners from street life. Skills development by their involvement in sport.
- All believe the MOD is achieving its objectives supported by the evidence that Gym attendance increasing, softball girls' performance improved by 80% and it is encouraging to see the motivation and determination of the learners.

5.2 To improve the programme's performance more learners should be able to join and more coaches are needed. But because softball is the focus the boys are not interested in the programme. Another focus sport should be introduced.

5.3 What works best in the MOD programme are the facts that children are able to play; their value system has improved and they are more positive. The nutritional program helps.

5.4 The worst/ least desirable parts/ practises of the MOD programme requiring attention are the programme is only centred at the school and the school is perceived as a problem. The programme should be extended to all schools.

5.5 The biggest benefits of the MOD programme at this school are that the children are more playful, skills are being developed. Five learners and a coach made the All Star team in softball and one coach and one learner made the WP team.

5.6 The biggest hurdle/downside of the MOD programme at this school is lack of equipment although they received some from DCAs last year they are in need for more. Teachers don't understand the MOD program, even the principal thinks is waste of time thus a lack of teachers' involvement.

5.7 Recommended changes at this school are: Improve the quality of the equipment as it is not of the best. Most of the time the coaches fills the gap the teachers in the absence of teacher not performing their coaching duties. More support from the principal. The MOD centre received equipment but we don't have access to it. A meeting was requested with the principal, but we are still waiting on his response.

6.0 Targeted questions

6.1 School Head

The programme was introduced in 2011 when DCAS was approached to bring initiative here.

The biggest benefit/positive/improvement, since joining the MOD programme, has been that the children are less aggressive if they participate in sport. Learners are less involve in gangsterism. The social impact has been that the children are kept off the streets. More children attend the gym sessions. Their social patterns have changed.

6.2 Educator

The biggest benefit is the participation of the children and they are more committed. Children are enthusiastic about the program. This one learner who had no respect for teachers or for fellow learners were given the opportunity to join the MOD program, and his life style and behaviour change tremendously positively in such a manner that the teachers was amazed by his transformation. MOD coaches assist with LO classes. It assist the learners to concentrate and it relief them from school stress. They would not change a thing.

6.3 Coaches

While softball is the focus sport, another sport such as football should be added to attract the boys. More coaches are needed for modify sport and Infrastructure such as a PC & a Printer is needed to assist coaches. While DCAS did provide some equipment, the coaches have no idea what they received because they don't have access to it. Equipment now needed for the programme include bats, gloves & balls for softball and Sound system for dance, more gym equipment. (The gym equipment is serviced by Virgin Active.)

The biggest benefit/positive/improvement witnessed is that children now play softball and their skills have improved at club level. One boy reached WP in body building. Academic performance takes preference and coaches no support from the school or community. The Area Manager has only been appointed a month ago so too early to comment on departmental support which at its best has been slow. The workload is fair for coaches but the learners are at school from 07h00 till school closes and then it is expected from them to concentrate & participate in the MOD programme for 4 hours. To improve the programme, make more resources available and introduce a male-orientated focus sport.

Learners rate the coaching staff at 9.5/10.

Mod Centre Staff Skills Audit

	Current Skills	Training Required
1	General Coaching	Yes
3	Specialised Coaching	Levels 2 – 4
4	Dance	Yes
6	Event Management	Yes
7	Life Skills /Aids Awareness	Yes
8	Administration	Yes
9	First Aid	First Aid training

6.5 School Governing Body/Community

Not aware or involved with MOD. All are working and have little to no time to get involved.

APPENDIX P. 2

METRO SCHOOLS: SUMMARY OF MOD CENTRE EVALUATION AT BISHOP LAVIS PRIMARY – 2014

SCHOOL:		Bishop Lavis Primary School			DISTRICT:		Metro Central		
CONTACT PERSON/S:		Mr. C Davids							
DISTRICT REP		TEL:			E-MAIL				
TEL. NO. AT SCHOOL		021 934 1005		E-MAIL		admin@blavis.wcape.school.za			
ADDRESS :									
Primary School High School		x	Number of learners at school:	440 50 (Gr R)	Number of learners attending MOD:		200	Year MOD established: October 2009	
Current attendance:		420	Current activities:		Softball, Cricket, Rugby, Soccer		Dance, Music (Theory) Volleyball, Basketball Tag Rugby		
Initial attendance:		120							

	Name and surname	Tel. no.	Cell no.	E-mail address
Area Manager:	Alexis Mentor/ Dwayne Kischhof			
Secretary:	Samantha			
MOD Centre Co-ordinator:	Mr. Bosman (Sports Master)			
School Governing Body Chairperson	Mr. Walter Absalom		081 045 2959	

1.0 Demographics

All the learners are Coloured. The MOD programme is run by six Coloured coaches (3x male & 3x Female).

2.0 External environment

It is a poor, "No Fees" school with a Peninsula Feeding and MOD Feeding Scheme. It assists children with Learning Disabilities. Other programmes include participation in the Grow Smart Programme, assist bright learners with fee's at high school (President's High) and there is a school choir run by and external Choir Master - Ron Wessels

It does not have a problem with High absenteeism, gangsterism, violence or substance abuse. The only drawback is that the learners have to leave too early when the caretaker leaves.

3.0 Access to Facilities

	Type of Facility	Number	Condition
1	Open Space	3	Average
5	Netball Court	1	
7	Cricket Field	1	

4.0 Constraints or Challenges that face the Mod Centre

Lack of Equipment: Dance has no sound system; Music – space limited and no instruments; Sport – not enough balls, helmets and bats. There is lots of broken equipment and the facilities are poor. The school can't afford to water or cut the grass. There is only one set of uniforms for two teams

5.0 MOD programme status

5.1 Their understanding of the objectives of the MOD programme:

Development of the child holistically to create balance i.e. physical, academic and cultural pillars of development. Support parents that are out working, providing supervisor and safe place so that the learner is away from crime every day. Keep the learners off the street and away from gangs, substance abuse and to raise interest in extra mural activities. Give opportunity to the children that they won't normally get in township or at home. Social & spiritual activities in safety.

All believe the programme is achieving its intended objectives because the MOD is linked to Life Orientation; Learners move to clubs and other sports; learners consider it fun and learning something new.

The components of the MOD that are working as intended is that it feeds the outside clubs like St. Martins and Bishop Lavis Rugby Club; music will be furthered at church and they get instruments.

- 5.2 To improve the programme's performance make it compulsory for all learners and WCED to introduce competitions within the MOD's between schools. The learners need competition, equipment and apparel. Facilities have to be improved. Get them out of this environment to see what else is out there – go on an outing at least once a month. Orientate parents about MOD and Sports; this would encourage learners to attend. Have a showcase for parents over the weekend to show parents what children are capable of and encourage more parents to send children to MOD programme.
- 5.3 What works best in the MOD programme is that discipline has been instilled in learners and that they are kept off the streets. There is now a connection with educators and they see the success on the ground.
- 5.4 The area requiring most attention is the need to improve the facilities.
- 5.5 The biggest benefits of the MOD programme at this school are: A more mature and disciplined individual that sport cultivates; Sport inculcates the need to obey rules and will develop in the child that will be good as he/she grows up; Visible change in learners, less visits to the office; Improved respect and obedience; Seeing latent talent blossoming; A number of 'unknowns' have gone on from here to WP sides and senior sides at clubs.
- 5.6 The biggest hurdle/downside of the MOD programme at this school is the fact that the MG has not visited the school once this year yet.

6.0 Targeted questions

6.1 School Head

The programme was introduced in 2009 when DCAS visited the school on request of a third party. The biggest benefit/positive/improvement, since joining the MOD programme, has been the improved **discipline** of the children and parents appreciate the programme.

6.2 Educator

The biggest benefit/positive/improvement of the MOD programme has been the improvement in respect and discipline of learners; Seen MOD learners better behaved; They are less disruptive in class; Two learners on MOD programme were selected to the WP side; The softball team is big plus and MOD assists in getting the quiet learners to come out of their shells; MOD helps learners to make friends easier. Changes to the programme should include improved logistical support/facilities. Expand the sport codes/options for children to choose from

6.3 Coaches

Softball, Music, Cricket, Soccer and Rugby are the activities and they are appropriate for this school. Nothing in the Programme needs to be changed but improve the facilities & equipment. DCAS provided softball equipment but most of this is now broken. Equipment needed now includes music instruments for children; a sound system for dance; new glove, balls, 2nd uniform set and practice nets; The Coaches need a separate space to store equipment.

The biggest benefit/positive/improvement has been the unearthing amazing talent amongst youngsters and the enthusiasm shown. The school is associated with St. Martins Softball Club which sponsored learners on a trip to Pretoria. The school also serves as a feeder to Clubs (It is CSA, SASB, SAFA.WPSB affiliated). Learners have gone on to win sports scholarships, represented WP.

The coaches do receive support from the Area Manager, School staff and DCAS. The work load is fine and to improve the programme, more Sharp Centres are needed; more coaches at the school for more sports codes; more equipment; Better salaries and firmer contracts for coaches

6.4 Mod Centre Staff Skills Audit

	Current Skills	Training Required
1	General Coaching	Yes
2	Referee	Yes
3	Specialised Coaching	Yes
4	Dance	Yes
5	Music	Yes
6	Event Management	Yes
7	Life Skills /Aids Awareness	Yes
8	Administration	Yes
9	First Aid	Yes

6.5 School Governing Body/Community

No involvement as parents all work.

APPENDIX P. 3

METRO SCHOOLS: SUMMARY OF MOD CENTRE EVALUATION AT CAVALLERIA PRIMARY – 2014

SCHOOL:		Cavalleria PS		DISTRICT:		Metro East	
CONTACT PERSON/S:		Mr. H. Carrollissen					
DISTRICT REP		TEL:				E-MAIL	
TEL. NO. AT SCHOOL		021 988 1200		E-MAIL		admin@cavalleriaps.wcape.school.za	
ADDRESS :		Joseph Ave, Scottsdene, Kraaifontein					
Primary School High School		X	Number of learners at school:	1183	Number of learners attending MOD:	300	Year MOD established: 2011 Number of learners: 250
Current activities:		Athletics					

	Name and surname	Tel. no.	Cell no.	E-mail address
Area Manager:	Ms. E Fourie		072 070 6181	
Secretary:	Ms Conradie		021 988 1200	
MOD Co-ordinator:	Mr. Goliath		021 988 1200	
Coaches:	1. Showen Kleinhans		073 818 4299	
	2. Maurichio Hill		074 852 7808	
	3. Auriel Conradie		079 114 6325	
School Governing Body Chairperson	Mr. Dipper			

1.0 Demographics

The majority of learners are coloured (80%) and balance (20%) African. There are an equal number of male and female learners. There are three coloured MOD coaches, of whom two are male.

2.0 External environment

This is a very poor, “No Fees” school with a school feeding programme in place.

The challenges the school faces include: Gangsterism in the community; Drug abuse in the community has an impact on the learning environment; single-parent learners and learners staying with grandparent’s plays a role.

3.0 Facilities

	Type of Facility	Number	Condition
2	Soccer Field	1	Not in a good condition
3	Athletics Track	1	Use the rugby field but in in a good condition
5	Netball Court	2	Condition bad
8	Volleyball Court	N	Make use of netball courts
9	Rugby Field	1	Bad condition
12	School Hall	N	Weather conditions hampers the activities during the winter season

4.0 Constraints or Challenges that the Mod Centre faces

More appropriately trained coaches are needed. Need improved facilities and the uprights of the high jump are broken

5.0 MOD programme status

5.1 Their understanding of the Objectives of the MOD programme:

- Mass participation. Talent development and equipping learners with skills.
- Help and assist with extramural activities.
- To keep learners busy with activities after school and to develop their skills and talent

5.2 All believe the MOD is achieving its objectives supported by the evidence that it has a positive influence on the learners; Children are committed. Talents are equipped and developed. The discipline of the kids changed. The performance of the athletes has improved tremendously vs. the other schools in the area.

5.3 Components of the MOD are working as intended include: Coaches are very much involve. The coaches relieve some of the coaching work load of teachers; the school is more athletic focus; They need the necessary support from the school to make the programme work. Children are eager to learn.

5.4 To improve the programme's performance there is need for a school hall for indoor activities. Facilities have to be upgraded; there is a shortage of equipment. The uprights of the high jump are broken.

6.0 Targeted questions

6.1 School Head

The programme was introduced in 2011. School has always been very active in sport and DCAS approached the school to participate. The biggest benefit/positive/improvement for the school has been the improvement in grades. Coaches fill the PT Sessions. The social impact has been that discipline has improved as well as the involvement of the greater community. Disobedient kids must join the programme. Every school should have a MOD centre operating

6.2 Educator

Educators support the MOD and the biggest benefit/positive/improvement seen is that the MOD children are more disciplined; more participation of children that are interested in the activities and grades has improved. Improvements to MOD should be the addition of a school hall and more coaches (2x females)

6.3 Coaches

Athletics is the focus sports and its working here but they need resources for the activities besides athletics. Equipment is now needed include high jump equipment which is not working, rugby, soccer as well as cricket equipment. The storage facility is located within the girl's dressing room.

The biggest benefit/positive/improvement has been the increase in numbers; managing of the programme; it's getting better; MOD learners' performances have improved drastically. The school held a recent athletics competition and won it. The learners are more committed as there is enough time to train and there work load is not a burden. MOD coaches are happily working together with the school staff.

The programme could be improved by improving communication and offering coaches permanent contracts; Coaches receive adequate support from school staff and DCAS whereas the Area Manager should be more available than at present. The programme is having some social impact on the local environment, learners and the community as parents come and enrol their kids in the programme.

Learners rate the coaches highly at 9.5/10

Mod Centre Staff Skills Audit

	Current Skills	Training Required
2	Referee	Yes
3	Specialised Coaching	Volley Ball, Athletics, Rugby & Soccer
6	Event Management	Yes
7	Life Skills /Aids Awareness	Advance Training
8	Administration	Yes
9	First Aid	Level 1 – 3
10	Equipment Inventory	Needs to be updated

6.4 School Governing Body/Community

Not available

APPENDIX P. 4

METRO SCHOOLS: SUMMARY OF MOD CENTRE EVALUATION AT FAIRMONT HIGH SCHOOL – 2014

SCHOOL:	Fairmount SS	DISTRICT:	South
CONTACT PERSON/S:	Mr. Klassen		
DISTRICT REP			
TEL. NO. AT SCHOOL	021 705 1826	E-MAIL	fairmountss@gmail.com
ADDRESS :	Maroon Road, Grassy Park		
Primary School High School	X	Number of learners at school: 1050	Number of learners attending MOD: 1400
		Year MOD established: 2013	

	Name and surname	Tel. no.	Cell no.	E-mail address
Area Manager:	Cheryl			
MOD Centre Co-ordinator:	Maurice Roman			
Coaches:	Terence Petersen			
	Lisa Martin			
	Alanzer Absalon			

1.0 Demographic profile

The demographic amongst the learners is 87% Coloured and 13% African. The split between male and female is 45% and 55% respectively. The school has 5 coaches – 3 males and 2 females and they are all coloured. The schools focus sport is Baseball and there are 16 other activities that complement it.

2.0 External environment

The learners come from a relatively poor community (40% of learner rely on Welfare Grants) and therefore the school has many programmes that assist the learners. These include extra maths classes and 14 learners in the Argus Schools programme at CPUT and 32 learners are in the Capitec Bursary Fund. 60 learners are on a Norwegian Bursary Fund (R1000 each) 11 learners on Norwegian Adoptive Programme. Gangsterism and substance abuse affects the learning environment and many learners are highly aggressive and there is a high level of teen aged pregnancy at the school.

3.0 Access to Facilities

	Type of Facility	Number	Condition
2	Soccer Field	2	Good
5	Netball Court	3	Good
7	Cricket Field	1	Good
9	Rugby Field	1	Good

4.0 Constraints or Challenges that face the Mod Centre

Due to the number of learners that take part in the MOD programme, there is a lack of sporting equipment and insufficient coaching staff.

5.0 MOD programme status

- 5.1.** The understanding of the objectives is the programme is to keep the learners off the streets and to create opportunities for them to thrive. It is also an alternative programme for the learners so that they have something to do after school and to bring awareness to the community that there is a safe place of enjoyment for the learners.
- 5.2.** The programme seems to be reaching its intended objectives as the scourge of gangsterism is spiralling out of control in the area but the programme keeps the learners at school to enjoy sporting and cultural activities. 1400 children take part, not just from this school but from the community as well. Learners have become comfortable with the coaches and if they have any problems, they do not hesitate to consult with their coaches.
- 5.3.** All components of the programme are working. The school has 17 sporting and cultural activities that the learners can partake in.
- 5.4.** The MOD Centre should be marketed better with posters, sign boards etc. More funding is needed for sound systems etc. More food parcels are needed and there is a need for more equipment for all the MOD Centre activities. Better kits are needed to motivate the learners and more coaches. DCAS and DSD have to communicate more.
- 5.5.** The things that work best in the programme are that it exposures the learners to new opportunities, the dedication of the coaches and everything that the programme stands for.
- 5.6.** The least desirable parts of the programme are that there are insufficient food parcels to feed the number of learners that attend the MOD each day (and children look forward to the food), not enough of coaches and lack of equipment.

6.0 Targeted questions

6.1 School Head

The school joined the MOD programme in 2013 because of the problem with gangsterism which remains rife in the area. The school had to offer an alternative in the form of the 17cultural and sporting activities it offers youngsters in the area. The school was part of the pilot DCAS project and then DCAS approached to be part of the programme full time. The school still supports the decision to join the programme and want it to be expanded, getting more coaches due to the current success of the programme.

6.2 Educator

The educators support and encourage the learners to partake in the MOD programme. The positives of the programme are that it has instilled loyalty and discipline in the learners and teamwork amongst the learners. The MOD enhances the academic programme as well.

6.3 Coaches

The schools focus MOD activity is Baseball and there are a total of 17 sports and cultural activities that take place at the school. DCAS provided athletics equipment/cricket sets/rugby balls/soccer balls/baseball equipment (but not the important equipment). The school also does not have adequate space to store the equipment. All the important baseball equipment is now needed for the programme to continue its success.

The school is affiliated to Devonshire Rovers Baseball Club and the school receives equipment and coaching expertise from them. The MOD centre has contributed to the performance of the players at the club because the learners never played baseball before but they have improved immensely due to the MOD Centre coaching.

Children from the community come to the MOD Centre, relationships have been formed with businesses in the area and the behaviour of the learners has changed for the better.

Mod Centre Staff Skills Audit

	Current Skills	Training Required
1	General Coaching	No
2	Referee	No
3	Specialised Coaching	Marching Band Training
4	Dance	No
5	Music	No
6	Event Management	No
7	Life Skills /Aids Awareness	No
8	Administration	No
9	First Aid	No

6.4 School Governing Body/Community

A member of the SGB was not made available for interview.

APPENDIX P. 5

METRO SCHOOLS: SUMMARY OF MOD CENTRE EVALUATION AT INTLANGANISO HIGH – 2014

SCHOOL:	Intlanganiso High	DISTRICT:	Metro East
CONTACT PERSON/S:	Mr. Tshemese		
DISTRICT REP	TEL:		E-MAIL
TEL. NO. AT SCHOOL	021 388 5538	E-MAIL	metshemese@gmail.com
ADDRESS :	Njongo Street, Site C, Khayelitsha 7784		
Primary School High School	X	Number of learners at school:	1264
		Number of learners attending MOD:	Approx. 10%
			Year MOD established: 2013 Number of learners: 122
Current activities:	General Sport 90 Learners		Traditional Dance 32 learners

	Name and surname	Tel. no.	Cell no.	E-mail address
Area Manager:	Sharon MacMahon		072 521 3314	
MOD Centre Co-ordinator:	1. Oswald Petersen			OswaldPetersen@yahoo.com

1.0 Demographics

All the learners are African (66% Male and 34% female). The MOD programme is run by one African female and one Coloured male coach. The DSD food coordinator is an African female

2.0 External environment

The majority (70%) of the school population is poor or very poor. Other than the MOD feeding assistance, there are no other learner assistance programmes. The school is experiencing high levels of absenteeism, gangsterism, violence and substance (Tik) abuse.

3.0 Access to Facilities

There are no real facilities at this school at all

	Type of Facility	Number	Condition
1	Open Space	2	Small. Balls break classroom windows.
11	Community Hall	1	Good

4.0 Constraints or Challenges that face the Mod Centre

They lack adequate facilities and too few coaches

5.0 MOD programme status

5.1 The understanding of the Objectives of the MOD programme:

To get the learners off the street and away from crime. Mass participation of learners in sport and activities that will keep them off the street after school and away from substance abuse and bad influences. The views are mixed as to whether the programme is achieving its intended objectives.

On the one hand, learners who would not normally participate in sporting activities are now doing so. There is a behavioural change in them and the programme keeps them at school till 5pm. However, there are no facilities to keep the learners at school for the Programme. There are only two courtyards that have to be utilised so only a few participate.

5.2 The component of the MOD that is working as intended is that the MOD takes away the bad elements of vandalism and gangsterism. So to improve the programme, facilities are critical, particularly indoor facilities

5.3 What works best in the MOD programme at present are the coaches, viewed as very important in the life skills classes. The teachers load has been lightened to concentrate fully on the academic programme.

5.4 The biggest benefit of the MOD programme at this school is the coaches assisting the teachers and keeping the learners away from the bad elements.

5.5 The biggest hurdle to the programme's success and area that needs the most urgent attention is the provision of adequate facilities at this school for the MOD programme.

6.0 Targeted questions

6.1 School Head

The programme was introduced in 2013 when DCAS approached the school to bring initiative here. Never knew about it before DCAS approached the school. The biggest benefit/positive/improvement, since joining the MOD programme, has been that the learners have something to do after school. It is too early to measure any social impact

6.2 Educator

The educators support the MOD programme but they do not stay in the afternoon to see what the learners are doing. Learners who participate in sport make friends with others and they studies are doing well, it gives them clear minds. However, there is not enough time with the MOD, even though one team did well last year. Our soccer team joined the league and the standard of play improved so that we do win a few matches.

6.3 Coaches

The coaches do Soccer/Modified Programme & Dance but these are not the most appropriate for this school. Unsure why there is a MOD here as there are no fields but they have to play soccer, no hall but they have to teach dance and modified programmes. The coaches are using a community hall which is sometimes difficult to use it because the community need they space. DCAS provided some soccer equipment but half was stolen over the December break.

The programme has the support of the school management, area manager and DCAS but without proper facilities it is extremely difficult. There are absolutely no facilities for the MOD programme.

Mod Centre staff skills required. None

4.5 School Governing Body/Community

No involvement

APPENDIX P. 6

METRO SCHOOLS: SUMMARY OF MOD CENTRE EVALUATION AT ISIKHOKELO PRIMARY – 2014

SCHOOL:		Isikhokelo Primary		DISTRICT:		East	
CONTACT PERSON/S:		Mrs Y Qomoyi					
DISTRICT REP		Mrs P Bam				TEL: (021) 387 3255 E-MAIL	
TEL. NO. AT SCHOOL		(021) 387 3255		E-MAIL		yoliswaqomoyi@yahoo.com	
ADDRESS :		Idada Street, Site C, Khayelitsha 7784					
Primary School High School		x	Number of learners at school:	1140	Number of learners attending MOD:	550	Year MOD established: 2010 Initial attendance: 220
Current activities:		Chess, Athletics, Soccer, Netball. Hockey					

	Name and surname	Tel. no.	Cell no.	E-mail address
Area Manager:				
Secretary:				
MOD Centre Co-ordinator:	Tshediso Sehloho	(021) 387 3255	073 259 2176	Tshediso.sehloho@yahoo.com
Coaches:	1.Xolani Shweni		078 547 9529	Xolani.shweni@yahoo.com
	2.Thabiso Mhlwempu		081 851 8373	
	3.Andiswa Msaba 4. Sakhiwo Noboza 5. Zisipho 6. Luyolo Madolo		073 532 2397 071 075 3869 078 666 7957 volunteer	
School Governing Body Chairperson				

1.0 Demographics

All learners are African and 55% of the MOD participants are female. There are six African coaches of whom four are male and two female. There is one DSD MOD feeding coordinator. School incepted in 18 March 2003. Before MOD programme was introduced, the school was on the erstwhile Mass Participation Programme (MAP). Participated in the Gothia Cup Junior Schools Soccer Tournament held in Sweden in 2010, 2012 and are currently preparing to leave for Sweden in July 2014 for the same event.

2.0 External environment

This is a “No Fees” school in a community that is poor to very poor. It has a feeding scheme and receives some assistance from the Ajax Cape Town soccer club to conduct sport literacy. Yet the absenteeism is very low as kids operate in a controlled environment. The greatest challenge is alcohol consumption of the parents at home that affect learners adversely.

3.0 Access to Facilities

	Type of Facility	Number	Condition
1	Open Space	Y	
2	Soccer Field	Y	

4	Basketball Court	N	Field get converted into hockey field
7	Cricket Field	Y	
8	Volleyball Court	Y	
11	Community Hall	Y	
12	School Hall	Y	

4.0 Constraints or Challenges that face the Mod Centre

Volunteers just bolstered the coaching staff to 7 members but three are untrained. School enjoys support from community and NGO alike due to their sports achievement. Proactive staff working hand-in-hand with the coaching team.

5.0 MOD programme status

5.1 Understanding of the objectives of the MOD programme:

To build partnership between school, community to motivate the learners to participate in sports; To assist educators and learner development holistically and have fresh minds; Offer sports activities to learners after school; To train and elevate the learner's skills in sport without interfering in school classes; There is equipment available for us to use to train after school

Most believe the MOD is achieving its objectives supported by the evidence that disciplined has been instilled on learners; it has achieved in balancing the school curriculum and sports. We are playing different sports at school every day. We keep them busy with recreation to keep them away from bad company

5.2 To improve the programme's performance. Constant communication between DCAS and schools is needed to avoid clashes of programmes between Education Department and DCAS. MOD must be assessed continuously by DCAS. More time to be allocated for sports at primary school level and that can then be decreased when learners move to higher grades. New and more equipment is needed so that other learners can play/participate as well.

5.3 Components of the MOD are working as intended are: Baseball is our focus sport and it was previously not played before at school; the level of participation by learner has increased. Learners from Grade R to Grade 7 are participating and their age start from 6 to 17. Evidence of what works best in the MOD programme is that we have not experienced serious clash between academic classes and sports period. There is a seamless transition when school period over for the day, so learners know exactly where to go to join the coaches. As coaches' function and responsibility is to train learners, this enabled educators to focus on teaching. Good quality sports equipment allocation to our school. Learners are given extra time after school to also do our homework

5.4 The worst/ least desirable practises of the MOD programme requiring attention include DCAS discussing what the needs of the school are with the school and coaches as opposed to sending equipment which may not be suitable for the school. They should first assess our priority areas such as infrastructure development and allocate resources accordingly. There is no maintenance programme for existing fields i.e. netball courts. Space constraints limit the number of learner willing to participate. Balance the ratio of coach to a certain number of

learners to achieve better results. An after school programme need to be formulated. Organise interschool competitions with other neighbouring MOD schools so learners can test their mettle with their counterparts.

- 5.5 The biggest benefit of the MOD programme at this school has been the receipt of the equipment; the increase in learner participation in sports, learners training and learning new skills; motivating learner to have correct attitude even at community level and the passion and development of learners. Educator-coach and learner relationship has improved.
- 5.6 The biggest hurdle/downside of the MOD programme at this school has been the budget constraints;
Other learners who are not playing have to rush home because of transport. Time allocated for sports is too short.
- 5.7 Recommended change at this school would include constant evaluation at school; encourage volunteer programme to assist in coaching learners; foster a close working relationship with DCAS; get educator involvement during activities level; introduction of more coaches and more sports codes; joint workshops between educators and learners; update training materials such as manuals, charts to keep the coaches abreast of latest development; introduce the use of technology to measure learner performance during training so that we can give them proper feedback and identify areas of improvement .Learners participating in the MOD to be given sports clothing or even trainer shoes as their parents cannot afford the apparel

6.0 Targeted questions

6.1 School Head

The programme was introduced in 2010. The culture of sports participation has always been encouraged and promoted since the inception of the school. School was nominated by DCAS. The biggest benefit/positive/ improvement, since joining the MOD programme, has been the improvement in academic results; learners going to play in Sweden has been the biggest milestone for them and the community. Out of the two schools in South Africa nominated to partake in the Junior School tournament in Sweden, they are the only school coming from the Western Cape. We attribute that success to the enhancement of training and development of sports in our school. Learners and community members see the school as a place of learning, a haven and place of safety for their children thus having a profound social impact in the community.

6.2 Educator

Mass participation is what we are striving for. However, the lack of proper infrastructure limit us Learners are participating without having to be coerced. The MOD has resulted in an improvement in learner performance. We are yet to see an activity plan from DCAS, however, our coaches have devised other means to get the programme going and have managed to instil discipline and maintain balance at the same time. We'd like to see the allocation of equipment after consulting educators and coaches respectively

6.3 Coaches

Netball, Athletics, Basketball, Soccer and Cricket are most appropriate activities for this school. DCAS has provided netball, basketball, soccer balls, chess, gymnastic equipment but proper field's remains key in making the success of the programme. The biggest benefit/positive/improvement has been the level of participation has increased; the skills of learners have also improved. Most learners play in the development side of local teams. The school receives assistance/support from these clubs/associations indirect, as once in a while learners are afforded a chance to meet and mix with senior team members Those learners in the MOD have advanced more compared to those that are not exposed to the programme. The time allocation is not adequate and more time should be allocated.

The coaches do not receive adequate support from the Area Manager and communication not efficient between DCAS and the school. However, the coaches do receive support from the school head and Mr Ngcuka; the Dept. of Education through their Representative on drama classes; the School Governing Body and local community as parents and community can see for themselves the improvement in both academic and sporting activity. Ajax sometimes assists with coaching clinic. We also have members of the Swedish community visiting the school to assist with reading materials, presents and soccer kit for learners

The orientation and programme information provided by DACS should be reviewed with input from educators, coaches and learners. Learners due to their age prefer to play; hence we would like to see coaches being full time employed at school to help with life skills programme etc.

To improve programme, update training schedules catering for both summer and winter sports

Mod Centre Staff Skills Audit

	Current Skills	Training Required
1	General Coaching	x Must be ongoing
2	Referee	X Updated rules required
3	Specialised Coaching	X Specific Sport
4	Dance	X Dept of Education has allocated a Dance and music teacher to the school for twice a week sessions
5	Music	x
6	Event Management	X Coaches requires music system and loud hailer
7	Life Skills /Aids Awareness	X Conducted as an academic subject at school

Learners rate the programme and coaches highly believing that there is a strong possibility one might end up high up in sports or even playing for the country

APPENDIX P. 7

METRO SCHOOLS: SUMMARY OF MOD CENTRE EVALUATION AT ISIPHIWO PRIMARY – 2014

SCHOOL:	Isiphiwo Primary School	DISTRICT:	Metro East
CONTACT PERSON/S:	Mr. Tabata		
DISTRICT REP	TEL:		E-MAIL
TEL. NO. AT SCHOOL	079 202 7833	E-MAIL	admin@isiphiwops.wcape.school.za
ADDRESS :	Hlula Road, Harare, Khayelitsha		
Current activities:	Baseball - 80	Dance - 23 Learners	

	Name and surname	Tel. no.	Cell no.	E-mail address
MOD Centre Co-ordinator:	Ms. Roro			
Coaches:	1. Sipiwo Sibali		079 273 0484	
	2. Luyolo Notutela		071 830 4087	
School Governing Body Chairperson	Mzukisi Nafana		081 886 0049	

1.0 Demographics

The school started in 1998; currently 60% are male and 40% female African learners. The MOD programme has five male coaches.

2.0 External Environment

It is a “No Fees” school in a poor community. The Department of Education feeds the learners. Its challenges include high absenteeism as many learners do not want to come to school. Gangsterism and violence is very rife in the area with learners drinking and taking drugs.

3.0 Facilities

	Type of Facility	Number	Condition
1	Open Space	1	Terrible
4	Basketball Court	1	Moderate but deteriorating
5	Netball Court	1	Moderate but deteriorating
12	School Hall	1	Fairly good

4.0 Constraints or Challenges

The grounds are in a disastrous condition and unfit for any sporting activities. The area surrounding the school is gang-ridden and there is palpable fear amongst learners and educators. Learners request equipment and the protection “from the gangster because the time they finish MOD is too late and dangerous.”

6.0 MOD programme status

6.1 Their understanding of the Objectives of the MOD programme:

Head: Mass participation, so everyone has to take part even neighbouring schools.

SGB: Mass participation of learners and to be fun for learners.

School management and learners do not believe the programme is achieving the objectives set because not everyone takes part in the MOD programme. Some believe the school is halfway there. The programme is only achieving minimum goals because learners are excelling at other sports that are not the focus of the MOD centre. The majority of the learners are not motivated enough or afraid of attending MOD.

5.2 Activities are the baseball and dance but the MOD programme is not working due to sporting codes and fear.

5.3 What needs to be done to improve the programme's performance is that the focus should be changed because baseball does not have a big following in the community and no parents support baseball. The biggest hurdle/downside of the MOD programme at this school is the code of the focus sport, time and lack of equipment. Change the sporting code as baseball is not working.

5.4 The biggest and only benefit of the MOD programme at this school is the feeding scheme.

6.0 Targeted questions

6.1 School Head

The programme was introduced in 2011 when DCAS approached the school to bring initiative here. Never knew about it before DCAS approached the school. The biggest benefit/positive/improvement for the whole school since joining the MOD programme is that the school has gotten some recognition from DCAS and the learners have the opportunity to excel. But it has had no impact yet.

6.2 Educator

Educators lament that there is no space so learners use the class room and that the MOD coordinators should focus on human rights, music, arts and culture.

6.3 Coaches

Coaches claim to be managing soccer, drama, dancing, which is appropriate for this school; there is not enough time due to gangster in the area, making the area unsafe after school. They received baseball equipment from DCAs but it was stolen. They need equipment, transport, security, first aid kits and space. They claim that there are children, who stay after school, and their parents love the programme because it takes their children out of the crime and gangsterism.

Mod Centre staff skills required

	Current Skills	Training Required
1	General Coaching	Training Required
5	Music	Music system needed
7	Life Skills /Aids Awareness	Needed
9	First Aid	Needed

6.4 School Governing Body/Community

The SGB have set up a specific committee for all sports related activities but there are certain aspects that have to be rectified by DCAS because the school's most popular sport is soccer and therefore should be the MOD centres focused sports code.

APPENDIX P. 8

METRO SCHOOLS: SUMMARY OF MOD CENTRE EVALUATION AT KAIROS PRIMARY – 2014

SCHOOL:		Kairos Primary School		DISTRICT:	North Metro	
CONTACT PERSON/S:		MS. M. Abrahams		021 954 2745		
DISTRICT REP		Dr H Brandt		TEL: 0219383000		
TEL. NO. AT SCHOOL		0219383000	E-MAIL	admin@kairosps,westerncapeschools.co.za		
ADDRESS :		c/o Eland & Leiden Ave, Delft				
Primary School	x	Number of learners at school:	1328	Number of learners attending MOD:	300 But Irregular	Year MOD established: 2006
Current Activities :		Basketball; Modified sport. Soccer Volleyball, Rugby, Dance			Aerofit Team and Dance team not part of MOD	

	Name and surname	Tel. no.	Cell no.	E-mail address
Area Manager:	Mr A Appel/ Mr G Maclons			
Secretary:	Dhila Sange and Sally Goliath			
MOD Centre Co-ordinator:	Kim Solomon			
School Governing Body Chairperson	Mr Nono Oliphant		0743352480	

1.0 Demographics

Sixty-percent of the learners are African and 40% are Coloured. The MOD programme is run by six Coloured coaches (3 male and 3 Female).

2.0 External environment

The school is a “No Fees” school situated in a poor area. It is supported by a Peninsula and Grace Feeding Scheme as well as the MOD feeding scheme. Its learner assistance programmes include Read, Inclusive Team and Seed. Resilient Property financed the Media Centre at the school. The area is plagued by gang violence and substance abuse is rife.

3.0 Access to Facilities

	Type of Facility	Number	Condition
1	Open Space	1	DCAS sponsored then community claimed field and they could not maintain it.
4	Multi-purpose court used for Basketball, Volleyball Netball	Yes	Good
6	Tennis Court	Yes	But not played
12	School Hall	Yes	Used for winter activities

4.0 Constraints or Challenges that face the Mod Centre

Lack of sporting equipment, insufficient and untrained, unprofessional coaching staff.

5.0 MOD programme status

- 5.1 Their understanding of the objectives of the MOD programme is that it teaches disciplines; keep children off the street; develops their interest in sport; development of skills and talents of children. The programme is meeting its objectives because there has been a change in

children's attitude, children are very excited about sport, staying after school willingly; seen talent shine; children that participate have different attitude to those that do not attend MOD; bringing diverse kids together and learn about each other.

- 5.2 What works best in the MOD programme are the facts that there is an improvement in school attendance, There is commitment from the coaches and a positive attitude as well as the 'Mother image' of coaches to children from dysfunctional homes.
- 5.3 The biggest benefits of the MOD programme at this school are that the children feels that they are part of something which is absent from home. The programme provides an escape from the harsh realities of community life. High school children also attend here. Food attracts children but some of them are hungry to learn. It contributes to skills development and discipline
- 5.4 The biggest hurdle/downside of the MOD programme at this school is that the coaches are not sport coaches so they not interested in supporting school sports. They need a more professional approach to sport and coaches complain that the money/ pay is very little.
- 5.5 Recommended change to improve the programme's performance at this school is: Need a separate dance studio and sound for dance classes; better playground; Improve the environment. Need to introduce regular competition or children will become bored. Leave out indigenous games, as it is foreign to many, as there in not enough space and facilities for it. Get more experience people, more training for coaches.

6.0 Targeted questions

6.1 School Head

The school was part of pilot in 2014 - 2006 and the Head has a personal interest in sport. There is a needed to expose learners to sport and keep them off the street. The biggest benefits have been that it has kept children off the street; it has expose children to other sports codes; developing the skills of children, develops positive attitudes and behaviour

6.2 Educator

Children are more co-operative and disciplined in class, more creative and their cleanliness have improved. Indigenous games are not appropriate and the children need sport that they can do beyond school. DCAS should put more effort into programme

6.3 Coaches

The children love the programme but need Xhosa speaking coaches as well. The programme needs a sound system, a hall or space to dance, courts painted and more basketball balls. The children need competition against other children schools. To improve programme, DCAS must provide more training for coaches and raise the standards

Mod Centre staff skills required

	Current Skills	Training Required
1	General Coaching	Yes
2	Referee	Yes
3	Specialised Coaching	Yes
4	Dance	Yes
6	Event Management	Can do but need more

6.5 School Governing Body/Community

They do get reports at Governing Body meetings and are pleased with the outcome

APPENDIX P. 9

METRO SCHOOLS: SUMMARY OF MOD CENTRE EVALUATION AT KENSINGTON HIGH – 2014

SCHOOL:		KENSINGTON HIGH		DISTRICT:		MCED METRO CENTRAL	
CONTACT PERSON/S:		MR.T.R. JACOBS					
DISTRICT REP		K. Govender TEL: 021514671 E-MAIL kugovend@westerncape.gov.za					
TEL. NO. AT SCHOOL		0215933050		E-MAIL		jacobst@kensingtonhs.wcape.school.za	
ADDRESS :		Kensington High School, Sunderland street, Kensington 7405					
Primary School High School	x	Number of learners at school:	1223	Number of learners attending MOD: 293	170 Male/ 123 Female	Year MOD Established: 2013	

	Name and surname	Tel. no.	Cell no.	E-mail address
Area Manager:	Berenice Thomas	0215146948	0715595334	Berenice.Thomas99@Gmail.Com
Secretary:	Mrs Jansen			
Mod Centre Co- Ordinator:	Gary Daniels		0749772226	
Coaches:	1.Granville Carlson		0832068251	
	2.Kurt Pretorius		0727916575	
	3.Robin Pieters		0834356506	
	4. Nicole Benjamine		0721872046	
	5.Lionel Jaftha		0744492194	
	6.David Small		0846521773	
School Governing Body Chairperson	Godfrey Bartlett		0733656187	

1.0 Demographic profile

The learner demographic is 1011 Coloured, 185 African, 10 Asian, 2 White, 16 Other, with 58% being male and 42% female. This MOD centre has 7 coaches who are all Coloured – 6 Male and 1 Female. 5 are between the ages of 25 and 30 and 2 are between the ages of 31 and 45. The main activities at this MOD Centre are Baseball, Drama, Chess, Singing and Dance.

2.0 External environment

The schools learner population comes from all walks of life, from the very poor families to the very affluent. The school also offers various learner assistance programs such as school revision programme for grades 8 – 12, Grade 12 Mathematics tutoring and 11 attend the UCT Kensmart programme, Junior Achievers for Business Studies. UCT students with FAMSA facilitate the anger management programme and FAMSA provides a counsellor twice a week when needed. The Winifred McKinnon Educational Trust is a bursary for one Top learner. Gangsterism is the way of life for learners residing in the Factreton area. Some of our learners are affiliated to the local gangs. Some learners are regular drug users (mostly dagga), The school does drug testing; The learners tested for drugs = ratio of 9/10 are tested positive. Those tested positive have to attend drug counselling. There is high absenteeism after the examination. Teenaged pregnancies: 14 cases of pregnancies were reported in 2013

3.0 Access to Facilities / Constraints or Challenges

No grounds or facilities at school. The school is being rebuilt.

4.0 MOD programme status

4.1. Understanding of the MOD Programme Objectives: Learners participate in after-school activities to increase their school attendance; To limit their involvement with gangsterism and substance abuse; To increase discipline and their academic performance; To identified talented learners because of exposure to singing, drama classes and various sports; Learners performing at

grade/ school/ phase assemblies to showcase their talents; To keep them off the street keep them actively involved in extra mural activities and to teach them discipline.

4.2. The Programme is achieving its objectives because more learners, especially the habitual transgressors, are staying after school to participate in activities organised by the MOD coaches. The baseball players participated during September vacation in the inter-district baseball tournament; they won all the games; only learners that attend school regularly can participate in tournaments – this ensures that learners come to school. Because of limited extra-mural activities in the Kensington-Fructeton area, learners are now exposed to a variety of activities through the MOD programme. It is a safer environment for them after school; not being exposed to all the dangers at home without parent supervision. The fact that learners are kept occupied after school and from gang activities and drug abuse is one of the things that work best at the MOD Centre. It is creating a safe environment for them after school, after the examination and during holidays.

4.3. The worst part of the programme is the learner involvement in the programme during exam. Most of the learners involved in the MOD programme are not academically strong learners and therefore need to study at home during assessment time.

4.4 The biggest benefit of the MOD programme is that it keeps learners occupied after school, keeping them away from gang activities and drug abuse. It is creating a safe environment for them after school, after the examination and during holidays. It also identifies talented learners to start off a career e.g. as a singer, actor, sportsman, etc. and coaches assisting with the practical /physical activities for Life Orientation.

5.0 Targeted questions

5.1 School Head

The school became a MOD Centre in 2013. The school was told that Helen Zille had identified the school as a MOD programme school. Jamie Poole explained to the principal the goals of the programme and he immediately accepted to be part of the programme.

5.2 Educator

The educators support and encourage learners to join the MOD programme. Learners are more confident and positive and some of the learners joined the local club after joining the MOD programme. But some of the learners do not follow through because of other interests. The activity plan of the MOD definitely enhances the academic program because learners are more disciplined.

5.3 Coaches

The focus activities at the school are Baseball, Dance Singing, Chess and Drama. Some of the learners request other sporting codes as well. There are sufficient resources for the coaches to fulfil their mandate. The biggest benefits that have been witnessed are that the attendance of the learners has improved and the attitudes of the learners. The school is affiliated to KenFac Phillies and the learners are allowed to join the club. The club allows the MOD to utilise their facilities and two of the learners play for the 1st team.

5.4 School Governing Body/Community

The SGB is aware of the MOD programme at the school and receive reports and feedback from coaches as well as on going meetings with the coaches. The SGB fully supports the MOD programme because it has shown positive results and overall improvement in the academic side. And the SGB has noticed happy learners and good attendance.

APPENDIX P. 11

METRO SCHOOLS: SUMMARY OF MOD CENTRE EVALUATION AT KENMERE PRIMARY – 2014

SCHOOL:	Kenmere Primary	DISTRICT:	Metro Central
CONTACT PERSON/S:	Mr. Johannesson		
DISTRICT REP	Mrs. K. Govender	TEL:	E-MAIL
TEL. NO. AT SCHOOL	021 593 2300	E-MAIL	admin@kenmereps@wcpe.school.za
ADDRESS :	10 th Avenue, Kensington 7405		
Primary School	x	Number of learners at school:	977
		Number of learners attending MOD:	Sport -113 Dance & Drama - 22
			Year MOD established: 2010 135

	Name and surname	Tel. no.	Cell no.	E-mail address
Area Manager:	Bernice Thomas	021 514 6700	071 676 5884	
Secretary:	Ashlin Kilowan			
MOD Centre Co-ordinator:	Gareth Sellar			
Coaches:	1. Courtney Smith			
	2. Travis Williams			
	3. Carlo Koks			
School Governing Body Chairperson	Mr. Jeremy Wyngard		082 485 4662	

1.0 Demographic profile

The learner population of this 51 year old school is largely Coloured (75%), 20% African and 5% White. It has five Coloured male and one Coloured female coaches in the MOD programme.

2.0 External environment

It's an old, establishment school and the majority of the learners are from working class families. The only assistance it provides is the feeding scheme. It does not seem to be plagued by any of the normal social ills facing many other township schools today even though Kensington is a dangerous area.

3.0 Access to Facilities

	Type of Facility	Number	Condition
1	Open Space	4	Poor
2	Soccer Field	1	Poor
4	Basketball Court	1	Poor
5	Netball Court	1	Poor
7	Cricket Field	1	In extreme disrepair
12	School Hall	1	Very Good Condition

4.0 Constraints or Challenges that face the Mod Centre

The biggest challenge is that the programme lack of sporting equipment required as they either broken or the facilities do not exist. The coaches need additional training to cope. Certain learners travel from far, so the transport picks them up after school. So they cannot always participate. problem is transport. They are from Langa, Gugulethu, and Makhaza so those who benefit are those who stay nearby.

5.0 MOD programme status

5.1 Their understanding of the objectives of the MOD programme is that it is mass participation of learners in a sport to keep the learners off the street; To encourage learners to partake in sport; To enhance their sporting ability. Yet everyone believes the programme achieving its intended objectives because learners enjoy doing sport after school and they are off the street and they are having fun.

5.2 The components of the MOD that are working as intended are the drama, dance; soccer and baseball

5.3 To improve the programme's performance the coaches have to be trained properly and DCAS has to be more involved. The attitudes of the coaches towards their job have to improve. DCAS must provide transport for those who stay far and better equipment. Coaches are using their own equipment (Dance Teacher) and there is a lack of space to practice.

5.4 The elements that works best in the MOD programme are the feeding scheme for the children; the dance aspect of the programme and then the baseball.

5.5 The worst/ least desirable parts/ practises of the MOD programme that requires urgent attention are the lack of interest shown by DCAS. They just send coaches but do not come and evaluate the performance of the coaches or to see the state of the facilities. They promised a lot but do not keep to them; The lack of communication between teachers and coaches; No transport and lack of space to practice for dance class.

5.6 The biggest benefit of the MOD programme at this school is that learners are getting fed after school because most come from poverty and there is also something for the learners to do after school. Keeping the learners off the street. Kensington is a very dangerous area due to gangsterism. Learners have the opportunity to enhance their talents; Learners gaining confidence; There is a free service for the learners.

5.7 The biggest hurdle/downsides of the MOD programme at this school are the coaches' attitude towards the school and learners. They believe they work separately from the school and do not have to provide feedback on how the learners are progressing; get the coaches on par with regards to coaching skills. They must also know what their roles are in regards to the school environment; the absence of adequate transport and lack of space to practice for dance class.

5.8 Recommendations to improve the MOD at this school include: Better coaches; More training for the coaches; Better facilities and equipment. School fields are full of thorns; Transport for those who stay far because they love to be take part but they transport comes they must leave; Improvement of the first aid kit. People from Atlantis provide them with the meals and there is no fruit in the snacks. Buy locally.

6.0 Targeted questions

6.1 School Head

The school join the MOD programme Mid 2010 and added Drama & Dance in 2013. DCAS came to the school and told the school that it was going to be part of the MOD programme. Still support it but things have to change. The children are the most important aspect and if they are not developing their skills, discipline etc. Then what is the point of having the programme at the school.

The biggest benefit/positive/improvement for the whole school since joining the MOD programme has been the school feeding scheme and the fact that there is an activity for the children to do after school, instead of going home after school and watching TV etc. It can be much more but currently has no sustainable social impact other than keeping the learners off the street till 16:00

6.2 Educator

No improvement. The lack of sporting variety has caused the deterioration of learner discipline. It could be better. Recommended changes include better training of coaches and more sporting codes should be made available to the learners to choose from.

6.3 Coaches

While the focus activities are Baseball and Dance & Drama the learners prefer to play soccer and cricket. The fact that there is insufficient baseball equipment and kits does not assist. They also need sound equipment for the Drama & Dance. The biggest benefit/positive/ improvement have been that the children have the opportunity to enhance their talents and to gain confidence. The school is affiliated to local sports club/association - Kenfac Fillies – 2010. Saxton Rovers (Soccer) – 2010; Kensington FC (soccer) – 2010.

The time allocation for the Programme is adequate Summer time is ok but in winter time, the weather hampers the programme. To improve the programme, provide adequate facilities, sufficient quality equipment and transport

Mod Centre Staff Skills Audit

	Current Skills	Training Required
8	Administration	Yes
9	First Aid	Yes

APPENDIX P. 11

METRO SCHOOLS: SUMMARY OF MOD CENTRE EVALUATION AT LEIDEN HIGH – 2014

SCHOOL:	Leiden HS	DISTRICT:	North
CONTACT PERSON/S:	Mr. Mteto		
DISTRICT REP	Mr. Maclons	TEL:	E-MAIL
TEL. NO. AT SCHOOL	(021) 954 2688	E-MAIL	admin@leidenhigh.wcape.schoo.za
ADDRESS :	c/o Leiden & Jan Dissels Ave, Delft		
Primary School High School	X	Number of learners at school:	1351
		Number of learners attending MOD:	±150
			Year MOD established:2010

	Name and surname	Tel. no.	Cell no.	E-mail address
Area Manager:	Alexis Mettler		084 981 2637	
Secretary:	Ms Meyer			
MOD Centre Co-ordinator:	Michaelangelo Abrhams		073 360 4156	
Coaches:	1. Darren Africa		074 418 4497	
	2. Yolokazi Mfanase		084 261 8832	
School Governing Body Chairperson	Mr. Mpangisana		083 474 0173	

1.0 Demographic profile

The learner population is 80% African and 20% Coloured (36% male and 64% female). The MOD centre has three coaches (2 Coloured males and 1 African female). The males have between 1 – 3 years experience and the female has over 6-years of experience.

2.0 External environment

The majority of learners come from a very poor background and that is why the school is a no fee school. The African Sponsor Fund also sponsors a few learners and there is a tutoring programme, extra classes and Telemathics programmes. Gangsterism plays a big role in the community and has a direct impact on the school and the learners. Substance abuse is also an aspect that plays a role on the learning environment.

3.0 Access to Facilities

	Type of Facility	Number	Condition
1	Open Space	1	Bad condition
2	Soccer Field	1	Bad condition
4	Basketball Court	1	Ok
5	Netball Court	1	OK
8	Volleyball Court	1	Using the netball court
12	School Hall	1	OK

4.0 Constraints or Challenges that face the Mod Centre

The equipment at the coaches' disposal is not adequate or sufficient for them to complete their mandate successfully. There is also a lack of coaches compared to the amount of learners that are currently in the program.

4.0 MOD programme status

- 3.1.** The understanding of the objectives at the school is to train learners in different codes. Keep them off the street after school. Keeping kids from getting involve in gangsterism and drugs; to develop the learners' abilities and to create opportunities for them in arts & culture.
- 3.2.** The school believes that the programme is achieving its objectives but there should be full integration between the MOD centre and the school and MOD coaches should be part of other activities too.
- 3.3.** The sporting component of the programme is working very well and is effective. Drama participation has also increased from 9 learners in 2013 to 35 learners in 2014.
- 3.4.** There are many things that need to be done to improve the programme. Firstly, the infrastructure; i.e. fields to play rugby and soccer on and some learners are interested in tennis but there are no tennis courts. The coaches always change, every time there is a new coach. The drama was brilliant and there is no dance coach. The program should be extended to other activities too. If there is after school sport practise then the MOD coaches should assist with it.
- 3.5.** The Nutritional program is by far the best part of the MOD Programme and more females are participating in basketball.
- 3.6.** MOD coaches should be part of school activities. The MOD coaches should report to the school's administration. No proper succession plans in place when coaches leave. More structured training. Outside kids attend the program and it confuses the teachers.
- 3.7.** The program has been growing tremendously. Coaches assist with LO classes. They also assist with the discipline of the learners, especially when a learner bank classes, then the coaches put that learner in the programme and monitor the behaviour of the learner.
- 3.8.** School security leaves the premises at 15h30 which leaves the school and the children vulnerable for outside elements that can have access the school and the MOD centre runs independently from the school.
- 3.9.** Focus sport must be based on the need of the school. A proper needs/sport analysis should be conducted in order to determine the focus sport. Basketball is a very expensive sport.

4.0 Targeted questions

4.1 School Head

When the MOD programme started in 2010, there were no extramural activities for the learners after school. The children became victims of the social conditions at home. Learners' behaviours have changed for the better. Learners are more positive about themselves. A group of dancers represented the school in a competition organized by DCAS.

4.2 Educator

The educators support the learners and encourage them to join the MOD programme but there should be cohesion between the MOD and the school. One learner was chosen to be part of a dancing cast during a show at the Baxter theatre. The MOD programme enhances the academic programme and the learners are more disciplined.

4.3 Coaches

The focus activity at the MOD Centre is basketball but this is not the appropriate activity for the school. The focus area of the programme at the school should be changed. There is also not a sufficient resource pool for the coaches to work with. The coaches need basketballs, props, paint and material for drama. Teachers are more involved with the programme and Gr. 12s are also now part of the programme and there are study groups available for them.

The coaches receive sufficient support from everyone involved at the school.

4.4 Mod Centre Staff Skills Audit

	Current Skills	Training Required
1	General Coaching	Yes
2	Referee	Yes for netball & basketball
3	Specialised Coaching	Yes
4	Dance	Yes
5	Music	Yes
6	Event Management	Yes
7	Life Skills /Aids Awareness	Yes
8	Administration	Yes
9	First Aid	Level 2 – 3

4.5 SCHOOL Governing Board

The SGB members were not available for an interview.

APPENDIX P. 12

METRO SCHOOLS: SUMMARY OF MOD CENTRE EVALUATION AT MONTAGU GIFT PRIMARY – 2014

SCHOOL:		Montagu Gift		DISTRICT:		Metro South	
CONTACT PERSON/S:		Mr R H GABRIEL					
DISTRICT REP		Andre Philander			TEL:		E-MAIL
TEL. NO. AT SCHOOL		021 705 6767		E-MAIL		admin@montequegiftps.wcape.school.co.za	
ADDRESS :		Tern Street Grassy Park					
Primary School	x	Number of learners at school:	515	Number of learners attending MOD:	180	Year MOD established: 2010	
High School							

	Name and surname	Tel. no.	Cell no.	E-mail address
Area Manager:	Andre Philander			
Secretary:	Tania Kemp			taniakemp@gmail.com
MOD Centre Co-ordinator:	HOD's Mr Fifer & Mr Elia			
Coaches:	1. Mr Campbell			
School Governing Body Chairperson	Belinda Hattingh Shane Japhta		School Body	

1.0 Demographic profile

The learner population is 100% Coloured. The MOD centre has five coaches (4 Coloured males and 1 Coloured Female). The focus activity is **Baseball**.

2.0 External environment

The majority of the learners come from poor homes so the school tries and do as much as possible for the learners. Peninsula School Feeding Scheme is provided and the school gets sponsorship from Rotary Norway for the neediest children. The school also offers bike riding classes and computer training. There is peer pressure when it comes to substance abuse and does affect the learning environment.

3.0 Access to Facilities

	Type of Facility	Number	Condition
1	Open Space	x	Well maintained
2	Soccer Field	x	Used by local club and community
3	Athletics Track	N	On open field
4	Basketball Court	N	To be set up soon
5	Netball Court	x	Restored in 2012
6	Tennis Court	x	Tennis Set
7	Cricket Field	x	Mini cricket Bakers sponsored
8	Volleyball Court	x	Outside
9	Rugby Field	N	Open field or Fairmont high

4.0 Constraints or Challenges that face the Mod Centre

The only constraint seems to be broken equipment that has not been fixed or replaced yet.

5.0 MOD programme status

- 5.1.** MOD keeps children occupied, offers needed food assists and takes care of children after school as most parents work. It also introduces children to new sports codes and develops them. It also promotes healthy living and exercise.
- 5.2.** The programme is achieving its objectives because it helps learners meet others and engage their peers. It also teaches them discipline and provides food to many that do not get any at home in the afternoon.
- 5.3.** To improve the MOD, there has to be better coordination between WCED and DCAS; introduce more structure to activities and competition; more coaches needed for the number of children and much more equipment needed as children improve.
- 5.4.** The benefits are that children are learning new skills and developing new friendships, getting to meet and play with each other across age and cultures.
- 5.5.** There has been a drop in absenteeism since the MOD programme began. The learners are more disciplined and are eager to be involved. The talented learners are developing their skills and the learners minds' are being stimulated.
- 5.6.** Parents do not take full advantage of what is on offer, so the school needs parents to buy in to the MOD.
- 5.7.** The only thing that should be changed about the programme is that it should be made part of the curriculum and more information should be given to educate parents about the MOD.

6.0 Targeted questions

6.1 School Head

The school joined the programme in 2010 because the Principal saw it as an opportunity for the children to learn new skills. The school approached DCAS and still supports the decision to join because the learners are much more disciplined and the community is behind the school and the MOD 100%.

6.2 Educator

The educators still support the MOD Programme and many teachers take children to the programme and assist with Physical Education and LO). The biggest benefit to the learners is that they develop new skills, are more disciplined and less shy. The only downside to the program is that some of the children are Muslim and go to Muslim school in the afternoons. It has built their self-esteem and builds camaraderie amongst the youngsters. The skills learnt at the MOD centre are applied at the sports clubs the learners belong to. There is not enough time for the MOD programme, the learners would like more time. There is a need to communicate more with parents as many are yet to see the benefit of the programme.

6.3 Coaches

The focus activity at the MOD centre is baseball and is complemented by soccer, netball, table tennis, volley ball and board games. The programme needs more equipment to cover all these sporting codes and to cover for all the learners participating. The learners have shown more respect and their attitudes have changed over time. The MOD centre is affiliated to Devonshire Rovers Baseball Club but the school does not really get support from the club but acts as a feeder of players to the club.

Mod Centre Staff Skills Audit

	Current Skills	Training Required
1	General Coaching	Need training
2	Referee	Experience needed
3	Specialised Coaching	Re-fresh
4	Dance	Need
5	Music	Need more instrument coaches
6	Event Management	Need skills
7	Life Skills /Aids Awareness	Limited experience
8	Administration	Only head coach received training
9	First Aid	No First Aid Kits

6.4 School Governing Body

The SGB is aware of the MOD Programme at the school. They receive constant feedback from the coaches and the school about the progress made in the programme. More equipment is needed which has been made aware to them from the coaches.

APPENDIX P. 12

METRO SCHOOLS: SUMMARY OF MOD CENTRE EVALUATION AT SENTINEL PRIMARY – 2014

SCHOOL:	Sentinel Primary School	DISTRICT:	Metro Central
CONTACT PERSON/S:	Malcolm Van Wyk		
DISTRICT REP	TEL: (021) 790 1560		E-MAIL
TEL. NO. AT SCHOOL	021 790 1560	E-MAIL	admin@sentinelps.wcape.school.za
ADDRESS :	Harbour Road, Hout Bay 7806		
Primary School High School	✓ Number of learners at school:	960	Number of learners attending MOD: 500 Year MOD established: 2009

	Name and surname	Tel. no.	Cell no.	E-mail address
Area Manager:	Bernice Thomas		071 676 5884	
Secretary:	C. Fisher	021 790 1560	079 222 5827	carefisher@gmail.com
MOD Centre Co-ordinator:	Malcolm Van Wyk		060 526 3797	
Coaches:	1. Cecil Abrahams		071 114 6582	
	2. Malcolm van Wyk		060 526 3797	
	3. Shannon Reed		073 474 7406	
School Governing Body Chairperson	Malcolm Van Wyk		060 526 3797	

1.0 Demographic profile

The learner demographic is split 95% Coloured and 5% African whereby 60% are male and 40% female. The coaching staff consists of seven fulltime coaches (Four male and three female) and they are all coloured. The schools focus activities are **Soccer and Dancing**.

2.0 External environment

90% of the learners come from a poor background and 10% come from a working class home. The school is a no fee school and DSD provides a feeding scheme in conjunction with the MOD Programme. There are no external challenges that hamper the learning environment.

3.0 Access to Facilities

	Type of Facility	Number	Condition
1	Open Space	2	Good

4.0 Constraints or Challenges that face the Mod Centre

The only and biggest challenge that the MOD Centre faces is that there is no sports fields.

5.0 MOD programme status

- 5.1.** The understanding of the objectives of the programme is it is there to give learners time to participate in extra mural activities and they get good, quality activities where meals are provided. DCAS notified the coaches on what the objectives are: To give the learners more discipline and confidence and to get the learners off the street.
- 5.2.** Everyone believes that the programme is achieving its intended objectives. The programme has shown the learners that they can better their lives and it has also improved their school work.
- 5.3.** Educators, coaches and learners work together as a unit. Coaches are reliable, accommodating and operate beyond the call of duty, taking the learners off the street and taking them away from poaching which is the biggest crime in the area and making sport fun for the learners.
- 5.4.** To improve the programme, coaches need to be fully employed (8 hours per day) and the Educators are to ensure that learners attend the programme. Develop inter schools competition - it's only the music where learners participate and compete with other schools. DSD provide food for the children (150 sandwiches) but this is inadequate as there are 260-300 children per day in the programme. They need more food and they need a proper turf because at the moment there is a tar surface.
- 5.5.** The whole programme works best because coaches assist learners with physical education and learners are participating in codes that they traditionally never played. The children love the focussed sport activity and singing.
- 5.6.** There is no decent sports ground, however plans are afoot to erect a new Astro-turf field. DCAS, in conjunction with educators, coaches and learner representatives, must sit together and discuss what best works for the school.
- 5.7.** There should be a more structured approach developed in terms of formatting and setting up teams without glitches that we are experiencing in terms of formatting and setting up teams without glitches that the MOD is experiencing.

6.0 Targeted questions

6.1 School Head

The school joined the programme in 2009 for learners to benefit by partaking in sports. Learner attitude has improved, the learners has responded well to programmes that are conducted at school and even the academic achievements has improved over the past few years

6.2 Educator

The educators support the programme because it was borne out of the need to provide a safe environment for the learners after school. However, there are no musical instruments for the learners that have signed up to the music classes. The activity plan has to be structured properly to accommodate and encourage other learners to join and participate. Playing fields is a major challenge due to space constraints.

6.3 Coaches

Soccer and General Sports and Dancing are the focus activities at the school. These are the most appropriate programmes for the school because the learners enjoy them. There are sufficient resources except for the facilities. Initially DCAS provided all the equipment but not much is left because they get damaged by the playing surfaces at the school. The coaches really need more soccer equipment. But the facilities are crucial i.e. Astro-turf to harness the talents of the learners. The MOD programme states that all activities must take place within the school. So outside sports fields cannot be utilised.

The biggest benefit of the MOD Programme is the skills development of the learners and gives the school and the community the opportunity to develop the talent in the area. The MOD Centre is affiliated to Hout Bay FC since 1979 and the club provides coaches to the MOD Centre.

The Programmes time allocation is sufficient but the learners want to stay longer. The MOD programme keeps the learners from 14:35 – 16:30 so that the parents do not blame MOD for deterioration of learners school work. There is no mention of opportunity for growth in DCAS and that demotivates the coaches but the coaches stay positive.

Mod Centre Staff Skills Audit

	Current Skills	Training Required
2	Referee	Yes

6.4 School Governing Body/Community

The SGB is aware of the MOD Programme. The head coach is also the chairperson of the SGB so the SGB gets constant feedback about the program.

APPENDIX P. 14

METRO SCHOOLS: SUMMARY OF MOD CENTRE EVALUATION AT SPES BONA HIGH – 2014

SCHOOL:		Spes Bona		DISTRICT:		Metro	
CONTACT PERSON/S:		Mr A. Solomon					
TEL. NO. AT SCHOOL		021 697 1100		E-MAIL		admin@spesbonahs,wcape.school.co.za	
ADDRESS :		Jan Smuts Dr Athlone					
Primary School	X	Number of learners at school:	755	Number of learners attending MOD:	70	Year MOD established: 2013	
High School							

	Name and surname	Tel. no.	Cell no.	E-mail address
Area Manager:	Brenda Petersen			
MOD Centre Co-ordinator:	Portia Petersen			
Coaches:	Aslynn Cloete		07377838256	
	Barique Losper			
	Dawood			
	Mzwandele Mphaphele			
	Bevan Hollander			
	Rudeyq Hassen			

1.0 Demographic profile

The learner population is 20% African and 80% Coloured. The MOD Centre has five coaches - four males (Three Coloured and One African) and one female (Coloured).

2.0 External environment

The learners come predominantly from working class homes and the school runs learner assistance programs that include: Tutor in Maths and Science; Life Science Coach; Go for Gold (Gr. 10-12) Maths and Science and there is a Bursary fund in place (R2000 PA)

There is a dagga problem within the school. Teenage pregnancies is an on-going challenge - (7 in 2013) and they all came from grade 9 & 10, which is very concerning.

3.0 Access to Facilities

	Type of Facility	Number	Condition
1	Open Space	1	1 closed no access
2	Soccer Field	1	Use as is - in poor condition
4	Basketball Court	Y	Closed off (not Tarred)
5	Netball Court	Y	Closed off (not tarred)
12	School Hall	Y	Used for Assembly and indoor exercises

4.0 Constraints or Challenges that face the Mod Centre

The facilities allocated for the MOD activities are too small and they are very inadequate. The school received a lot of equipment but not the appropriate equipment. No sound equipment for the dance classes

and no instruments for the music classes. Some of the coaches are too young and untrained, they cannot really be role models but there is lots of scope for growth.

5.0 MOD programme status

- 5.1.** The objectives of the Programme are understood to help develop young sports people to become competent and excel and to make sports visible at schools; to show learners how to spend their leisure time constructively. MOD is also seen as a way to create balance between academia and sports - a resource for the school to provide physical education/ culture and life orientation; It is there to keep young people off the street and keep them active between 3 – 5 pm when parents are not at home.
- 5.2.** Some of the schools stakeholders believe the programme is achieving its intended objectives but some do not. Some believe that it has a positive impact on assisting the school in (identifying) getting and harnessing talented young people at the school. Most of the learners have to leave at 15h00 because of transport, so the school needs to rearrange transport contracts so more children that need MOD can stay after school and have transport home. All stakeholders need to buy in to MOD, not only coaches.
- 5.3.** Communications skills of the learners have improved and they want to stay after class and participate.
- 5.4.** The programme needs more visible advocacy of more sporting codes to encourage more children to participate and needs more mainstream media attention. It also needs to become attractive to far more children than present (Expand the codes) and be built into the school programme /curriculum.
- 5.5.** The food provides a lot of value to hungry children, so if there is no food, the attendance is poor. It is of great assistance to the school whose teachers are under pressure 24/750 ratio, so the assistance the coaches provide is valued.

6.0 Targeted questions

6.1 School Head

The school joined the programme in 2013. It was invited and encouraged to support the programme as it promised to bring value to the school and learners. The Programme introduced sports to youngsters not previously exposed to it. It has a positive impact on the learners and they remain keen by staying after school which keeps them off the streets and out of mischief.

6.2 Educator

The educators support the programme because it motivates and encourages the learners to participate, particularly the troublesome ones. MOD attendees are more confident in class, communicate more willingly. The MOD Programme has only been positive but there is a need to get those that leave, because of transport, to also attend. It was instrumental in uniting the children's resolve after stabbing incident at the school last year (2013).

If anything can be changed then the MOD should be introduced into the school curriculum; more activities should be offered to attract more learners; introduce a drama coach because it will improve the English and Afrikaans language skills of learners.

6.3 Coaches

The current MOD activities at the school are Dance, Music, and Soccer & Chess. There is a need for more sports codes to attract more participants, activities such as Table Tennis, Rugby baseball will encourage more learners to participate.

There is enough equipment for the sport activities but not for dance and music. There is a very small space to conduct these activities. The sport equipment is of poor quality and therefore breaks easily. The equipment needed now is a sound system, music instruments, soccer poles, volleyballs and table tennis tables.

The Coaches believe the biggest benefit of the MOD programme is that it provides a place for children to be themselves, a place for them to express themselves and a place to make friends across the cultural divide.

Mod Centre Staff Skills Audit

	Current Skills	Training Required
1	General Coaching	y
3	Specialised Coaching	y
5	Music	y
6	Event Management	y
7	Life Skills /Aids Awareness	y
8	Administration	y
9	First Aid	y

APPENDIX P. 15

METRO SCHOOLS: SUMMARY OF MOD CENTRE EVALUATION AT TAFELSIG HIGH – 2014

SCHOOL:		Tafelsig High School		DISTRICT:		Metro South	
CONTACT PERSON/S:		Mrs. O'Shea					
TEL. NO. AT SCHOOL		021 397 6031		E-MAIL		tafelsighs@mweb.co.za	
ADDRESS :		58 Assegaaibos Street, Tafelsig, Mitchells Plain					
Primary School High School	x	Number of learners at school:	1298		Number of learners attending MOD:	535	Year MOD established: 2012

	Name and surname	Tel. no.	Cell no.	E-mail address
Area Manager:	Yoland Dempers	021 370 2099	072 268 0638	Yb.moolman@gmail.com
MOD Centre Co-ordinator:	Mr. Radebe		073 337 7782	tafelsighs@mweb.co.za
Coaches:	1. Mr. Radebe		073 337 7782	tafelsighs@mweb.co.za
	2. Mr. Mangali		083 757 1999	Ak10Mangali@gmail.com
	3. Ms. May	021 393 6569	082 573 2122	maydouman@gmail.com
School Governing Body Chairperson	Ms. A September		076 933 6691	tafelsighs@mweb.co.za

1.0 Demographic profile

The learner population is 15% African and 85% Coloured. The school has three coaches (2 African males and 1 Coloured female). The focus activities are **Basketball and Indigenous Games**.

2.0 External environment

The school is in a very poor community and is ravaged by gangsterism and substance abuse. The school assists learners within the WCED feeding scheme and Vegetable Garden.

3.0 Access to Facilities

	Type of Facility	Number	Condition
1	Open Space	4	Good
4	Basketball Court	2	Good
5	Netball Court	2	Good

4.0 Constraints or Challenges that face the Mod Centre

The school lacks proper equipment to conduct the MOD activities. Much of the equipment previously provided is now broken. School management believe they need more experienced coaches than those that have been contracted by DCAS.

5.0 MOD programme status

- 5.1. The understanding of the objectives of the school is that it is there to get the learners off the street after school, promote sport in school and to introduce them to sports that they are not familiar with.
- 5.2. The learners are not participating in the sports code that they want to and therefore don't show interest and because Basketball was unknown in this community before the MOD centre. The younger learners are enjoying the indigenous sports such as chess and table tennis.
- 5.3. Educators contend that the MOD is supposed to help with life orientation if the coaches are there on time. Principal does not get any feedback from the coaches – no reports or anything and has not seen any money that DCAS has spent on MOD Centre. According to the Principal, DCAS are not playing ball. They refuse to help with other sporting codes. He complains that DCAS chops and changes coaches. Complaints have been made to DCAS about the coaches, but no response has been received. He contends that the Head coach does not seem suitable for job.
- 5.4. The benefits of the MOD Programme are that the learners get to interact with learners from other schools, were introduced to a new sport (Basketball) and are doing very well in it.
- 5.5. If anything could be changed in the program, more sporting codes should be introduced into the program and try and get more of the learners interested in Basketball.

6.0 Targeted questions

6.1 School Head

The school joined the MOD Programme in 2012 because of the socio economic situation at the school. DCAS approached the school to join. The benefit is that learners are occupied after school, they are getting fit and they get something to eat. Parents know where their children are after school.

6.2 Coaches

The schools focus sport is Basketball and is complemented with chess and table tennis. Since basketball was introduced to the community the learners are improving. The programme is helping the children with their problems that they have at home. It also keeps them off the streets and away from drugs and gangsterism. The equipment provided is not enough, there are different size basketballs, uniforms and there are no first aid kits and knee pads. DCAS provided the hoops, kits and basketballs. The programmes time allocation is adequate but the gangsterism around the area sometimes affects the learners. The coaches would like to do community coaching clinics and to get the community more involved in basketball and the MOD centre.

Mod Centre Staff Skills Audit

	Current Skills	Training Required
2	Referee	Yes
7	Life Skills /Aids Awareness	Yes
8	Administration	Yes

6.3 School Governing Body - Not Available

APPENDIX P. 16

METRO SCHOOLS: SUMMARY OF MOD CENTRE EVALUATION AT WAVECREST PRIMARY – 2014

SCHOOL:	Wavecrest Primary School	DISTRICT:	Metro South
CONTACT PERSON/S:	Mr. Africa		
TEL. NO. AT SCHOOL	021 391 3232		wavecrestps@telkomsa.net
ADDRESS :	C/O Weltevreden and Spine Roads, Rocklands, Mitchells Plain		

	Name and surname	Tel. no.	Cell no.	E-mail address
Area Manager:	Yoland Tempers			
MOD Centre Co-ordinator:	Glynnis Cooper		072 445 8636	
Coaches:	1. Elgernon Van Wyk			
	2. Abongile Rani			
	3. Mark Powell			
School Governing Body Chairperson	Mr. E. Fields		072 552 6217	

1.0 Demographic profile

The MOD Centre has six coaches at the school comprising of five Coloured (three males and 2 males) and one African (male). The learner population is 85% Coloured and 15% African. The focus activity at the school is **Gymnastics** and is complimented with **General Sport** and **Culture and Dance**.

2.0 External environment

A fifth of the school population comes from a poor background and 80% comes from an average working-class home. The WCED provides a feeding scheme at the school for the learners. Gangsterism is very prevalent in the community and has a direct impact on the learning environment. Unemployment of the parents also leads back and affects the learning environment.

3.0 Access to Facilities

	Type of Facility	Number	Condition
1	Open Space	2	Fairly Good
2	Soccer Field	1	Fairly Good
9	Rugby Field	1	Fairly Good

4.0 Constraints or Challenges that face the Mod Centre

There is a lack of sporting equipment and this compromise the learners' activities. The equipment that is available is in disrepair. The facilities that are available are in a poor condition and cannot really be used to bring out the best of the learners abilities. Another constraint is the fact that most of the learners rely on school and public transport to get home from school. When the transport arrives they have to drop everything and make sure they get to their transport before it leaves without them.

5.0 MOD programme status

- 5.1. The understanding of the MOD programmes objectives is to get the community involved, getting learners off the streets and introducing them to new sports and sharpen their skills
- 5.2. The programme is achieving its intended objectives because 100% of the learners participate and the coaches are very enthusiastic and help wherever the school needs them to help out. The programme has also brought back a “PT” (Physical Training) aspect for the learners. Coaches are keeping to the mandate.
- 5.3. The coaches have gone beyond their duty to help the learners in other sporting codes and take a load off the teachers. The learner’s participation and the coaches are doing their part to enhance the learner’s skills.
- 5.4. Better facilities and equipment are needed to improve the programme and the teachers could work closely with the coaches and get the learners in certain programmes i.e. fitting in with the curriculum.
- 5.5. The least desirable aspects of the programme are that parents worry about their children because they come home late every day. So it dampens the children’s spirits a bit. The other is the large numbers of learners that the coaches have to deal with at one time. They sometimes cannot deal with the volume of learners.
More coaches are needed.
- 5.6. The biggest benefit of the programme is the mass participation of the learners. It provides cohesion on and off the sports field. The learners’ positivity and keeping the learners off the street is also benefits of the programme.

6.0 Targeted questions

6.1 School Head

The programme started at the school in 2013 because the principal thought that it would benefit the learners. The school was approached by DCAS because they heard that the school was very good in gymnastics. The principal still supports the decision to join because the coaches are assisting with the PT periods and the learners are more enthusiastic.

The biggest benefit of joining the programme is that the learners are exposed to all forms of sports codes and the learners are gaining more discipline.

6.2 Educator

The Educators work very well with the coaches. There has been a big improvement in the attitudes of the learners since joining the MOD Programme however sometimes the learners are unruly towards the coaches because there are too many learners per coach but there are more positives than negatives.

6.3 Coaches

Gymnastics the focus activity at the school and is complemented with a General Sport and Drama & Dance component as well. These are the most appropriate activities for the school because the learners like everything that they do and there is a very big attendance for all the activities.

The coaches use the equipment that the school has provided and are in desperate need of a boom box, gym mats, cricket equipment & Soccer Equipment.

The biggest benefit of the programme is that it provides a healthy lifestyle for the learners and a place to be after school instead of being in the streets.

Mod Centre Staff Skills Audit

	Current Skills	Training Required
4	Dance	Got the training but no accreditation
9	First Aid	Only Level 1

6.4 School Governing Body -

Not Available