



# Department of Performance Monitoring and Evaluation

## Report on the Assessment of Government Evaluations

Evaluation Title:	An Evaluation of Mass Participation, Opportunity and Access, Development and Growth (MOD) Centres
Evaluation Number:	440
Evaluation Completion Date:	30 June 2014
Period of Evaluation:	December 2013 - June 2014
Submitted:	14 October 2014 by Meagan Jooste
Approved:	14 October 2014 by Mike Leslie

## Evaluation Details

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Created:	11 August 2014 by Mike Leslie
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Period of Evaluation:	December 2013 - June 2014
Known Cost:	R 295,260.00
Known Cost Type:	Referenced
Initiated By:	Western Cape Government: Department of Cultural Affairs & Sport
Initiated By Internal:	Yes
Undertaken By:	Sakaza Communication
Undertaken By Internal:	No

## Assessors

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Meagan Jooste	meagan@pdg.co.za
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## Assessment Documents

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Document Name:	Document Type:	Added By:	Added On:
MOD Evaluation Final Report 2014 06 30.pdf	Evaluation report	Mike Leslie	11 August 2014
MOD Centres ToR.pdf	Terms of Reference (ToR) for the evaluation	Meagan Jooste	04 October 2014
Final SLA Mod Centres.doc	A letter of engagement or contractual agreement with the service provider	Meagan Jooste	04 October 2014
Field visit schedule(MOD).docx	Any other relevant documentation pertaining to the evaluation process	Meagan Jooste	04 October 2014
MOD Standard Operating Procedures.pdf	Any other relevant documentation pertaining to the evaluation process	Meagan Jooste	04 October 2014
Introductory letter.docx	Any other relevant documentation pertaining to the evaluation process	Meagan Jooste	04 October 2014
Assessment Report at Moderation.pdf	Assessment Report at Moderation	Mike Leslie	14 October 2014

## Quality Assessment Summary

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The overall score of this evaluation has been rated at 3.02 out of 5 on the Likert-type scale applied to assess the quality of government evaluations. This rating implies that the evaluation is of a satisfactory quality. In itself the evaluation was primarily focused on understanding the current state of the MOD Centre's programme's implementation in the province and where there are opportunities for its enhanced efficiency. A key component of the evaluation was the extensive engagement with beneficiaries of the programme as well as amongst key parties responsible for the implementation of the programme (including the provincial DCAS, Departments of Education and Social Development). This factor contributed to the highest overarching consideration score of 3.66 being assigned to the evaluation's 'partnership approach'. In addition, the evaluator made notable effort to include departmental personnel in the process of compiling questionnaires, participating in the fieldwork process and in understanding the process of translating the feedback from stakeholders into overarching results. All parties interviewed for this assessment viewed this as vital to the knowledge transfer of the project and as such, this assessment assigned the next highest overarching consideration scores of 3.22 and 3.08 to 'coordination and alignment' and 'capacity development' respectively. This quality assessment found that the main body of the evaluation report itself could do with some improvement in its readability or 'accessibility of content'. In particular, while it presents a breadth of valuable information, it is not presented in a way which is easy to follow which makes it hard for the reader to navigate. Further, there is significant usage of tables and figures but these are either poorly constructed or not clear to comprehend. The significant use of images in the report also distracts from the key messages, particularly where these are not labelled as relevant to the key points being made. This factor contributed to the report phase of the evaluation being scored lowest at 2.57. The absence of an external peer reviewer to oversee the evaluation also contributed to a low score (2.50) in terms of the 'evaluation ethics' overarching consideration. Overall, the parties interviewed for this assessment viewed it as important in garnering an independent perspective of the strengths, weaknesses and opportunities for enhanced improvement in the MOD Centre programme. This assessment supports the view held by these parties that the evaluation was of a satisfactory quality and despite a limited budget allocation, provides an important compilation of a sample of primary data on the implementation of the MOD Centre's programme in the province.

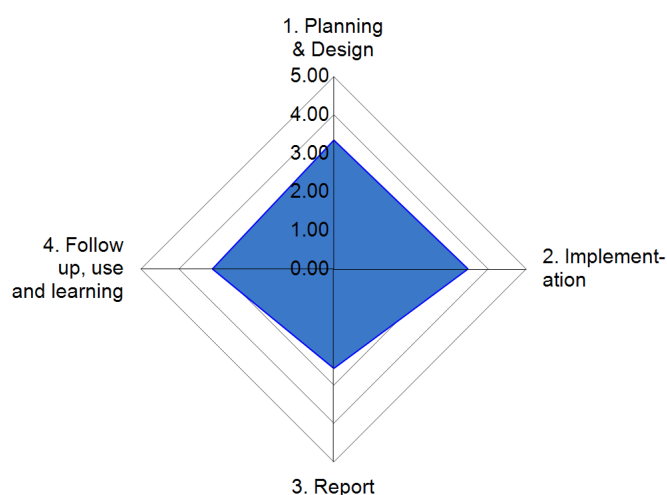
## Quality Assessment Scores

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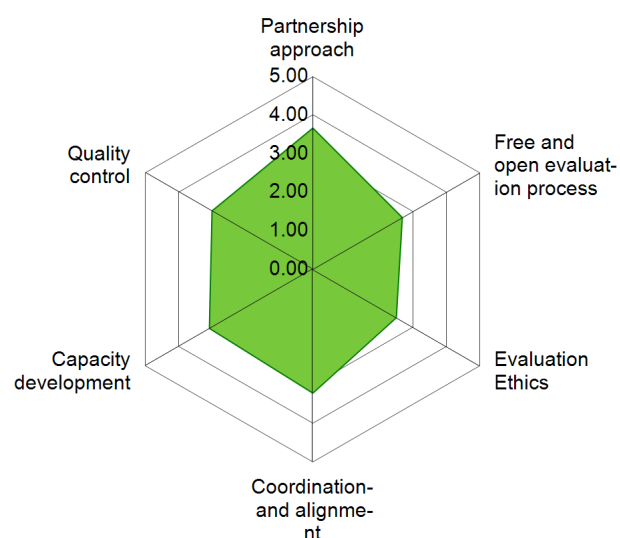
Phase of Evaluation	Score
1. Planning & Design	3.34
2. Implementation	3.49
3. Report	2.57
4. Follow-up, use and learning	3.14
<b>Total</b>	<b>3.02</b>

Overarching Consideration	Score
Partnership approach	3.66
Free and open evaluation process	2.69
Evaluation Ethics	2.50
Coordination and alignment	3.22
Capacity development	3.08
Quality control	3.01
<b>Total</b>	<b>3.02</b>

Scores: Phases of Evaluation



Scores: Overarching Considerations



Phase of Evaluation	Area of Evaluation	Score
1. Planning & Design	1.1. Quality of the TOR	3.88
1. Planning & Design	1.2. Adequacy of resourcing	2.55
1. Planning & Design	1.3. Alignment to policy context and background literature	3.00
1. Planning & Design	1.4. Appropriateness of the evaluation design and methodology	3.28
1. Planning & Design	1.5. Project management (Planning phase)	3.00
2. Implementation	2.1. Evaluation ethics and independence	3.64
2. Implementation	2.2. Participation and M&E skills development	3.00
2. Implementation	2.3. Methodological integrity	3.60
2. Implementation	2.4. Project management (Implementation phase)	4.00
3. Report	3.1. Completeness of reporting structure	2.79
3. Report	3.2. Accessibility of content	2.00
3. Report	3.3. Robustness of findings	2.77
3. Report	3.4. Strength of conclusions	2.43
3. Report	3.5. Suitability of recommendations	3.38
3. Report	3.6. Consideration of reporting risks and ethical implications	1.77
3. Report	3.7. Project management (Reporting phase)	3.00
4. Follow-up, use and learning	4.1. Resource utilisation	3.00
4. Follow-up, use and learning	4.2. Evaluation use	3.18
<b>Total</b>	<b>Total</b>	<b>3.02</b>

# 1. Planning & Design

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## 1.1. Quality of the TOR

Standard:	1.1.1. The evaluation was guided by a well-structured and complete TOR or a well-structured and complete internal evaluation proposal
Comment and Analysis:	The Terms of Reference (ToR) provides a clear context to the evaluation and succinctly outlines the purpose, focus and intended plan of execution of the evaluation. The evaluation was thus guided by a well-structured and complete ToR of a good standard.
Rating:	4
Standard:	1.1.2. The purpose of the evaluation stated in the TOR (or an internal evaluation proposal) was clear and explicit
Comment and Analysis:	The purpose of the evaluation is explicitly set out to be "...to assess whether the MOD [Mass Participation; Opportunity and Access; Development and Growth] Programme is being implemented as envisaged..." to align to the intended objectives of the programme itself. Further to this, there is good reasoning given to the need for the evaluation to be done notably that, there is a need to establish models of best practice in the implementation of MOD Centres.
Rating:	4
Standard:	1.1.3. The evaluation questions in the TOR (or an internal evaluation proposal) were clearly stated and appropriate for addressing the evaluation purpose
Comment and Analysis:	The evaluation questions in the TOR are clearly stated and were focused on understanding the aspects of the programme which are working particularly well (and can be replicated) relative to those which require improvement. More specifically they are listed as: 1. Is the programme achieving its intended objectives? If so, how? and if not, why not?; 2. What components of the programme are working in the desired way?; 3. What, if any, programme adjustments need to be made to improve on performance?; 4. What are the best practices that can or should be replicated to improve programme performance; and, 5. How should monitoring and evaluation best be part of the implementation process? Given that the evaluation was set out to be a formative one, to understand the successful and challenging aspects of the programme, it is viewed that these evaluation questions address the evaluation purpose well.
Rating:	4
Standard:	1.1.4. The approach and type of evaluation was suited to the purpose and scope of the evaluation TOR (or an internal evaluation proposal)
Comment and Analysis:	The evaluation design (formative) and research methodology outlined in the ToR was well suited to the purpose and scope of the evaluation as it entailed a combination of collecting primary and secondary quantitative and qualitative information on the programme so as to primarily: 1. understand the current operations of the programme and, 2. why certain aspects are working well and yet others are potentially not.
Rating:	4

Standard:	1.1.5. The TOR (or an internal evaluation proposal) identified the intended users of the evaluation and their information needs
Comment and Analysis:	In section 3.3 of the ToR, the stakeholders of the evaluation are outlined and include Western Cape departments of: the Premier, Cultural Affairs and Sport, Education, Social Development, Transport and Public Works, Health and Community Safety. In addition, Non-Governmental Organizations are identified as key stakeholders with interest to the evaluation. The information needs of these stakeholders is however not explicitly outlined in the ToR.
Rating:	3
Standard:	1.1.6. Key stakeholders were involved in the scoping of the TOR and choosing the purpose of the evaluation
Comment and Analysis:	The scoping of the ToR was primarily completed by the Monitoring and Evaluation (M&E) division of the Sports Development Directorate of the Western Cape Government: Department of Cultural Affairs and Sport. The M&E division engaged extensively with Programme Managers from the Sports Development Directorate (specifically those in Strategic Operational Management Support). These engagements were key to ensuring the scope of the evaluation aligned to its intended purpose.
Rating:	4

## 1.2. Adequacy of resourcing

Standard:	1.2.1. The evaluation was adequately resourced in terms of time allocated
Comment and Analysis:	The evaluation began in December 2013 but as this was exam time at schools, the evaluation fieldwork component could only be set to begin in February 2014. However, in the interim, much of the desktop research and compilation of pilot questionnaires was completed to ensure that fieldwork could proceed smoothly in February. While the final draft report was completed by the end of March 2014, it underwent amendments until a final project close out at the end of June 2014. In general, parties engaged felt that adequate resources were allocated in terms of time.
Rating:	3
Standard:	1.2.2. The evaluation was adequately resourced in terms of original budget
Comment and Analysis:	The department is currently constrained in its funding resources for evaluation and for this evaluation there was a slight shortfall reported. While the evaluator's team were able to use previous expertise from previous or other evaluations simultaneously being completed on schools in the province to help contain costs, there was a notable budget overrun. The limited budget may well have led to the limited 'accessibility of writing' to the report. This evidences that the evaluation was inadequately resourced in terms of the original budget.
Rating:	1

Standard: 1.2.3. The evaluation was adequately resourced in terms of staffing and skills sets

Comment and Analysis: The evaluation team was well resourced in terms of staffing and skills sets both in terms of evaluations expertise and familiarity with school programmes in the province. In addition, the departmental team supporting the evaluator's team were sufficiently versed in the implementation of the programme to be able to provide strategic insight to the evaluator's team in the planning of the fieldwork.

Rating: 4

Standard: 1.2.4. Where appropriate, the evaluation planned to incorporate an element of capacity building of partners/staff responsible for the evaluand

Comment and Analysis: The evaluation was set out to incorporate the capacity building of parties responsible for the management and implementation of the programme. These parties would form part of the development of questionnaires, review of documents and participation in the fieldwork component of the research.

Rating: 3

### 1.3. Alignment to policy context and background literature

Standard: 1.3.1. There was evidence that a review of the relevant policy and programme environments had been conducted and used in planning the research

Comment and Analysis: Parties engaged for this assessment reported that the Sports Development Directorate had completed a similar pre-emptive internal assessment of the MOD Centres Programme to understand what aspects of the programme were working well or not so well. It is understood that this study focused on identifying where the programme was falling short of its objectives as well as where there were areas for improvement in it, rather than unpacking the policy context to the programme. This pre-emptive study informed the directorates inputs to the scoping of the external evaluation.

Rating: 3

Standard: 1.3.2. There was evidence of a review of appropriate literature having been conducted and used in planning the research

Comment and Analysis: From engagements with parties for this assessment, it is understood that, through the pre-emptive internal assessment completed by the Sports Development Directorate, a basic literature review was compiled to inform the MOD Centres evaluation and was used in the planning of this research. In practice, this was enacted by a collaborative effort between the M&E division and Sports Development Directorate in the development of the ToR for this study.

Rating: 3

## 1.4. Appropriateness of the evaluation design and methodology

Standard:	1.4.1. There was explicit reference to the intervention logic or the theory of change of the evaluand in the planning of the evaluation
Comment and Analysis:	No explicit reference to the intervention logic is documented in the ToR which was the primary planning documentation availed for this quality assessment. At the least, there is an indirect reference made to it as the ToR outlines the rationale to the evaluation as being on establishing the way in which the programme is implemented, whether it is achieving its intended objectives and outcomes and how it might be improved and sustained.
Rating:	2
Standard:	1.4.2. Key stakeholders were consulted on the design and methodology of the evaluation
Comment and Analysis:	Key stakeholders from the Sports Development Directorate of the DCAS were extensively consulted on the design and methodology of the evaluation. In addition, in the scoping of the methodology, the Western Cape Government: Department's of Education and Social Development were consulted to ensure the fieldwork component complied with ethical standards in engaging with learners at the various schools. Key stakeholders were thus meaningfully engaged on the design and methodology of the evaluation.
Rating:	4
Standard:	1.4.3. The planned methodology was appropriate to the questions being asked
Comment and Analysis:	The planned methodology of completing a combined quantitative and qualitative data collection exercise, was appropriate for addressing the questions of this study as they relate to unpacking the nature of its implementation to date, where there are any challenges and/or opportunities for enhanced efficiencies. The planned methodology was thus well suited to the questions asked.
Rating:	4
Standard:	1.4.4. Sampling was appropriate and adequate given focus and purpose of evaluation
Comment and Analysis:	A representative sample of 26 MOD Centres across rural and urban school districts in the province were consulted for the evaluation. All stakeholders interviewed for this quality assessment viewed this as an appropriate sample given the focus and purpose of the evaluation.
Rating:	3
Standard:	1.4.5. There was a planned process for using the findings of the evaluation
Comment and Analysis:	The ToR itself does not outline a specific planned process for using the findings of the evaluation. However, parties interviewed for this assessment indicated that, because the MOD Centres programme was identified as a 'flagship' programme of the Western Cape Government in early 2013, there was a demand for the evaluation to identify replicable aspects for other MOD Centres in the province. The planned process for using the findings of the evaluation was thus to inform the identification of models of best practice to ensure that the programme functions optimally.
Rating:	3



1.5. Project management (Planning phase)

Standard:	1.5.1. The inception phase was used to develop a common agreement on how the evaluation would be implemented
Comment and Analysis:	The inception phase was adequately used to agree upon the approach, methodology and target audience for the fieldwork of the study and the general approach to the evaluation's implementation.
Rating:	3

## 2. Implementation

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### 2.1. Evaluation ethics and independence

Standard: 2.1.1. Where data was gathered in contexts where ethical sensitivity is high, appropriate clearance was achieved through an ethics review board; e.g. in evaluation involving minors, institutions where access usually requires ethical or bureaucratic clearance, and situations where assurances of confidentiality was offered to participants

Comment and Analysis: Given that much of the engagement process entailed engaging with school-aged children, ethical considerations were taken seriously and the provincial Department of Education was consulted to ensure that the evaluator's team had clearance to engage with learners. In fact, in approaching schools an introductory letter was jointly issued by the Monitoring and Evaluation Component of DCAS and the Department of Education to inform schools of Sakaza Communication's role in the evaluation. This letter was issued to all Area Managers, Principals, Educators, MOD Centre Coordinators & Coaches at the selected schools with the expectation that this would be communicated to relevant parental governing bodies. It is thus understood that formal approval was obtained from the Department of Education for the evaluation to be conducted at the sampled schools. In all focus group engagements which the team had with learners, one teacher (adult) from the school had to be present to ensure the protection of learners. This teacher would of course be an adult other than the coach so as to give the learners the comfort to express their views regarding the coaches, freely.

Rating: 3

Standard: 2.1.2. Where external, the evaluation team was able to work freely without significant interference

Comment and Analysis: The evaluation team was external (Sakaza Communications) and reported feeling absolute freedom to conduct the evaluation. Notably the evaluation team indicated that there was complete independence felt in conducting the assessment. As such the evaluation team were able to work freely without interference.

Rating: 4

Standard: 2.1.3. The evaluation team was impartial and there was no evidence of conflict of interest

Comment and Analysis: The evaluation team reported that they were completely impartial and had no conflict of interest in conducting the evaluation. More specifically, they do not perform any role in the implementation of the MOD Centres Programme.

Rating: 4

## 2.2. Participation and M&E skills development

Standard:	2.2.1. Key stakeholders were consulted through a formalised mechanism or institutional arrangement
Comment and Analysis:	The evaluation team regularly engaged with the main representatives from the Sports Development Directorate and the DCAS Sub-Directorate Monitoring and Evaluation through meetings, email and telephonic communication. This was particularly important to overcome challenges in accessing certain stakeholders for example, district managers, as the department was able to step in on a case-by-case basis to ensure the team could complete its fieldwork adequately. Key stakeholders were thus well consulted regularly through formalised mechanisms.
Rating:	4
Standard:	2.2.2. Where appropriate, an element of capacity building of partners responsible for the evaluand was incorporated into the evaluation process
Comment and Analysis:	Representatives from the DCAS accompanied Sakaza Communication to a selection of the sampled schools to facilitate knowledge transfer in the fieldwork component of the study. The department tried to be present across a representative sample (affluent versus non-affluent) of the 26 schools approached, to ensure a holistic view was garnered. In addition, Sakaza involved the departmental representatives in the compilation of questionnaires and after the fieldwork, they organized a formal meeting/workshop at Sakaza's offices to talk the department (including 3 representatives from M&E and 3 representatives from Knowledge Management) through the way in which information was captured, analysed, interpreted and translated into the final report. Effort was also exerted to communicate to the department the nuances of the study including the underlying influences and triggers so that the department can, in future undertake such evaluations internally. Capacity-building of the partners responsible for the evaluand thus occurred as intended.
Rating:	4
Standard:	2.2.3. Where appropriate, the evaluation team incorporated an element of skills development amongst the evaluators (e.g. students, interns, recent graduates, etc)
Comment and Analysis:	The evaluator reported that personnel new to the organization were given the opportunity to gain skills in evaluation practice as well as fieldwork implementation, through this evaluation. While there was not a formal process underpinning this, there was thus said to be a degree of knowledge transfer from senior evaluation team members to new junior staff.
Rating:	2
Standard:	2.2.4. Peer review of the agreed evaluation design and methodology occurred prior to undertaking data collection
Comment and Analysis:	There was no evidence that peer review by an external evaluation professional occurred prior to data collection being undertaken. One view was held that it would have been difficult to identify an external evaluation professional with knowledge of the school sports sphere in the province and that with knowledge of the MOD Centres programme as it is fairly new (began in 2010).
Rating:	1

## 2.3. Methodological integrity

Standard: 2.3.1. The methods employed in the process of the evaluation were consistent with those planned

Comment and Analysis: In general, the methods employed in the process of the evaluation were consistent with those planned. Where necessary, some adaptations had to be made on a case-by-case basis depending on the availability of stakeholders. For example: i. some schools only permitted interviews in hours outside the times which the evaluation team were present in the school's locality, ii. some school principals were more approachable and accommodating than others and, iii. some questionnaire adaptations had to be made to deal with the difference in age and cognitive capacity of learners at primary versus high schools. All in all, these adaptations were minor and ensured coverage of the necessary schools and the collation of appropriate and clear information through the fieldwork process.

Rating: 4

Standard: 2.3.2. A pilot of data collection instrumentation occurred prior to undertaking data collection

Comment and Analysis: A pilot of the data collection instrumentation was completed over a week period at four schools before formal introductory letters were sent to the 26 sampled schools. The pilot included a mix of different school environments (affluent versus non-affluent), and facilitated the testing of the questionnaire in a variety of school settings. Based on this pilot, the department and the evaluation team then adjusted the questionnaires to enhance its appropriateness before engaging any other schools.

Rating: 4

Standard: 2.3.3. Data collection was not compromised by fieldwork-level problems or unplanned diversions from original intentions

Comment and Analysis: The only adaptation made to the fieldwork process was the postponement of its implementation. The reason was that the study was commissioned in December 2013, which coincides with the end of the school year and examination time. As such, fieldwork was held out until the new year in order to approach schools at a time more suitable to them availing coaches, learners and other key stakeholders to engaging with the evaluation time. In some instances the evaluation team had interviews set up but the interviewees did not show up and in these cases the department stepped in to support the evaluation team in accessing such key parties. In yet other cases, the evaluation team did encounter challenges in engaging Parent Teacher Associations and ultimately two of the initially targeted 28 schools could not be engaged due to misinformation. However, overall these obstacles did not notably compromise the data collection process.

Rating: 3

Standard:	2.3.4. Forms of data gathering were appropriate given the scope of evaluation
Comment and Analysis:	The main forms of data gathering done for the evaluation included a desktop review of available information about the MOD Centres Programme, including standard operating procedures, annual reports, and other documents forthcoming from the department to the evaluation team. In addition, as limited secondary information on the status of the outlay of the programme was available, the fieldwork component of this study was key to collating primary data on the sample of schools engaged. Such primary information collection included understanding the status of school sports infrastructure and garnering views on experiences with the programme to date. Given that the scope of the evaluation was to gather insight to how the programme is being implemented and where there are areas for enhanced efficiencies, the nature of data gathering was in general, appropriately done.
Rating:	3
Standard:	2.3.5. The data analysis approach and methods were appropriate and sufficient given the purposes of the evaluation
Comment and Analysis:	The main methods of data analysis employed were: i. a review of available literature on the programme and, ii. the screening of stakeholder feedback which had been captured in the form of summary notes in response to the questionnaire sub-section queries (which are provided as annexures to the main report). The latter task was done to identify common and alternative views on the programme and to find ways of categorising perspectives into some key themes and to collate quantitative information on the state of learner participation, etc. in the programme. This helped formulate the information into a format appropriate to understanding whether the MOD Programme was being implemented as envisaged and in accordance with its intended objectives (i.e. the purpose of the evaluation). This approach was thus fairly well suited to the purpose of the evaluation.
Rating:	3
Standard:	2.3.6. Key stakeholders were significantly engaged as part of the methodology
Comment and Analysis:	Key stakeholders were significantly engaged as part of the evaluation methodology. These included, but were not limited to: 1. school specific parties (principals, teaching staff, coaches, members of governing bodies, DCAS Area Managers), 2. local sports bodies, federations and community-based organizations, 3. learners participating in the MOD Centres Programme and those who do not and, 4. members of the public, parents and members of school bodies. One party interviewed for this quality assessment indicated that more effort could have been made to engage with Area Managers more extensively and earlier on in the study as they represent the party 'policing' the programme. In general though, it is viewed that key parties were well-engaged as part of the methodology.
Rating:	4

Standard:	2.3.7. The methodology included engaging beneficiaries appropriately as a key source of data and information
Comment and Analysis:	The methodology for the evaluation was particularly well-suited to understanding why certain learners participate in the programme (the main beneficiaries) and yet others do not. In particular, focus groups were held with a selection of general school population at the sampled schools and focus groups were held with a selection of the school population attending/participating in the MOD Centres programme. This allowed for a control versus experiment type assessment of learner participation and the reasoning for their involvement or lack thereof, in the programme. The methodology thus involved meaningfully engaging programme beneficiaries in the collation of primary information.
Rating:	4

## 2.4. Project management (Implementation phase)

Standard:	2.4.1. The evaluation was conducted without significant shifts to scheduled project milestones and timeframes
Comment and Analysis:	The evaluation experienced a slight delay at the inception phase due to a Supply Chain Management delay in finalising the contract. The evaluation team were however still able to meet the intended milestones and timeframes appropriately.
Rating:	4

## 3. Report

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### 3.1. Completeness of reporting structure

Standard:	3.1.1. Executive summary captures key components of the report appropriately
Comment and Analysis:	The executive summary provides an introductory context to the evaluation, identifies the concerns or issues raised through the fieldwork process and highlights the recommendations for enhanced efficiency in the implementation of the programme. The executive summary thus captures key components of the report appropriately.
Rating:	4
Standard:	3.1.2. The context of the development intervention is explicit and presented as relevant to the evaluation
Comment and Analysis:	The development intervention under review in this evaluation is that of the MOD Centres programme. Within the introductory/background section of the evaluation report, there is an overview provided of the programme for readers to comprehend its key characteristics, role-players and at a high level, its evolution since inception.
Rating:	3
Standard:	3.1.3. There is a clear rationale for the evaluation questions
Comment and Analysis:	The rationale for the evaluation questions is specified as "To validate this investment of resources [in MOD Centres] and guide the advancement of the MOD programme, DCAS has commissioned an evaluation of the programme...". The rationale is thus clearly outlined to the reader.
Rating:	3
Standard:	3.1.4. The scope or focus of the evaluation is apparent in the report
Comment and Analysis:	The scope and focus of the evaluation is outlined in the methodology section of the report, to be "...a formal evaluation of a selected sample of 26 MOD Centres located in the Metropolitan school districts of greater Cape Town [16 MOD Centres] and in the five Districts of the Western Cape (Cape Winelands, Eden, Karoo, West Coast and the Overberg) [10 MOD Centres]..." and is thus apparent in the report.
Rating:	3

Standard:	3.1.5. A detailed methodology is outlined in the relevant section of the report to the point that a reader can understand the data collection, analysis and interpretation approaches used
Comment and Analysis:	The methodology underpinning the study is outlined in section 3. It only however discusses the nature of the desktop document review and fieldwork processes. While the appendices to the report provide school by school feedback details, there is insufficient detail in the report for the reader to understand how the analysis of the results was completed. For example, it would have helped if the reader could be guided through the steps by which the evaluator meaningfully collated fieldwork results to provide overarching results/categories of feedback.
Rating:	2
Standard:	3.1.6. Acknowledgement of limitations of all aspects of the methodology and findings are clearly and succinctly articulated
Comment and Analysis:	The report highlights some of the constraints the evaluation team experienced in accessing certain schools and certain stakeholders (such as the public, parents and members of school bodies who were harder to access during the usual fieldwork school visitation times). In the report appendices O and P there is also acknowledgement of the limits to accessing certain stakeholders (like principals at certain schools). It would have been useful had these been documented more explicitly within for example, the methodology section of the report. It would have also been useful to see mention of the constraints to interpreting the results of this evaluation (which reflects the outcomes from only 26 of the 187 MOD Centres) as representative of all MOD Centres.
Rating:	2
Standard:	3.1.7. Key findings are presented in a clear way; they are made distinct from uncertain or speculative findings; and unused data is not presented in the body of the report
Comment and Analysis:	The studies key findings are presented as distinct from any speculative findings but there was instances in the report where it was hard for the reader to comprehend the correlation between interpretive text and tables/figures as these were not clearly linked/labelled.
Rating:	2
Standard:	3.1.8. Conclusions and recommendations are clear and succinctly articulated
Comment and Analysis:	The conclusions and recommendations of the study are neatly and clearly outlined in dedicated sections of the report.
Rating:	4



## 3.2. Accessibility of content

Standard:	3.2.1. The final evaluation report is user-friendly, written in accessible language and its content follows a clear logic
Comment and Analysis:	The final evaluation report is not particularly user-friendly. While it presents a compilation of a valuable breadth of information, it is not presented in a way which is easy to follow which makes it hard for the reader to navigate. The executive summary, introduction (sections 1-3), conclusion and recommendation sections of the report are exceptions to this but the structure of the main body of the report does not follow a clear logic. In general, the main body of the report presents a lot of different pieces of information but is not drawn together neatly for the reader to easily follow. One suggestion would be to have summary sections at the end of each part of the main body of the report so as to guide the reader into the next section.
Rating:	2
Standard:	3.2.2. Quality of writing and presentation is adequate for publication including: adequate layout and consistent formatting; complete sentences and no widespread grammatical or typographical errors; consistency of style and writing conventions (e.g. tense, perspective (first person, third person); levels of formality; references complete and consistent with cited references in reference list and vice versa; etc.
Comment and Analysis:	There are some minor language and grammatical errors in the report however, the structure of the main report body is not particularly easy to follow and the presentation of results could be much improved. While there is consistency in the presentation of information, the flow of the main body of the report could do with improvement. There is a wealth of useful information contained therein but potentially too much use of sub-headings/sub-sections. One suggestion would be to collapse some of the subsections to improve the flow of the document.
Rating:	2
Standard:	3.2.3. Appropriate conventions are used in presentation of data (e.g. use of appropriate statistical language; reporting of p-values where appropriate; not reporting statistically insignificant findings as significant; clarifying disaggregation categories in constructing percentages; not using quantitative language in reporting qualitative data, etc.)
Comment and Analysis:	The quantitative and qualitative information from the fieldwork was presented in the form of tables, figures and in-text discursive. As was stated in relation to the quality of the report, the presentation of the feedback could have been presented in a more tangible manner had it been consolidated into themes rather than disaggregated on a question by question basis. The quantitative information could have been presented in a more useful fashion too. There are instances where proportions in tables do not sum to 100% which makes it hard to understand the comparability of the results. It would be helpful had these proportions/perceptions not been compared to each other, or the reader been introduced more explicitly to the logic of those tables.
Rating:	2

Standard:	3.2.4. The use of figures and tables is such that it supports communication and comprehension of results; and data reported in figures and tables are readily discernible and useful to a reader familiar with data presentation conventions
Comment and Analysis:	There is significant usage of tables and figures but these are very poorly constructed and not clear to comprehend. While in some cases the use of pictures provide a useful illustration of the issues (such as for example, for sports facilities such as torn nets, etc.), it often feels like a 'space filler' and distracts the reader from the key content of the report. None of the tables and figures are labelled with captions which again makes it a challenge to understand it and often the information provided in graphics could be more impact-ful if more logically compiled. As an example, the first figure on page 11 (type of school versus schools) could be more succinctly presented in the form of a stacked bar chart, similarly for the last figure on page 13. It would have been helpful had the quantitative information been more effectively correlated so as to identify where the issues lie. As an example, it would have been useful to understand how the observed results vary across rural versus urban schools. This could elude to some of the challenges distinct to metro or rural schools and provide the DCAS with guidance on a more targeted approach to improving the programme's implementation.
Rating:	2

### 3.3. Robustness of findings

Standard:	3.3.1. Data analysis appears to have been well executed
Comment and Analysis:	The data analysis of the evaluation appears to have comprised the summation of key findings from the interview process. For example, it reflects upon the mix of popular activities like music, soccer, netball, etc., which learners undertake. The one confusing element at times in the presentation of such information in the report is that often table proportions do not add up to 100% and so it is not clear why such feedback was being contrasted against one another if stakeholders were not necessarily asked to compare their views. An example of this is the table in section 7.5.1 where, in totality, the proportions add up to 165%.
Rating:	2
Standard:	3.3.2. Findings are supported by available evidence
Comment and Analysis:	The key findings and summarised results are a direct reflection of the feedback the evaluation team received from interviewees. It is thus well supported by the evidence available through this primary data collection exercise.
Rating:	3

Standard:	3.3.3. The evidence gathered is sufficiently and appropriately analysed to support the argument
Comment and Analysis:	Much of the evidence collected and presented in the report provides the reader with a fairly detailed insight to the demographics of programme participants, views on the success factors of the programme as well as the perceived areas for improvement therein. This evidence appears to have been fairly well analysed however, could have been better presented in the report. One suggestion might be to reduce the extent of sub-headings in the report and aggregate the overarching views held, into a format which is easier to comprehend. This could help make the key conclusions and recommendations even more convincing.
Rating:	2
Standard:	3.3.4. There is appropriate recognition of the possibility of alternative interpretations
Comment and Analysis:	The report makes good mention of alternative perspectives on the programme and has, in so doing, highlighted where there are diverging perspectives in the implementation of it. These alternative interpretations are presented in a concise way without distracting the reader from the other key findings.
Rating:	4
Standard:	3.3.5. The report appears free of significant methodological and analytic flaws
Comment and Analysis:	The report does not appear to present any notable methodological and/analytical flaws. One particularly valuable component to the appendices is the full record of questionnaires, overarching feedback by school engaged as well as across all schools. This helps as a point of reference for the reader to the main bodies presentation of results.
Rating:	3
Standard:	3.3.6. Relevant limitations of the evaluation are noted
Comment and Analysis:	The report does make mention at least two key limitations to the evaluation. The first being that while 28 schools were targeted for the sample interviews, only 26 could be engaged due to misinformation. The second being that while open discussions with members of the public, parents and members of school governing bodies were targeted, these were often hard to access as the evaluation team would be available during school/working hours when such stakeholders are usually unavailable. The report thus makes the relevant limitations of the evaluation explicit, but these are not distinct from the methodological limitations.
Rating:	3

### 3.4. Strength of conclusions

Standard:	3.4.1. Conclusions are derived from evidence
Comment and Analysis:	The conclusions part of the report presents an overview of the feedback from stakeholders in relation to the highlighted questions. It provides a useful summary reflection on the key strengths and limitations of the programme and in effect identifies key points for enhanced efficiencies.
Rating:	3

Standard:	3.4.2. Conclusions take into account relevant empirical and/or analytic work from related research studies and evaluations
Comment and Analysis:	The conclusions represent a summary of the primary data collection exercise of the evaluation itself. It does not reflect on any other relevant empirical and/or analytic work from related research studies or evaluations.
Rating:	1
Standard:	3.4.3. Conclusions address the original evaluation purpose and questions
Comment and Analysis:	The conclusions address the original evaluation purpose and questions very succinctly and clearly in relation to the key programme objectives and whether the programme is achieving these. These include understanding for example, whether the programme has increased participation in school sport and federation leagues, etc.
Rating:	4
Standard:	3.4.4. Conclusions are drawn with explicit reference to the intervention logic or theory of change
Comment and Analysis:	The conclusions of the report do not draw explicit reference to the intervention logic.
Rating:	1

### 3.5. Suitability of recommendations

Standard:	3.5.1. Recommendations are made in consultation with appropriate sectoral partners or experts
Comment and Analysis:	The evaluation team were given the opportunity to consult with 2 senior DCAS officials who were Programme Directors. One of these directors was the founding father of the MOD Centres programme and was engaged to give feedback and ensure an accurate reflection of the programme's design logic and implementation politics was understood and represented. These consultations were meaningful to the interpretation of the study's recommendations as they helped shed light on some of the nuances to these in the context of their original design and logic.
Rating:	4
Standard:	3.5.2. Recommendations are shaped following discussions with relevant government officials and other relevant stakeholders
Comment and Analysis:	Good consultation was made with government officials particularly those from the Sports Development Directorate and DCAS M&E (who were also Steering Committee members) who were given the opportunity to comment on the recommendations. These comments helped ensure the accuracy of the recommendations but the evaluator reported absolute independence in reflecting views as they were, without influence from sectoral partners.
Rating:	4

Standard:	3.5.3. Recommendations are relevant to the current policy context
Comment and Analysis:	In March 2013 the Western Cape Government adopted the MOD Centres a flagship programme. It is understood that this decision was taken independently of the evaluation. There was however, subsequently a need to further understand the programme in the current policy context and thus the importance of the results of the evaluation. It would however been more appropriate had the evaluation been completed before the decision to make a flagship programme was made so that the evaluation findings could have provided an informed basis for its selection.
Rating:	2

Standard:	3.5.4. Recommendations are targetted at a specific audience sufficiently - are specific, feasible, affordable and acceptable
Comment and Analysis:	The recommendations are very clearly outlined in relation to specific audiences. Much of what the recommendations propose is the entrenchment of partnerships between various provincial government departments (like DCAS and Education, Social Development, Community Safety, Public Works, etc.). The recommendations are quite specific, feasible (e.g. improved programme marketing and facility improvements) and affordable if planned in a coordinated fashion.
Rating:	4

### 3.6. Consideration of reporting risks and ethical implications

Standard:	3.6.1. Peer review of the draft evaluation report occurred prior to finalisation of the evaluation report
Comment and Analysis:	There was no evidence that peer review by an external evaluation professional/party occurred prior to its finalisation. One view was held that it would have been difficult to identify an external evaluation professional with knowledge of the school sports sphere in the province and that with knowledge of the MOD Centres programme as it is fairly new (began in 2010). The only parties external to the evaluation who reviewed the documents at its final stages were 2 senior DCAS Programme Directors. One of these directors was the founding father of the MOD Centres programme and was engaged to give feedback and ensure an accurate reflection of the programme's design logic and implementation politics was understood and represented.
Rating:	2

Standard:	3.6.2. The full report documents procedures intended to ensure confidentiality and to secure informed consent where necessary (in some cases this is not needed - e.g. evaluation synthesis - in which case N/A should be recorded)
Comment and Analysis:	The report does not document any specific procedures undertaken to ensure confidentiality/informed consent.
Rating:	1

Standard:	3.6.3. There are no risks to participants in disseminating the original report on a public website
Comment and Analysis:	There are no apparent risks to participants in disseminating a summary version of the evaluation report on a public website. However, a full version of the evaluation report should not be disclosed. In particular, it is suggested that the appendices sections O and P which reflect upon the school-by-school feedback be excluded from any public website display of the evaluation report as this may call certain school personnel into question.
Rating:	2

Standard:	3.6.4. There are no unfair risks to institutions in disseminating the original report on a public website
Comment and Analysis:	There are no apparent risks to institutions in disseminating a summary version of the evaluation report on a public website. However, a full version of the evaluation report should not be disclosed. In particular, it is suggested that the appendices sections O and P which reflect upon the school-by-school feedback be excluded from any public website display of the evaluation report as this may call certain schools into question.
Rating:	2

### 3.7. Project management (Reporting phase)

Standard:	3.7.1. A project closure meeting that reflected on the challenges and strengths of the evaluation process occurred
Comment and Analysis:	The evaluation team and Steering Committee engaged to discuss the final outputs of the study and were also able to reflect on some of the issues which challenged the evaluation process such as budget and stakeholder availability. Further to this, there was recognition of the importance of coordinated efforts across provincial DCAS personnel in the M&E division and Sports Development Directorate to ensure the effective completion of the study. There was a resounding feeling of great learnings from the evaluation process both for the department and its personnel but also the evaluation team.
Rating:	3

## 4. Follow-up, use and learning

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### 4.1. Resource utilisation

Standard:	4.1.1. The evaluation was completed within the planned timeframes
Comment and Analysis:	The evaluation was completed according to the agreed upon timeframes and to the standard required by the department.
Rating:	3

Standard:	4.1.2. The evaluation was completed within the agreed budget
Comment and Analysis:	The evaluation was completed as planned within the agreed budget but it came at a real cost to the evaluation team who expended more effort than budgeted for, to complete the evaluation.
Rating:	3

### 4.2. Evaluation use

Standard:	4.2.1. Results of the evaluation have been presented to all relevant stakeholders
Comment and Analysis:	The results of the evaluation have been presented to stakeholders involved in the management of the evaluation project and the MOD Centres programme but not more broadly as it is still being internalised by the DCAS.
Rating:	2

Standard:	4.2.2. A reflective process has been undertaken by the steering committee (if no steering committee exists then by the evaluation management team or the involved department officials) to reflect on what could be done to strengthen future evaluations
Comment and Analysis:	The evaluation Steering Committee which included DCAS personnel from the Monitoring and Evaluation unit and Directorate: Sports Development, have completed an internal reflection process and have recognised the importance of engaging and cooperating with colleagues during the completion of external evaluations. Further, this reflection process identified timing as a key factor in the fieldwork planning process as sufficient time has to be afforded to dedicating enough time to visiting MOD Centres so that the spectrum of key stakeholders (teachers, coaches, learners, etc.) can be adequately engaged. These reflections have helped the DCAS recognise areas for improvement in the implementation of future evaluations.
Rating:	3

Standard:	4.2.3. The evaluation study is seen by interviewed stakeholders as having added significant symbolic value to the policy or programme (e.g. raised its profile)
Comment and Analysis:	The evaluation study is viewed by interviewed parties as having added important value to the DCAS in framing the 'impact' factors which the programme should focus on targeting. It has also helped the department understand how the MOD Centre Programme has impacted the well-being of students to date relative to its intended objectives. The study has given the DCAS an understanding of the nuances to the programmes impact on the broader school communities too such as for example, how learner grades have improved since participation in the programme, how crime rates have reduced since learners have participated and stayed 'off the streets, etc. There was a view held that the timeliness of the evaluation was key as the programme had begun to evolve from its original design and/or intentions and this evaluation helped restore the programme's momentum. The engagement process of the evaluation also helped create and expand awareness about the programme as principals at schools are sometimes unaware of the programme.
Rating:	4
Standard:	4.2.4. The evaluation study is of conceptual value in understanding what has happened and possibly in shaping policy and practice
Comment and Analysis:	As the evaluation study was only recently completed, it is hard to say what impact it will have on policy governing the programme just yet. However, parties interviewed feel it has added tremendous conceptual value and even before its completion, adaptations were being made to the programme's implementation based on the evidence emerging from it. It is also perceived that it may have a role to play in shaping policy if sufficient political underpins it.
Rating:	4
Standard:	4.2.5. Development of a draft improvement plan has been started, but not completed, based on the findings and recommendations set out in the evaluation
Comment and Analysis:	One of the key outstanding conclusions from the evaluation was the need for more conscious planning to re-align the current programme activities to its business plan. For the DCAS this emphasised the importance of consolidating activities around the programme to be more systematic. This can be supported by better communication. These are some of the acknowledged areas for improvement and as a consequence of this study, the department have begun a district MOD Centre evaluation process. The districts are the key link between the department and schools and the department wants to understand whether Area Managers overseeing these districts are policing schools appropriately. It is still fairly soon since the completion of the evaluation and thus an improvement plan is yet to be formally drafted.
Rating:	3
Standard:	4.2.6. The report is publicly available (website or otherwise published document), except where there were legitimate security concerns *Note: only apply if sufficient time has elapsed since completion of the evaluation
Comment and Analysis:	The report is not yet publicly available as it is still be internalised by the department. Sufficient time is yet to lapse before the report can be made available through a website or other public document.
Rating:	N/A



Standard:	4.2.7. There is clear evidence of instrumental use - that the recommendations of the evaluation were implemented to a significant extent *Note: only apply if sufficient time has elapsed since completion of the evaluation
Comment and Analysis:	A limited amount of time has lapsed since the completion of the evaluation and so the recommendations have not yet been significantly implemented. However, parties interviewed did report their implementation of some of the report's recommendations while the study was still underway. For example, in terms of the limited availability of sports equipment at certain schools. This was acknowledged as a limitation in the study but funding was already being filtered to the department to increase the availability of sports equipment by the time the recommendations were finalised. There is thus already evidence of the instrumental use of the studies recommendations.
Rating:	3

Standard:	4.2.8. There is clear evidence that the evaluation has had a positive influence on the evaluand, its stakeholders and beneficiaries over the medium to long term *Note: only apply if sufficient time has elapsed since completion of the evaluation
Comment and Analysis:	A limited amount of time has lapsed since the completion of the evaluation and so comment cannot be made on the extent of influence the evaluation has had on the evaluand, its stakeholders and beneficiaries over the medium to long term. However, the evaluation is viewed by interviewed parties as having added an important body of knowledge on the current implementation of the programme and the areas for enhanced efficiencies.
Rating:	N/A

## References

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Western Cape Government: Department of Cultural Affairs and Sport. 'Terms of Reference: Mass Participation; Opportunity and Access; Development and Growth Programme (MOD) Centre Evaluation'. Sub-Directorate Monitoring and Evaluation. 2014.

Western Cape Government: Department of Cultural Affairs and Sport. 'Standard Operating Procedures: Mass Participation; Opportunity and Access; Development and Growth Programme (MOD) Centre Evaluation'. Directorate of Sport Development. 2014.

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Western Cape Government: Department of Cultural Affairs and Sports. 'Fieldwork schedule'. 2014

Western Cape Government: Department of Cultural Affairs and Sport. 'The Appointment of a service provider for the evaluation of the: Mass participation, Opportunity and access, Development and growth programme (MOD)'. 2013.

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## List of Interviewees

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Mr Simon Williams (Monitoring and Evaluation, Western Cape Government: Department of Cultural Affairs and Sport (DCAS)). Telephonic interview conducted on 23 September 2014.

Mr Grant Mettler (Manager of Knowledge Management, Directorate: Sports Development, Western Cape Government: DCAS). Telephonic interview conducted on 25 September 2014.

Mr Jeffrey Kleinsmith (Chief Executive Officer, Sakaza Communications). Telephonic interview conducted on 23 September 2014.