Role of NGOs in sport development and importance of monitoring and evaluation systems: The Case of the Knysna Sport Academy

By:

Nicola Giliomee

Thesis presented in partial fulfilment of the requirements for the degree Masters in Public Administration in the faculty of Management Science at Stellenbosch University

Supervisor: Prof Christo De Coning

April 2019

DECLARATION

By submitting this thesis electronically, I declare that the entirety of the work contained therein is my own, original work, that I am the sole author thereof (save to the extent explicitly otherwise stated), that reproduction and publication thereof by Stellenbosch University will not infringe any third party rights and that I have not previously, in its entirety or in part, submitted it for obtaining any qualification.

Date: April 2019

1

ABSTRACT

This research investigated the role of Non-Governmental Organisations (NGOs) in sport development and the importance of appropriate monitoring and evaluation systems in the Knysna Sports Academy as a case study. Integrated and part of this research report, therefore, is the investigation into the rise of NGOs in the developing world over the past century, the developmental milestones that have been reached using sport NGOs in development and lastly, the importance and necessity for results-based monitoring and evaluation systems within these organisations.

With a rise in sport NGOs, particularly over the past few years in developing and vulnerable communities, it is evident that a difference is being made and is clearly noticeable on developmental fronts within standards of living and personal confidence and empowerment. In conjunction with the usage of sport NGOs and other NGOs in developmental sectors with the aim of empowering vulnerable communities, it is clear that they must be supported by effective and efficient results-based monitoring and evaluation systems.

Monitoring and evaluation systems are crucially important in the running of any organization and particularly NGOs. In order to assess an organization and determine their readiness to develop and implement such a system, a readiness assessment can be conducted. The readiness assessment pays careful attention to political, social and organizational factors that affect the strength of the foundation on which the ten-step process and an adequate results-based M&E system can be built (Kusek & Rist, 2004: 40).

The author of this research report used both an Internship at the Knysna Sports Academy, as well as interviews and questionnaires with relevant stakeholders within the Knysna Sports Academy to gain a better understanding of the research and issues at hand. A readiness assessment was conducted to gain a better understanding of the Knysna Sports Academy and whether they are ready for the development and implementation of a results-based monitoring and evaluation system.

A number of findings that were discovered after the research was conducted has been summarised and incorporated into a discussion, conclusion and recommendations. The most important finding being that organisations and NGOs do make massive contributions in the developmental front, and there is a clear need to have a monitoring and evaluation system in place so that the running and actions of the organization can be just, accountable and completely transparent.

Further, it was found that the Knysna Sports Academy has a very small and simple institutional arrangement and does not have a very complex design; nor does it need a complex institutional make up or design due to its small capacity, resources and numbers of participants. The Knysna Sports Academy has further shown a steady increase in sports development over the past few years.

It was recommended that the Knysna Sports Academy should present and introduce a form of training, either by means of a workshop or a seminar so that the above-mentioned stakeholders and respondents can get a better understanding of readiness assessments, as well as monitoring and evaluation systems. This can be done in conjunction with a knowledgeable stakeholders to implement, enforce and drive a results-based monitoring and evaluation system. Skills development should also be encouraged and enabled.

It was also recommended that regular reporting and monitoring must be completed by the board to ensure that the stakeholders do not become overworked or overloaded. For this to materialise, resources must be managed effectively and efficiently, and consultants should assist where necessary so that the Knysna Sports Academy's stakeholders do not become overworked and overwhelmed. Care must be taken to encourage holistic, participatory communication, particularly in the decision-making processes.

There are strong reporting structures in place within the Knysna Sports Academy. However, these need to be organized in a manner so that monitoring and evaluation are prioritized in the reporting processes, thus being able to better organize, monitor and lastly, evaluate easily, effectively and efficiently.

ACKNOWLEDGEMENTS

I am firstly thankful to my wonderful parents Hein and Suzi for their ongoing support throughout my academic career. Without their encouragement and kind words, the achievement of this master's thesis would not have been possible.

Secondly, to my brother Ben for being supportive of my studies from the very beginning. Thank you for being a shoulder to lean on whenever I need you.

Thirdly, to my supervisor Prof Christo De Coning for all your constructive criticism, enthusiasm and support. With your guidance and knowledgeable contributions I was able to overcome this challenge.

Fourthly, my friends at 101, thank you all for believing in me and for motivating me and entertaining my study breaks on the bike, dinners, tea chats and nights out.

Fifthly, to my friends at Specialized Stellenbosch, thank you for letting me use your shop as an office space for the majority of the writing of this thesis. Your friendliness and encouragement helped more than you know.

Sixthly, to the Robinson family, Uncle Dale, Aunty Cherylleigh, Chels, Stuie, Rox and Dave; thank you for being there for me throughout my academic career and for being my home away from home.

Seventhly, to Johan, Annemarie, Lana, Aletia and Juan; I cannot wait to drink bubbles and celebrate with you all this Christmas. Thank you for your constant support.

Lastly, to my boyfriend Tony, thank you for always being so positive and for showing me that anything is possible if you work hard. I appreciate your tenacity and enthusiasm more than you know.

Contents

Chapter 1: Introduction and overview of the study

1.1 Introduction

Non-governmental Organisations (NGOs) have a vitally important role in the developing environments on social, cultural, economic and political fronts. NGOs have been in development and evident in developing fronts in various forms as far back as the late Eighteenth Century but became popular in a more formal capacity in international development and increased in numbers as early as the 1980's (Lewis, 2010: 1). This noticeable rise in NGOs and similar private and non-profit organisations took the developmental world by storm, particularly over the past few decades; "A striking upsurge is underway around the globe in ... the creation of private, non-profit or non-governmental organisations," (Salamon, 1990: 210). NGOs and organisations with similar goals and aspirations have been on the rise and continue to have a profound impact on the developing world.

NGOs within the sporting sector have also become particularly popular in sport development. Sport can be used as a powerful tool and catalyst for social change due to its ability to facilitate interaction across social classes, religions, cultures and languages in a peaceful manner (Levermore, 2010: 223). As argued by the United Nations (2003), encouraging and enabling participation in sport, particularly amongst vulnerable communities, has shown results in improved health and general well-being but also making contributions in gender equality, socio-economic empowerment, education, social cohesion, safety in communities and peace amongst diverse groups of people in partnership with various other development indicators (United Nations, 2003).

Due to the advantageous capacities of sport development, any governmental and international stakeholders argue that sport is the ideal tool for development because of its relatively easy implementations, cost-effectiveness and lastly, its ability to gain and attain the attention of youths particularly in vulnerable communities (Sanders, 2010: 11). When NGOs are discussed, it is important to take note of the fact that NGOs are often registered as non-profit organisations (NPO) even though they might not have the same purpose as a NPO. NGOs can be defined as public organisations that are separate from the state while NPOs can be defined as organisations that address

social issues and inequalities and are established for a public purpose (Non-Profit Organisations Act, 1997).

NGOs play a crucial role in enabling development through sport and there have been many continuous success stories particularly in South Africa. A good example is Grassroots Soccer (GRS), which is a non-profit organization that uses soccer as a tool for development in enabling children at risk in vulnerable communities to fight issues such as AIDs and HIV through soccer and further education (Peacock-Villada *et al.*, 2007: 141). Similarly, NGOs and NPOs have a massive impact on development of communities through sport.

NGOs that are in place to support and enable sport development need to be appropriately organized and structured in a manner that enables optimum, efficient and effective structures to ensure operational efficiency. Using effective and efficient monitoring and evaluation (M&E) systems allows NGOs to be accountable and transparent in their operations and, therefore, allows optimum development.

In our current global environments, public sector organisations and their stakeholders (governmental & NGOs) face increasing internal and external pressures to be accountable and transparent in collection, analysing and reporting on data and information that is collected through the organization pursuant to the achievement of their predetermined goals and objectives (Guerra-López & Hicks, 2015: 24). Therefore, a key use for results-based M&E systems is that of transparent reporting on performance and achieved results to relevant internal and external stakeholder groups (Kusek & Rist, 2004: 13).

Performance and results-based reports that are developed using information collected by M&E systems should be used for external purposes – such as reporting to donor organisations like Rotary - but also for internal purposes, so that management and relevant stakeholders can make calculated decisions. Further, it should enable stakeholders and employees of the organisations to allow areas that need to be improved on to do so, isolating and identifying issues so as to repair and improve the policy, program or project (Cloete, Rabie & de Coning, 2014: 254).

A results-based M&E system design can be adapted and morphed to fit and comply with any project, program or policy. Results-based M&E systems focus on information relating to whether results were achieved or not. Thus, information on results can come from one of two sources essentially – a monitoring system and an evaluation system, where both are necessary but are not the same (Mackay, 2006: 3). Such systems are essential for the ultimate success of operational NGOs to achieve their predetermined goals/outcomes.

The case study of this research report looks at the Knysna Sports Academy (KSA), a NGO based in Knysna, a small town on the Garden Route. The KSA uses sport as a tool for development in an attempt to better the standard of living of the vulnerable surrounding communities. This research report looks at the work the KSA has done through sport development and investigates the KSA's monitoring and evaluation systems that are in place or the lack thereof. The case study that is conducted using the KSA as a subject, compiles a readiness assessment in an attempt to determine how ready the KSA is to have a M&E system implemented to assist it with operations and with being accountable and transparent to all relevant stakeholders and community members.

1.2 Background

The author of this thesis decided to embark on the study of this topic because it is interesting to the author and because the author has seen, first-hand, how sport development could enable and empower vulnerable communities and lead to an improved standard of living. Further, the author noticed in the original academic readings that there is a lack of effective and efficient monitoring and evaluation in most sport NGOs and how crucial a results-based M&E system is in ensuring that NGOs achieve their goals and ultimately ensure sustainable success.

For the author's honours degree, BCom Public and Development Management, a 3-month internship with an NGO or public-sector organization had to be completed. The internship that the author chose was an internship with an NGO called the Knysna Sports Academy. The Knysna Sports Academy is an NGO based in a small coastal town on the Garden Route called Knysna. The Knysna Sports Academy uses sport

development to improve livelihoods, standard of living and increase employment opportunities through sports development from as early as pre-primary school children to young people who have finished school. The author's time at this NGO inspired her and showed her first-hand the impact that sports development can have on underdeveloped and vulnerable communities. It further inspired her to put a system in place that can help the functioning and ultimate success of the NGO. The author further noticed the lack of a strong monitoring and evaluation type system that should be in place in order to ensure successful operations and ultimate success of the NGO.

This research report aims to fill a knowledge gap in the literature available worldwide. There is a fair amount of research literature on sports development, however there is very little when considering the impact that sports development has on vulnerable and developing communities and especially when conducting this research specifically to the Western Cape in South Africa. Furthermore, although there is plenty literature on monitoring and evaluation itself, there is little information and literature on the monitoring and evaluation sides of sports NGOs with a specific gap in literature surrounding the Knysna Sports Academy. There is almost no research on the impact that the Knysna Sports Academy has had on the vulnerable, developing community in Knysna. There is also almost no research that proposes a M&E system that can help the NGO succeed.

Through this research the author aims to address a very practical and urgent problem in society; community vulnerability and underdevelopment is an extremely urgent problem in South African society. Addressing this issue would hopefully help in addressing the problem, as well as helping to benefit our overall understanding of the problem that is discussed in this research report. The end-result will show how important it is for NGOs such as the Knysna Sports Academy to continue the work that they are doing in their communities and encourage other NGOs to follow in their footsteps and further reduce the vulnerability of communities through sports development and through using appropriate and relevant monitoring and evaluation systems and procedures.

Further, by conducting a readiness assessment (first step in a M&E process), specifically for the Knysna Sports Academy, the author aimed to help the NGO

11

recognize the need for a M&E system to be put in place. More importantly, identify whether the NGO is ready for such a system and what steps must be taken to ensure that they do become ready to develop and implement a M&E system. The author also highlighted the importance of a M&E system and, therefore, hoped to inspire the Knysna Sports Academy to seriously consider implementing such a system. This will enable the NGO to better manage their data and information in a manner that allows for easy assessments that are less time-consuming.

1.3 Research problem

There was a clear void in academic literature with regard to non-governmental organisations (NGOs) and the role they play in improving standards of living through sport development, as well as their reliance on a good M&E system. Current research does not look specifically at vulnerable communities with a focus on the use of sport development to improve standards of living, particularly in the Western Cape area and town of Knysna. There was also very little research on the need for sport NGOs to develop and implement a good M&E system – with no research on this topic for the Knysna Sports Academy.

The research available on sport development that NGOs offer is overly generalized and does not have a specific focus on a specific area or group of people. The research is, therefore, overly theoretical and does not offer specific research on the Knysna area (as this research report attempts to do). The available M&E research is extensive, but with regard to sport NGOs there is significantly less, and lastly, none in relation to the Knysna Sports Academy and their need to have a M&E system.

This research report looked at the case study of the non-governmental organization (NGO), the "Knysna Sports Academy" in the Knysna area, in the Western Cape. The aim of the Knysna Sport Academy is to use sport development (sports promotion) to improve the standard of living of developing communities within the Knysna area.

This research report, therefore, used the Knysna Sport Academy (NGO) as a case study in attempting to answer the research questions. Furthermore, the research report attempts to fill the void in information and research and investigate the issue of

community vulnerability, how NGOs can make use of sport development in order to empower the vulnerable portion of their communities in improving a community's standard of living. The case study of the Knysna Sports Academy was comprised of a readiness assessment (the first step of the M&E system development and implementation process) on the NGO and investigated whether or not the NGO is ready to introduce an effective and efficient M&E system.

1.4 Objectives

The objectives of the study are to:

- Investigate if sport development is used to improve the standard of living of vulnerable communities through sport NGOs;

- Assess the role of civil society NGOs and relevant stakeholders in sport for development;

- Assess the importance and functions of a M&E system in sport NGOs specifically;

- Identify the reporting systems and M&E systems (if any) currently in place at the KSA;

- Explore how and if the Knysna Sports Academy is ready to introduce a M&E system through conducting a readiness assessment; and

- Make recommendations for the KSA, and set out goals and objectives for the KSA once the research has been completed on furthering their M&E development.

1.5 Research design

The overall strategy the author used to conduct the research was based on participatory action research. This makes the research a participatory observation research in which the author observed the organisation and its operation through participation. The research methods, as discussed below are qualitative (both primary and secondary) in nature as the author aimed to conduct research that ultimately gave the reader an in-depth description of the developing and vulnerable communities in Knysna and how the Knysna Sports Academy could conduct sport development to enable growth through effective M&E systems.

The author used participatory action research that ultimately attempted to conduct a comprehensive readiness assessment in order to give the reader a better understanding of the importance of effective and efficient M&E systems. The different types of qualitative data the author collected included interviews (structured, semi-structured and non-structured); observation (that was completed in the three-month internship); and lastly, a case study was done on the Knysna Sports Academy in Knysna (Lourens, 2007: 36). The case study made use of a series of questions (in the form of interviews) in a readiness assessment framework to assess the readiness of the organisation to implement an effective and efficient M&E system.

The author conducted eight structured interviews with various stakeholders within the Knysna Sports Academy. The demographics of the stakeholders that the author interviewed included two board members, three coaches, one manager, the treasurer of the board and lastly, the chairlady of the board. This variety of stakeholders gave the author a wider understanding of the make-up of the Knysna Sports Academy, as well as a clearer indication of how the NGO attempts to operate, make decisions, monitor and evaluate. These participants were carefully selected as they have the most knowledge of the NGO and could offer the clearest and most accurate answers. Only eight interviews were conducted due to the small size of the NGO and, therefore, not many other stakeholders existed to be interviewed. The small structure of the NGO made it difficult for the author to interview more stakeholders.

The measurement practices of community development have further grown to include both quantitative and subjective, and experience-based qualitative methods of measurement (Blanke & Walzer, 2013: 544). It is important when measuring and monitoring community development, that a holistic approach is taken, and quantitative and qualitative measures are incorporated for an accurate understanding and measure of community development and their readiness to implement a M&E system.

If both quantitative and qualitative measures are used and undertaken, a more intricate reading and understanding can be established about the level and degree to which the NGO is ready for M&E implementation, and provide a clearer understanding as to what works for that specific NGO and what does not work. The research for this thesis included both qualitative and quantitative methodological approaches in order to

14

successfully conduct a readiness assessment for the Knysna Sports Academy. Quantitative and qualitative research collection measures were used in the form of interview questions asking about qualitative measures, as well as quantitative measures (roll call and budget plans) that were taken by the organisation in an attempt to be transparent and accountable.

1.6 Research methodology/methods

With regard to the literature, there are many different ways in which the research could be conducted. Therefore, a multimethod approach is more beneficial; it uses many different research methodologies that can be studied together and compared to each other after data collection for the best possible capture of the complex research problem (Moollem, 1998: 39). A mixed method approach allows for the opportunity to incorporate more than one type of theoretical framework when investigating a particular topic (Greene, 2007).

These different types of data collections in a mixed method approach, include interviews (structured, semi-structured and non-structured), whereby participants and important role players of the Knysna Sports Academy, both internal and external can be interviewed (Lourens, 2007: 36). This was furthered by observation in order to gain a better understanding of the operations of the NGO. Interviews and questionnaires were done to better understand how these various communities are affected by sport development and whether the Knysna Sports Academy is ready to implement a M&E system or not (Lourens, 2007: 36).

Lastly, a case study was done at the Knysna Sports Academy NGO through conducting a readiness assessment so as to establish whether or not they are ready to implement a M&E system. A readiness assessment includes a series of questions that can be grouped into seven categories so as to gain a clear understanding of the readiness of the organisation. These questions used both quantitative and qualitative type questions. Quantitative and qualitative research collection measures were used in the form of interview questions asking about qualitative measures, as well as quantitative measures (roll call and budget plans) that were taken by the organisation in its attempt to be transparent and accountable.

1.7 Limitations

There are always limitations to conducting any sort of research assessment or task. Identifying limitations before research is conducted is critically important to ensuring a successful research project. Identifying such limitations will hopefully reduce risk factors that could ultimately undermine the research being conducted.

The first limitation that needs to be addressed is political in nature. Unfortunately, investigating sensitive information and making this information and data open for government and donors to see, creates a risk in itself (Kusek & Rist, 2004: 47). If information reflects badly on the NGO, there is a chance that government could withdraw its support, along with donor support (Kusek & Rist, 2004: 47). Besides this risk, there is also a risk for internal politics as sensitive information gets pushed to the surface and stakeholders are held accountable. Further, not addressing these political limitations could create a situation where the level of resistance from internal and external stakeholders could increase and be present for longer than is necessary (Kusek & Rist, 2004: 47).

A second limitation of this particular research report is that it is limited to its specific case study. This research report only does a readiness assessment on one sport NGO and the results of this NGO would be different to other sport NGOs due to their complex and intricate frameworks. It is important to note that all sport NGOs are different and have different makeups depending on their size, available resources and human capacities. The Knysna Sports Academy is limited in resources and, therefore, will present limited information and data due to its small size.

A third limitation to note with this research report is the lack of academic literature, particularly regarding the Knysna Sports Academy itself. The author conducted research in an area that has not been researched before and, therefore, care had to be taken to use appropriate data and not be discouraged by this lack of information and literature. This research report and its author had to take this into consideration when the research was conducted.

A fourth limitation with this research report could be the limited data collection processes. The interview that the author conducted was limited to the questions it

asked. It is possible that the author did not ask questions that will cover every aspect of the intended research and, therefore, it had to be noted when the reporting was conducted on the findings. Thus, the research findings are limited to the data collection processes it conducts.

A fifth limitation to the research report is the possibility that the information that is collected might be biased towards a certain group of people or a pattern of thinking. Due to the fact that the author does not interview every person involved with and around the KSA, some information might be missed or skewed depending on the answers that are provided by the interviewees. Further, a certain way of thinking or operating that was present within the organisation might have caused data and information to be organised in a specific, possibly biased pattern.

A sixth limitation to the research report is the fact that the time spent at the organisation by the author is limited. As the social, economic, cultural and political environment is constantly changing and in a constant state of flux, internal and external factors within and around the organisation are constantly changing. The author of the research report only spent a limited amount of time at the organisation and thus might not have a full understanding of the organisation's operations compared to someone that is involved with the organisation full-time. Thus, assumptions must be made with care so that nothing is left out or ignored in the process.

Chapter 2: Academic Literature and Theoretical Framework

2.1 Preliminary literature review:

From a preliminary scanning of the literature, the author has established that although there is some information and literature on sport as a tool for development, there is very little literature on the impacts that sport development has on developing communities with a specific NGO focus. There is also no research on the impacts of the Knysna Sports Academy in the Knysna area with regard to the effects of sports development on its vulnerable communities specifically.

There is also no literature on creating a M&E system specifically for the Knysna Sports Academy that would allow them to monitor and evaluate their projects, programmes and everyday functioning, running and funding of the NGO. However, the author did learn a few things about her research problem from a preliminary scanning of literature. Through looking at other research, the author found that sport development does have a profound impact and direct relationship to developing communities in bettering their standard of living.

Sport development further improves community connectedness, reduced violent behaviours and improved psychological well-being (Putnam, 2000: 320), (Pate, Trost, Levin, & Dowda, 2000: 908), (McHale *et al.*, 2005: 122). In the monitoring and evaluation (M&E) aspect of the literature, it was very clear that it has a vital role to play in the ultimate success and functioning of NGOs. M&E is very important and needs to be implemented at every level of the NGO in order to facilitate successful policies, programmes and projects. It was also clear to the author that M&E supports NGOs in justifying their actions and in generating an income in the form of donations and grants. If the NGO does not have a proper M&E system in place it becomes very difficult for the NGO to justify their actions and validate their requests for funding.

2.2 Theoretical perspectives:

There are a few theoretical perspectives that will be discussed in this thesis. The first theoretical perspective is the neo-colonialist perspective. The second theoretical perspective that will be discussed is the structural-functional theoretical perspective. The third theoretical perspective is the social-conflict theoretical perspective. The

fourth theoretical perspective that will be discussed is the cooperative governance approach or theory. All four these theoretical perspectives will be discussed in terms of sports development and their impacts and relations to sport NGOs.

The first general theory or perspective that the author found when doing her initial reading was the neo-colonialist perspective. The neo-colonialist perspective is a perspective and theory that does not benefit the developing communities (Edwards, 2013: 16). The neo-colonialist perspective argues that the leaders and role players that enable sport development just "assume" they are helping communities. These leaders and role players enforce first world or westernized values on communities and use these values as a tool for development. The actual outcome however is that there is a reduction in community development as western and first world ideas and values are too diverse from those of developing communities (Edwards, 2013: 16).

This perspective argues that there are too many presumed benefits with social outcomes that are unrealistic, as the perspective attempts to tackle needs and socialize the vulnerable participants into a western, capitalistic ideology (Hartmann & Kwauk, 2011: 298). Sport development role players have idealized beliefs that sport development is a social good and has a 'natural ability' to develop life skills in participants and that these participants will further develop meaningful interactions within their developing communities (Hartmann & Kwauk, 2011: 300).

This assumption will provide very little sustainable community development and, therefore, engagement with community partners is essential to identify real social issues and causes (Hartmann & Kwauk, 2011: 303). In concluding, it is clear that the neo-colonialist theory or perspective raises valid points that cannot be ignored.

The second perspective that will be discussed is the structural-functional theoretical perspective. This structural-functional theoretical perspective considers society and communities to be complex, interconnected systems and all the separate parts ultimately work together as a functional whole in any given situation. The different and various systems that make up society include communities, schools, interest groups, businesses and families; which all coexist and work together to create a fully functioning and interactive society.

If the structural-functional theoretical perspective is applied to sports development, it needs to understand that all the interrelated parts of communities that are needed to allow sports development need to be allowed to exist, function and cooperate. A community is needed, the people within a community, coaches, teachers, sports enthusiasts, sports equipment and resources (donators or fund raisers to provide the resources) that are all working parts that function independently and cooperatively (Drazin, 1990: 247).

Each of these above-mentioned parts have their own roles to fulfil; for example, the coaches at the School Sport Mass Participation Programme need to be actively involved in the coaching process and need to be up-to-date with new coaching techniques (De Coning, 2015: 90). In order for sports development to occur successfully through the School Sport Mass Participation Programme for example, all the interrelated parts need to work together for the system to work as whole and for sports development to occur. In concluding, the structural-functional theoretical perspective studies how each part of a larger social world or society works together (Drazin, 1990: 248).

The third theoretical perspective is the social-conflict theoretical perspective, introduced by Karl Marx. The social-conflict theoretical perspective looks at a system of groups that are not equal and, therefore, create either conflict and/or change (Dahrendorf, 1958: 172). If we relate it to a sport NGO and sports development, the groups that are not equal could be the vulnerable communities that need to be developed and need developmental assistance. The other group could be the donors that provide the capital and financial resources to enable sport development. Due to the large financial gap between these two groups, conflict could occur. Further, social conflict could occur as these two groups are so different in terms of social and financial capital.

The fourth theoretical perspective is that of the cooperative governance approach. The cooperative governance approach ties in with the role that civil society, governance and public stakeholders should play in society and suggests how they should be organized. The cooperative governance approach allows for the boundary

establishment between the civil society as a whole and the government at all levels including on a national level through specialized associations by conducting evaluations as well as through being the subject of the evaluation (Cloete, Rabie & de Coning, 2014: 300).

The cooperative governance approach argues that civil society should be "watchdogs" in society and in doing so should be concerned with all aspects of how M&E is conducted in organisations that concern civil society (Cloete, Rabie & de Coning, 2014: 300). An example of this where the organization has structured civil society sport is the non-governmental South African Sports Confederation and Olympic Committee (SASCOC). An example of the governmental aspect of this theory and the role that government has to play in sport development can be Sport and Recreation South Africa (SRSA), which takes overall responsibility for sport and recreation in South Africa and establishes the appropriate environment to ensure that activities in this regard are effective, coordinated and uniform in nature (De Coning, 2015: 85).

The theory argues further that NGOs should act as specialized evaluators that conduct research that is professional as well as M&E at all levels of their operations through improving their technical abilities and capacities so that valuable M&E results can be successfully generated (Cloete, Rabie & de Coning, 2014: 301).

2.3 Key concepts:

The following section of this research report will discuss the key concepts relevant to the report namely, the role of sport, sport for development and peace (SDP), monitoring and evaluation in NGOs, the advantages of engaging in sport, the detriments of not engaging in sport, the factors contributing to engagement and low levels of sport development, community development, the role of civil society, policy on sport in South Africa and lastly, the knowledge gap will be addressed and discussed below.

2.3.1 Role of sport:

There are clear and consistent findings in past studies on the subject matter namely, the role of sport. Almost all the literature the author researched and found in her

preliminary literature reading, agreed that sport development deals with societal issues and offers opportunities for underprivileged people of a specific community (Skinner & Zakus, 2008: 254). Therefore, in general terms, for the bulk of society, sport forms an important part of life, be it as active members, enthusiasts or inactive onlookers (Laattoe & Keim, 2015: 252). The role of sport, therefore, plays a distinct role in communities where the citizens are particularly vulnerable.

This argument suggests that sport in general has a profound role to play in many people's lives with varying degrees and in various ways. Sport can play a passive or active role through people being either active supporters of local community, national or even as big as international sporting events. It is clear, therefore, that the notion of sport plays a large role in many people's lives. Sport activities (coupled with leisure activities) form a fundamental part of social interactions, as is the case in many communities, and there is a clear link with these sporting activities to society and politics (Jarvie & Maguire, 1994). The role of sport is, therefore, clearly a fundamental part of community development, particularly in vulnerable communities. The above-mentioned authors and scholars highlight the importance and significance of the role of sport in developing, vulnerable communities in their literatures.

There is, therefore, a clear indication that sport plays a major role, where it is directly and indirectly involved in various vulnerable societies and communities. As mentioned above, there is a lot of literature on the role of sport and the developmental potential it has for vulnerable, developing communities. A further discussion of the role of sport and its interrelated correlatives, particularly in vulnerable communities, will be discussed further under the sub-headings below. Monitoring and evaluation (M&E) will also be discussed in relation to its role in sport and sporting organisations such as NGOs and public sector organisations.

2.3.2 Sport for Development and Peace:
Sport for Development and Peace is an illustration of continued importance of development in today's dynamic environments, particularly in vulnerable communities as an opportunity to address developmental issues. Sport for development, therefore, enables relevant stakeholders to better interpret and dismantle developmental issues

in vulnerable communities through sport practices (Kaur, 2016: 70). The global organization, Right to Play, defines Sport for Development and Peace as the "intentional use of sport, physical activity to play to attain specific development and peace objectives," such as the Millennium Development Goals (Richards *et al.*, 2013: 1).

Historically speaking, sport for development gathered momentum when the United Nations appointed a Special Advisor on Sport for Development in 2001 to assist with recommendations, reporting processes and providing resolutions in using sport as a tool to promote development and peace objectives where sport is seen as a fundamental right (Beutler, 2008: 360). The UN's main objective here was to raise awareness on sport for development and peace and to highlight how sport can be used as a tool to achieve developmental and peace agendas (Kaur, 2016: 71).

Going back as far as 1993, the UN's general assembly has developed and adopted 24 various goals or resolutions to achieve various sport for development and peace objectives; including the first in 1994 which was coined the "International Year of Sport and the Olympic Ideal" (Kaur, 2016:71). Since then various sport for development and peace objectives, goals and ideals were developed and materialised – giving momentum to the sport for development and peace movement; using sport as "a means to promote education, health, development and peace" (Kaur, 2016: 71).

In 2003 the UN stated that they wish to use sport as a tool that must be well-designed and cost effective in order to achieve predetermined objectives in developmental and peace goals, thus using sport as a powerful driving force that the UN must consider to contribute to pre-existing activities, goals and objectives (Kaur, 2016: 72). Since that was decided, there are a few noticeable events that took place (i.e. Goals and objectives set) by the UN to further the development and momentum of sport for development and peace. The first noticeable action since the above-mentioned goal was set in 2003, was the "First International Conference on Sport and Development," which, in turn, led to the creation of the "Magglingen Declaration and Recommendations" which focused on creating a better world through sporting activities, programs, projects and policies (Kaur, 2016: 72).

Following onto the "First International Conference on Sport and Development" and the "Magglingen Declaration and Recommendations" in 2003 was the launch and activation of the "International Year of Sport and Physical Education" in 2005 which contributed to the momentum and growth of sport and development for peace (Kaur, 2016: 72). The UN Secretary General made a statement in 2005, highlighting the importance of sport for development and peace.

"Sport can play a role in improving the lives of individuals, not only individuals, I might add, but whole communities. I am convinced that the time is right to build on that understanding, to encourage governments, development agencies and communities to think how sport can be included more systematically in the plans to help children, particularly those living in the midst of poverty, disease and conflict." (Maguire, 2013: 160). – Kofi Annan (UN Secretary General).

The next noticeable event in the history of sport and development for peace that followed the above-mentioned powerful statement made in 2005 by the UN Secretary General Kofi Annan, was the merging and integration of the secretariat of the Sport for Development and Peace International Working Group (SDP IWG) with the United Nation's Office on Sport for Development and Peace (UNOSDP) in 2008 (Kaur, 2016: 72).

The above-mentioned merger/integration of the SDP IWG and the UNOSDP can be considered a major international development effort and contributed to the development of various Commonwealth based agencies to act as good and leading examples of the sport for development and peace movement within various international platforms and meetings (Dudfield, 2014: 3). Since then, the Commonwealth leaders have stressed the importance of and highlighted the sport for development and peace movement and, therefore, have included it in their goals and objectives throughout their policies, programs and projects (Dudfield, 2014: 4).

In 2009, another noticeable contribution was made to the movement of sport for development and peace when the International Olympic Committee was granted observer Status which allowed for the committee to attend and even participate in all relevant UN General Assembly meetings allowing for a holistic involvement and

developmental background (Kaur, 2016: 72). This memorable decision and historical decision paid tribute to the International Olympic Committee's efforts to contribute to the achievement of the pre-determined UN's Millennium Development Goals through activities such as gender equality, the fight against HIV/AIDS, environment, peace-building and lastly, humanitarian assistance (Briggs, 2004: 30).

In August 2013, the 6th of April was proclaimed as the International Day of Sport for Development and Peace, followed by the proclaiming of the International day for sport and development for peace in 2014 and 2015 drawing further attention to the growing movement of sport for development and peace organisations and their programs and projects all across the world, thus making sport for development and peace a global phenomenon (Kaur, 2016: 72).

The SDP IWG states that sport must be recognised as a tool for achieving benefits in areas of disease prevention, individual and economic development, peace building, gender equality and lastly, conflict resolutions, thus making the UNOSDP responsible for contributing in areas of coordination and support of an administrative nature and publishing all relevant and related documents and content (Joshi, 2015: 15).

An example of a project under the UNOSDP in collaboration with the SDP IWG is the Ishraq Project. The Ishraq Project is a project in Egypt that teaches worth-while life-skills to juvenile females – a specifically vulnerable group that is of high risk for not obtaining an education and are particularly susceptible to sexual violence, arranged marriages and poverty. The project aims to develop the self-esteem of this vulnerable group and ultimately hopes to empower them and further grow their self-confidence (Joshi, 2015: 17). The Ishraq Project aims to achieve these goals through hosting activities in girl-friendly environments where the girls feel safe to participate free from violence and discrimination. The project works in cycles of 13-month periods that tackle issues related to violence against women and children, marriage and health through talks and basic sporting activities (Joshi, 2015: 18).

Ban Ki-moon supports such programs and projects and can be seen in this statement he made in relation to sport as a tool for development and peace:

"Skills development reduces poverty and better equips young people to find decent jobs. It triggers a process of empowerment and self-esteem that benefits everyone. And it strengthens youth capacity to help address the many challenges facing society, moving us closer to ending poverty hunger, injustice and environmental degradation." Ban Ki-moon, Secretary-General of the United Nations (Ki-Moon, B., 2009).

As highlighted above, sport for development and peace has acted as a major driving force for development with the support of major organisations such as the United Nations. The United Nations has used sport for development and peace as a tool and driving force to promote cultural understanding in collaboration with social and economic development efforts, as well as peace keeping efforts and, lastly, as a promotional tool for international cooperation (Kaur, 2016: 73).

This above-mentioned effort and driving force of sport for development and peace was once again highlighted in the UN's 2003 Report which stated that sport for development and peace acts largely as an opportunity for various stakeholders to foster a globally accepted partnership for development efforts; which in turn makes specific reference to the eighth Millennium Development Goal, which emphasises coordinated efforts by encouraging holistic engagement between civil society on a global scale and all stakeholders and role-players including government, and relevant international organisations (Kaur, 2016: 73).

The UN reported (in the above-mentioned 2003 Report) that sport presents an opportunity for the United Nations to form a partnership that is largely participative in nature and that promotes inclusive, holistic citizen participation principles as the foundation for highlighting the similarities between communities in terms of their ethnic and cultural commonalities (Kaur, 2016: 73).

2.3.3 Monitoring and evaluation in NGOs

Non-governmental organisations (NGOs) are increasingly facing challenges of demonstrating and proving their relevance and contribution to society, as well as their accountability in doing so to various stakeholders in their immediate vicinity including

funders, donors and relevant stakeholders. NGOs need to report, monitor and evaluate their processes, programmes and projects in order to stay up-to-date with organizing their data and information, having become a development activity in doing just that (Mueller-Hirth, 2012: 649). Therefore, it is clear that to be accountable, NGOs need to have some sort of monitoring and evaluation (M&E) system in place that encourages them to report, monitor and evaluate their programmes, projects and processes to relevant stakeholders and donors.

Monitoring and evaluation (M&E) is the process of management's activities that are essential in ensuring that goals and objectives are achieved in the form of tangible results (Cloete, Rabie, & De Coning, 2014: 4). Monitoring on its own usually consists of the collection of data and further is used as a tool for identifying strengths and weaknesses; output monitoring gathers data through the service delivery and policy implementation phases of organizational functioning (Cloete, Rabie, & De Coning, 2014: 5).

Evaluation on the other hand, which comes from a Latin word meaning "to work out the value", is a systematic and objective assessment of a project while it is ongoing and/or when it is completed and, therefore, assesses whether the intended objectives have been achieved (Cloete, Rabie, & De Coning, 2014: 6). Monitoring and evaluation, therefore, go hand-in-hand and when used together can create a very useful system. Monitoring and Evaluation need to co-exist so that they work together efficiently and effectively to act as a checks and balances system to prove worth and accountability for the relevant organisation or NGO it is developed within.

It must also be noted and recognised that although monitoring and evaluation need to work together to achieve an effective and efficient system, they are different in the following ways; monitoring collects data whereas evaluation interprets the collected data. Monitoring categorizes, authenticates and stores data whereas, on the contrary, evaluation processes improve the stored data (Kusek & Rist, 2004: 14).

Monitoring finds and documents differences and similarities between datasets at beginning and later stages so that change and progress can be noted, recorded and stored. Evaluation uses this data and interprets it so that judgements can be made

27

and further investigates how the outcomes were reached, detects unintentional relations, and finally makes recommendations with regards to how the programme or project can be further strengthened and improved (Cloete, Rabie, & De Coning, 2014: 7).

Monitoring and Evaluation (M&E) capacities in NGOs has been gaining increasing attention and momentum; the process is particularly useful for donor reporting and the fact that NGOs often rely solely on donations to keep running makes the importance evident (Cloete, Rabie, & De Coning, 2014: 301). Due to this importance highlighted above, it is clear that NGOs need to be encouraged and supported to practice effective and efficient M&E so that valuable information is generated, stored and organized, specifically at grassroots levels so that the M&E results are verified and used optimally (Cloete, Rabie, & De Coning, 2014: 301).

As noted above, M&E is essential in all NGOs to ensure effective and efficient functioning and so that their intended results are achieved to the best of their abilities. The challenge, however, is that sport NGOs face many practical, logistical and conceptual organizational difficulties when using sport in schools and with school-going or school-aged children, and they often face resistance from teachers and educators who often do not fully understand the importance and value of sport in developing children mentally, physically and socially (Sanders, Phillips & Vanreusel, 2014: 789). Thus, it is nearly impossible to implement efficient and effective M&E when the NGOs are experiencing resistance from important role players that impact the programmes, policies and projects.

According to the African Sports Index, Sport and Recreation South Africa (SRSA) (2014) the implementation of its policies, programmes and projects are monitored and evaluated by SRSA (Keim & De Coning, 2014:132). There is M&E framework that was specifically developed for the Department of Sport and Recreation where physical authentication of data and information is done by the officials that work within the department (Keim & De Coning, 2014:132). According to the Sport and Development Policy in Africa, the Department of Sport and Recreation intends to implement an electronic M&E system so as to monitor progress more efficiently and evaluate the

efficiency and usefulness of various implementation strategies (Keim & De Coning, 2014:133).

M&E particularly in a policy setting aims to develop indicators that are measurable and to establish systems that are able to monitor results-based performance, but establishing various baseline indicators is a significant challenge which, in turn, confines the efficiency and effectiveness of the monitoring and evaluation of sport and development initiatives (Keim & De Coning, 2014:134).

The major concern raised by stakeholders of sport and development is the harmful effect of the inadequate permanent staff that manage sport institutions as the majority of sport organisations in South Africa are run by temporary and part time staff and volunteers (Keim & De Coning, 2014:134). It is highlighted in the "Sport and Development Policy in Africa" report that volunteers are unlikely to give sufficient attention to the monitoring and evaluation policies developed by government in these sporting and development institutions and, therefore, are undesirable to effective M&E frameworks (Keim & De Coning, 2014:134).

De Coning (2015) argues that M&E support in all NGOs is crucial for improved methods of information gathering and collecting so that performances can be monitored and accessed, and so that interventions can be built in a constructive manner that is beneficial to the organization and its stakeholders through correctly processing collected data in a results-based manner (De Coning, 2015: 137). Thus, M&E support is essential, particularly in NGOs that use sport as a tool for development; progress, monitoring and evaluation can be properly shown and reported when M&E systems are used correctly, which can, in turn, increase funding and allow other beneficial advantages to materialise.

2.3.4 Advantages of engaging and participating in sport

As the author mentioned earlier, there is not much information nor literature on the topic but there is extensive literature on sport development itself. The author established from the preliminary literature readings that sport development definitely does have a profound impact on developing communities in bettering their standard

of living and enabling community members to better their functioning as a part of a greater society and/or community.

There definitely is enormous increase in the number of platforms that use sport through various programmes as a tool to address social problems and as a promotional tool for development and peace (Harris & Adams, 2014: 98). This is exciting because it means that more NGOs and non-profit organisations are using sport development to develop and enhance vulnerable developing communities on a more regular basis. This is one of the main underpinnings of the intended research of this research report; the fact that sports development does improve standards of living coupled with other positive and beneficial factors in vulnerable and developing communities.

Sport can be seen as a tool for reaching out to vulnerable communities, thus reaching out to those that are most in need of developmental assistance such as refugees, children that are forced in to violent groups (child soldiers), in communities where natural catastrophes have caused devastation, vulnerable communities living in poverty, people with physical or mental disabilities, communities where racism, discrimination and xenophobia are issues, and lastly, people living with diseases such as HIV/AIDS (Kaur, 2016: 75).

There are obvious benefits of people participating in sports with regard to improving and maintaining health and general well-being. The general population is becoming more aware of the positive connotations that sport and sporting activities can have through education, word-of-mouth and first-hand experience. However, this increasing knowledge does not show in an increase in participation of sporting development programmes (Kahn *et al.*, 2008: 371). Nevertheless, sport development does have positive connotations with regard to community development, and the fact that sport participation has not improved along with it is discouraging (Kahn *et al.*, 2008: 371).

The Knysna Sports Academy, however, has shown otherwise. The Knysna Sports Academy has shown a steady increase in sports development over the past few years. According to the Global Grant written by the trustees of the Knysna Sports Academy,

there has been a steady increase with regard to sports participation over the past few years (Global Grant, 2014: 1).

In 2013, 1652 children participated in eight different sports at the Knysna Sports Academy and since the Global Grant was approved, the number of children participating has grown exponentially, allowing 750 additional children to participate in sport offered at the Knysna Sports Academy (Global Grant, 2014: 1). This one example shows how powerful sport in development can be when applied and introduced to particularly vulnerable communities.

Although these beneficial effects of using sport as a developmental tool have been identified and highlighted, unfortunately, sport can only reap optimal beneficial results when it is used and developed in collaboration with pre-existing development and peace efforts in order to be beneficial in the long-term (Kaur, 2016: 75).

According to the Sport for Development and Peace International Working Group (SDP IWG), sport can be beneficial in the following areas if the conditions under which sport for development are correct, including:

Firstly, the prevention of diseases that are chronic and non-contagious such as diabetes or other cardio-vascular diseases and other health promotion efforts;

Secondly, physical health issues that educate vulnerable youths about the dangers of issues such as drug use and unsafe sex;

Thirdly, promoting female specific self-esteem, confidence and self-worth promotion;

Fourthly, providing a safe and acceptable platform for people with disabilities (both mental and physical) to be integrated and included into the community and societal groups;

Fifthly, promoting efforts to curb issues of gender inequalities by empowering all genders through sport;

Sixthly, promoting self-help skills such as professional and personal growth and developing leadership skills and qualities;

Lastly, enabling disadvantaged communities and children effected by crisis, discrimination and marginalization through the promotion of physical well-being and curbing discrimination (Joshi, 2015: 9-10).

Most research that the author found listed similar benefits for engaging and using sport as a developmental tool as shown above. De Coning (2015) adds to this list by introducing factors such as contribution to GDP (Gross Domestic Product) that sport can have if it is properly enforced, used and developed (De Coning, 2015: 110). When sport is used as a developmental tool, it gains momentum. Furthermore, a following, which is attractive to businesses can jump on board and use the process as a marketing tool for their business. This then creates a demand for marketing and, in turn, pumps money into the country, town or community. Obviously, this is not always the case, but where sport is used as a tool for development effectively and efficiently, it can contribute to GDP (De Coning, 2015: 110).

De Coning (2015) further suggests that sport as a developmental tool can reap further benefits such as hosting events or tournaments, kick starting a form of income for the community as transport, hospitality and shopping outlets are directly affected. Sport naturally draws spectators and thus draws funding, whether it be small scale; like the informal trader selling cool drinks next to the field, or larger scale; drawing corporate sponsors and allowing them to advertise on available facilities (De Coning, 2015: 134).

Other benefits of developmental tools include: improved health which, in turn, creates reduced medicine costs and lowering of hospitalisation and clinic visits; improved school attendance and academic results; development in a social capital capacity in the form of self-trust, empowerment and trust in social cohesion and collaboration; improves the inclusive activities of people with disabilities; improves community safety and often nation building; and lastly, the promotion of sustainable practices and development, raising awareness for environmental issues and introduces, educates and promotes the concept of sustainable living (De Coning, 2015: 134 - 136).

2.3.5 Disadvantages of engaging in sport

As seen above, there are many advantages of engaging in sport from a young age to better one's standard of living and to develop as a person, a child and a community. However, there are certain detriments and disadvantages that go hand-in-hand with engaging in sport. Sport and engaging in sport and recreational activities does not inevitably result in societal transformation, nor a given development in the education

system, nor does it foster a holistic development of the youth (Sanders, Phillips & Vanreusel, 2014: 790). It must, therefore, not be assumed that by using sport as a tool for development, that it will only produce positive and beneficial results and outcomes.

There are harmful effects that come with engagement in sport, which include unhealthy competition, in-game violence, disappointment, injuries and perhaps even false expectations with regard to successful employment after engaging in sport – it could lead children to think that if they engage in sport they are guaranteed a job (Sanders, Phillips & Vanreusel, 2014: 790).

Using sport as a tool for development, therefore, also carries strong detriments to development and can cause other issues to arise. The first possible issue of using sport for development could include the issues of gender roles and dynamics in sport. According to Kaur (2016), sport environments are highly gendered; depending on the sport and whether it has a stronger feminine or masculine association also plays a role in this gender dynamic, particularly in a world where sport is largely male-dominated (Kaur, 2016: 56). The role of gender dynamics, therefore, remains highly complex in the interlinked "gender-class-race" categories that shape sporting environments across the world today (Kaur, 2016: 56). Thus, gender dynamics can become a disadvantage of engaging in sport for communities if it is not dealt with correctly.

Another concern that Kaur (2016) argues can become a disadvantage of engaging in sport is that of communication related issues. Kaur (2016) argues that in certain environments where communities communicate in their native languages, external sport inhibitors and coaches that try and use sport as a tool for development (that do not understand or speak the communities native language) could have issues communicating with these communities and their stakeholders, particularly with those wishing to engage in sport (Kaur, 2016: 61). Thus, if sport coaches and NGO stakeholders do not understand nor speak the native language of a particular community, care must be taken so that this does not hamper the progress that sport could be making as a tool for development. As Kaur (2016) explains, "language is more than a mode of communication; it marks identity," (Kaur, 2016: 62).

A further concern that Kaur (2016) argues can become a disadvantage of engaging in sport is that of a "power balance" (Kaur, 2016: 64). This "power balance" is the issue of various role-players that are involved with the process of using or making use of sport as a tool for development; from the "powerless" vulnerable community members and their participants to coaches, managers and enablers of sport that are more "powerful" (Kaur, 2016: 54). Thus, there is a delicate relationship between the "powerless" and "powerful" that could create a power struggle and, therefore, throw off the balance of power within the process of using sport as a developmental tool; this could easily become a disadvantage of engaging in sport and using sport as a tool for development (Kaur, 2016: 54). A power-balance, therefore, needs to be carefully dealt with and monitored so that it does not become a disadvantage of using sport for development.

Another concern that Kaur (2016) argues can become a disadvantage of engaging in sport is that of a race dilemma, particularly in racially diverse communities. Kaur (2016) explains that racial identity, particularly in vulnerable communities where a particular racial group happens to be at a greater disadvantage than another racial group, could become an issue and a disadvantage of engaging in and using sport as a tool for development (Kaur, 2016: 66). Care must be taken to ensure that racial groups are not separated so that a race dilemma does not occur, otherwise this problem could become a serious disadvantage of engaging in sport and cause further environmental and cultural issues.

The Right to Play group identify other areas that could be problematic when using sport for development as a developmental tool. They highlight the potential risks and limitations of sport and the 'dangers' it could pose for developmental efforts in their 2008 report. They identify various negative effects of using sport as a developmental tool and they include: the exploitation of talent for commercial gain – specifically in developing and vulnerable countries; the promotion of aggression and violence in competitive sport; the creation of unhealthy and unethical competition that promote behaviours such as doping and cheating; and then, lastly, a combination of 'other' results including hooliganism, corruption, segregation, discrimination and fraud (Right to Play, 2008).

Right to Play (2008), therefore, highlight the fact that sport, if not managed correctly as a developmental tool can do more harm than good. The Right to Play report further emphasises that sport should not be used as a tool to promote professional sport (Right to Play, 2008). The professional versus recreational dilemma needs to be identified and acknowledged before vulnerable communities are pushed in a professional sporting direction that could potentially cause the "winning at any cost mentality" and, therefore, foster the host of detrimental outcomes that were mentioned above (Right to Play, 2008). Coaches, leaders and role-players need to be guided and taught to teach these vulnerable communities about the intended benefits of sport and ensure that these detrimental factors that sport for development could potentially result in do not materialise (Right to Play, 2008).

2.3.6 Detriments of not engaging in sport

As mentioned earlier, it is clear that physical activity and sport has a profound role to play in the development of communities and the people within them. The benefits of sport and sport development for communities and their citizens are clear-cut, but, as research suggests, the dangers of not interacting and engaging with sport development programmes can have many detrimental effects on those not participating.

A physically inactive lifestyle places people in danger for untimely degeneration in health, as well as premature onset and development of chronic illnesses (Phillips & Awotidebe, 2015: 264). Thus, it is crucial that, in order to avoid chronic illness and diseases such as obesity, action must be taken. The Knysna Sports Academy offers sports development together with health awareness and teaches children about the dangers of not exercising, the dangers of obesity as well as the dangers of taking drugs and alcohol through talks and setting a good example. The coaches and teachers at the Knysna Sports Academy, therefore, have shown commitment to healthy living in order to inspire the children they coach and to create role models for these children. Therefore, children participating in sports development programmes are generally a lot healthier than the children that are not participating in these programmes within their communities.

2.3.7 Factors contributing to engagement and low levels of sport development

There are clear links between low levels of physical activities, and possible participants, particularly among youth, who have been highlighted as being affected by health-related behaviours such as physical inactivity, as well as various environmental conditions (McNeill, Kreuter & Subramanian, 2006: 1011). When a community has a culture of physical inactivity, the general participation in sports development programmes by people in the immediate community and surroundings is very low.

Physical inactivity is, therefore, a major contributing factor to low levels of sport development as the culture of physical inactivity within a community can be detrimental to participation of community members who could potentially be interested in sports development. The Knysna Sports Academy has made promoting a community culture towards sport development a major priority, particularly amongst children of the area, through getting ambassadors in the area to talk to and encourage children to participate in these sport development programmes.

Behaviour is fundamentally shaped by an individual's immediate social environment because most activities take place within the participant's family, community and neighbourhood circles (Li *et al.*, 2005: 563). Therefore, it is crucial to morph community behaviour from a more inactive one to one with a more physically engaged and focused behavioural pattern in order to encourage sport development and participation therein.

Due to the fact that children are easily influenced, particularly by their immediate surroundings, it is critically important to show these vulnerable children and communities that positive behaviour towards sports development is essential in order to increase participation in sports development and in order for them to reap the benefits that sport development has to offer. After spending time at the Knysna Sports Academy, it was clear to see that the NGO has had particular difficulties with community behaviour, with specific reference to poor child participation due to the fact that they are easily influenced by their immediate surroundings of bad behaviours and habits – such as gang behaviour and drug and alcohol abuse. Therefore, community behaviour is a serious factor that influences sport development.

The design of intervention projects and programmes needs to consider the influence of neighbourhood level built environmental factors to enable behavioural change among individuals and communities (Li *et al.*, 2005: 564). Therefore, in order for behavioural change to occur with regard to the participation of sports development in communities, the community's environmental factors need to be considered. For example, in order to address behavioural change, the community members that have been involved in the Knysna Sports Academy could talk to the community about the positive impacts that it had on a specific person's life. In order to host the talk a venue is needed. For example, a community centre or city hall would be a good venue to host the talk.

However, if the environmental factors don't allow it, it is very difficult to successfully change community behaviour. Other environmental factors that could hamper the behavioural change process and ultimately hamper sport development include, gangs, no open space for recreational use or no space for community members to meet where they feel safe. Fortunately, the Knysna Sports Academy has a base in the town where community members can meet and have talks where the children and other community members feel safe and where sports development can occur. Without the Knysna Sports Academy building and fields, changing community behaviour and ultimately promoting the Knysna Sports Academy, sports development would be nearly impossible or very difficult.

Factors contributing to more or less physical activity should take into account social environmental aspects. There has been too much focus on individual-level factors, but without considering environmental resources and opportunities for the community to engage in physical activity, it is largely unlikely that a behavioural change will be produced (McNeill *et al.*, 2006: 1018). A holistic approach is needed when looking at factors that could contribute to or hamper sports development and behavioural change. Environmental, social and individual factors should all be considered together as they interrelate and affect one another. An approach should be adopted that considers all these factors instead of only one or some of the factors (McNeill *et al.*, 2006: 1018).

Therefore, the physical and social environment cannot be ignored when investigating the role of sport in communities and the activity or inactivity levels within these communities. This is relevant to consider for this particular research report as it sets the tone for factors that should be considered when investigating the Knysna Sports Academy's role in Knysna and how it uses sport development to improve the standard of living (that is the degree of wealth and material comfort available to the people within a community), change behavioural patterns and ultimately increase participation in sports development in developing communities.

The opportunities to be physically active in a pleasant and relaxed environment where community members feel comfortable is critically important to the success of specific sporting development projects and programmes. Therefore, suitable activity interventions such as social support, cost-effectiveness and safety are all important factors to consider in order to effectively engage and sustain participation in sporting development programmes and projects (Phillips & Awotidebe, 2015: 263).

Ultimately, in order to encourage and promote sport development, suitable activity interventions are crucial in order to get the community committed and willing to participate in sport development programmes. By hosting interventions that will increase the participation in sport development, the environmental factors such as social support, cost-effectiveness and safety all need to be considered as they make up a crucial part of the willingness of community members to participate.

For example, the Knysna Sports Academy takes great care to encourage and create a safe environment for the children and community members to participate in sports development programmes. If, for example, the environment was not one where community members felt safe, the numbers of community members willing to participate would rapidly decline and undermine the aims, goals and objectives of the Knysna Sports Academy. Therefore, environmental factors need to be considered when trying to increase engagement and participation in sports development.

Environmental factors contributing to engagement in sport development initiatives can be in a contextual form and include influences of cultural background, such as the ethnic, religious, and linguistic make-up of a specific community (Kawachi *et al.*, 2002:

38

650). Environmental factors are obviously different in every community as the community's culture, religion, beliefs and linguistic make-up all affect the outcome of the environmental factors. For example, in a very strict Muslim community, women might not be allowed to take off their hijab attire to play sport, and, therefore, the community must accept that this is an environmental factor that could hamper sports participation. The Knysna Sports Academy has taken care to consider all environmental factors that could possibly hamper sports development participation through engaging actively with the community at grassroots level through talks, interviews and focus groups.

Therefore, the literature suggests that environmental factors do play a role in community development particularly through sport development presented by various NGOs. Environmental factors are often forgotten and ignored, whereas if they were embraced and acknowledged, the potential risks to the progression of sports development can be transformed into possible benefits.

A massive issue at hand that significantly contributes to the poor attendance and engagement in sport at school level, is the issue of poor encouragement and support for the school subject of physical education. The mere fact that sport NGOs are increasingly gaining momentum and increasing in numbers suggests that public policy on the school subject of physical education is failing on some level to meet its objectives and that sport NGOs are needed to fill the gap (Sanders, Phillips & Vanreusel, 2014: 791). If we consider the school subject of life orientation, physical development and movement is listed as one of the four learning outcomes that needs to be addressed at school along with the other three learning outcomes, namely; health promotion, personal and social development (Sanders, Phillips & Vanreusel, 2014: 794).

According to the Department of Sport and Recreation and Department of Basic Education, they have acknowledged that there is a problem with poor attendance and hosting of physical education as a school subject (Sanders, Phillips & Vanreusel, 2014: 791). Both the Department of Sport and Recreation and Department of Basic Education have committed to develop a school sport framework that will highlight the

importance of and include the integration of physical education and sports participation during the school hours as a formal subject (Sanders, Phillips & Vanreusel, 2014: 794).

Although the government has made this commitment on a policy level, the practical application becomes difficult. The government itself needs to move beyond creating a policy, it needs to ensure that teachers are correctly trained and that the correct equipment is provided. This is a challenging task for the government to handle on its own and will need to draw on organisations such as sport NGOs to assist, particularly at schools that do not have the trained teachers and coaches and at the schools that cannot afford sporting equipment (Sanders, Phillips & Vanreusel, 2014: 794).

2.3.8 Community development

Community development is a very broad and complex term as it can include an intricate mixture of direct and indirect variables, benefits and detriments as community is composed of a variety of non-governmental organisations, government initiatives and social groups (Rich *et al.*, 2014: 74). All communities are different and are made up of various variables that could all have the potential to contribute or hamper community development. The complexity of communities should not be underestimated, particularly when looking at community development, as the contributing factors all have a major part to play in community development. Any sport NGO that is so closely involved in the community has to look at all the various factors (such as religion, ethics, language barriers and gang related activity) within its immediate vicinity in order to successfully implement and encourage community development.

The scale of community development has grown and now includes health care, economic development, and on a more frequent scale, the Millennium Development Goals of the United Nations (Blanke & Walzer, 2013: 536). It is crucially important when looking at community development, that a holistic approach is adopted in order to incorporate all the possible factors that impact community development. On an increasing basis, it is clear that health care and economic status and development are relevant in community development because a community cannot grow if it is hampered by a major health crisis, nor can it develop if it has a lack of resources or if

the community is crippled by poverty. The Millennium Development Goals are also a significant starting point for any community that wishes to grow and develop and can be achieved on a smaller, cheaper scale, such as promoting and creating sport development for ultimate community development.

The measurement practices of community development have further grown to include both quantitative and subjective, experience-based, qualitative methods of measurement (Blanke & Walzer, 2013: 544). It is important when measuring and monitoring community development, that a holistic approach is taken, and quantitative and qualitative measures are incorporated for an accurate understanding and measure of community development. If both quantitative and qualitative measures are used and undertaken, a more intricate reading and understanding can be established about the level and degree to which a community is developed and a clearer understanding as to what works for that specific community and what does not work can be given. The research for this thesis was undertaken using both a qualitative and quantitative methodological approach in order to successfully measure community development through sport development programmes and projects brought forward by the Knysna Sports Academy.

Sport development in vulnerable, disadvantaged and developing communities could even create a greater participatory democracy. Sports development is a very democratic process in that it encourages community development at absolute grassroots levels and encourages participatory behaviour for the entire community. In order to achieve sport development that is fully democratized, the capacity to transform and grow these vulnerable, disadvantaged, developing communities is created (Donelly, 1993: 428). Disadvantaged communities need to be fully democratized in order to reap the full benefits of sport development.

In order for communities to be developed, the capacity to transform and grow communities needs to be created at grassroots, and in a democratic manner. Sport NGOs need to communicate closely with the community members that are involved at the NGO (teachers, coaches and children) in order to grasp a better understanding of their needs, wants and vulnerabilities. This enables sport NGOs to know what to change, maintain and what to focus on. Monitoring and evaluation are needed in this

41

regard so that communication is strong and trends are documented. In South Africa for example, rugby is a big part of our national culture and is often used to promote sports development.

NGOs in South Africa are unlikely to offer a sport like ice hockey because we do not have the natural or manmade facilities to host the sport and the interest amongst South African children will most probably not be very high for ice hockey. Therefore, it is crucial to communicate and understand what the community wants and needs at a grassroots level in a democratic way in order to fully understand the community's developmental needs and to grow the community accordingly. M&E, therefore, needs to occur from grassroots level throughout the organization and across the various role-players.

People within these communities that actively engage in sport development to better their standards of living often build self-confidence, learn initiative, learn the power of self-determination and lastly, build a sense of community as their values change from individually focused to collective values – which in turn allows community members to take charge of their own lives and their communities (Donelly, 1993: 428). This is clearly evident in the Knysna Sports Academy, after actively engaging in the sport development programme, the benefits such as improved standard of living, improved self-confidence and self-determination and lastly, a sense of community are increasing possibilities and realities for most of these children and community members.

The Knysna community is quite small compared to a larger town like Port Elizabeth or Cape Town and the community is, therefore, closely interrelated and connected. The Knysna Sports Academy has created an environment that is accessible to community members and has had clear improvements in the strength of the pillars of the community. Further, the children that have been at the Knysna Sports Academy for a number of years have clearly shown improvements in commitment, responsibility, self-confidence and empowerment.

These various articles, books and sources highlight the necessity and importance for community development. It is clear that community development is necessary to further development of vulnerable communities and in order to improve their standards

of living. Although there is lots of literature on community development, there is very little literature on the role that non-governmental organisations play in achieving community development, particularly through sport. Further, there is no literature on the role that the Knysna Sports Academy and its developmental efforts on the vulnerable and disadvantaged communities particularly in the Knysna area. In order to foster community development through sport NGOs, it is crucial that an effective M&E system is in place to assist in and create this community development.

2.3.9 Role of civil society

Unfortunately, people in developing, disadvantaged communities do not have the resources to participate in sport development projects and programmes and, therefore, often only participate when the programme or project is offered to them cost free and at their convenience – this is for both adults and adolescents in developing and disadvantaged communities. Aid organisations, non-governmental organisations and other non-profit organisations often and almost always bear the burden of offering these sport development programmes free of charge to these developing and disadvantaged communities (Schulenkorf, 2012: 1).

These aid organisations, non-governmental organisations and other non-profit organisations often pursue Millennium Development Goals through sport development programmes and projects in order to improve social life of disadvantaged communities and the everyday needs of disadvantaged people (Schulenkorf, 2012: 1). The literature suggests that the purpose of these "Sport-for-development" projects have increasingly been staged to contribute to intergroup inseparableness, community unity and community empowerment (Schulenkorf, 2012: 1).

The Knysna Sports Academy is a good example as it is the only organization of its kind that offers free sport programmes to disadvantaged communities and, therefore, does not make a profit and relies purely on fund raisers and donations for funding. If the participating children can afford to pay some money towards the Knysna Sports Academy they do, however this does not happen very often. One of the biggest problems the Knysna Sports Academy faces, is getting paying members to participate at the Knysna Sports Academy on a regular basis. Due to this funding (or lack thereof)

it is possible -- yet challenging – for the Knynsa Sports Academy to promote and enable sports development and, in turn, create an environment where community empowerment is achieved.

It is due to a lack of resources that community members are not enabled to participate in sport development initiatives and this can be measured in terms of social capital. Social capital is the amount of resources accessible to people and to a specific community through community interactions (Kawachi *et al.*, 2002: 650).

Therefore, especially when a community does not have many resources and financial capital, social capital becomes particularly important in order to enable the resources they do have at their disposal, and to ultimately develop their communities to the best of their abilities. The Knysna Sports Academy is a good example of an NGO that draws on its community through social relationships in order to raise funds and obtain capital. Often the Knysna Sports Academy trustees would call on their friends or people they know (social relationships) so as to raise and obtain resources and capital.

Strong social networks, means of exchange and the notion of shared goals within a community all build social capital, while erosion of social capital, on the other hand, highlights the relationship between income inequality and health, as they grow and contract in the same direction as social capital (Kawachi *et al.*, 2002: 650). Due to the fact that all these social aspects are ultimately related and improve the standard of living when used successfully in sport development, social capital can be considered a measure of strength of social cohesion and sense of community as the ultimate goal would be to have a community that is prosperous in terms of social capital (Kawachi *et al.*, 2002: 650). It is clear, therefore, that in order to have a strong social capital, society needs to involve all of society and community members in order to grow and develop social capital. Therefore, the role of civil society is of the utmost importance and should not be underestimated.

The role of civil society is essential in building community and, therefore, sport development is a participative process in which the entire community, or as much of the community as possible, is actively involved for all the predetermined goals, outcomes and objectives to be achieved. With regard to this specific research report,

44

the role of civil society should not be underestimated and when research is being conducted civil society should be focused on as a key concept.

2.3.10 Policy on Sport in South Africa

Since the Apartheid era ended in 1994, policy on sport has dramatically changed and morphed. The end of the apartheid marked the first democratically elected government who then had to ensure that a unified sport policy is established as well as unified practices and governing institutions (Keim & De Coning, 2014:129). The way forward from 1994 sports policies aimed to promote the development of developing, disadvantaged communities while simultaneously promoting elite success at international events by South African sportspersons (Keim & De Coning, 2014:129).

The increasing policy debates, therefore, aimed to balance these objectives and this became the key agenda in policy debates (Keim & De Coning, 2014:129). The central theme of these national policy debates was, "Getting the nation to play", to try to increase the levels of participation in sport recreation activities; increasing sports profiles amongst marginalized communities; celebrating and noting elite success; and lastly, emphasising that sport can be used to deal with rising crime issues (Keim & De Coning, 2014:129).

The White Paper for Sport and Recreation is the only comprehensive sport and recreation policy framework that stipulates the roles and responsibilities of all the institutional role players in the sport sector, including government, departmental NGOs such as the South African public, the private sector and various sporting federations (Keim & De Coning, 2014:129). There are some other sports policies and acts that govern sport and development in South Africa that aim to assist the White Paper for Sport and Recreation such as National Sport and Recreation Plan (2012), South African Boxing Act of 2001, National Sport and Recreation Act 1998, and the South African Institute for Drug Free Sport Act of 1997 (Keim & De Coning, 2014:130).

The key challenge with the limited amounts of sporting policies is that sport institutions, sportsmen and women, and government are constantly grappling with the constant changes and flux in institutional makeup, strategies, policy and plans (Keim & De

Coning, 2014:132). Therefore, the available sports policies and acts as found in this literature review are limited in nature. Thus, once again emphasising the importance of the role of sport NGOs, as well as the need for a M&E system to assist them with policies, programmes and projects.

2.3.11 Knowledge gap

Although it is clear that extensive research has been done on the role that sport development plays on disadvantaged and developing communities, there is very little research on NGO specific projects and programmes regarding sport development. There is no research on the Knysna Sports Academy, specifically, and the role that it plays on sport development and the impacts that it has on vulnerable, disadvantaged and developing communities in the Knysna area. Disadvantaged and developing communities refer to communities that lack basic human needs such as housing, and sanitation services or have a poor quality thereof. Furthermore, little research has been done on the improvements sport development has on standard of living, specifically where standard of living refers to the degree of wealth and material comfort available to the people within a community.

Lastly, very little research has been done with regard to specific sport development and the benefits it could reap in the Knysna area specifically. Therefore, there is, definitely, a knowledge gap in the area of intended research. This research report would, therefore, attempt to fill this knowledge gap and contribute to answering some pressing issues about social capital, standard of living and the role that civil society has to play in improving developing, vulnerable and disadvantaged communities through sport development programs that are offered by the Knysna Sports Academy in the Knysna area, situated on the Garden Route in the Western Cape.

Chapter 3: Role of NGOs & M&E systems

3.1 Background

In South Africa's rich history, it is evident that a plan had to be made to address the inequalities of the past. The Apartheid regime caused severe "splits" in society and caused a very large severely disadvantaged community. The result is half the South African population living below the poverty line and South Africa faces one of the worst levels of inequality in the world (Sanders, Phillips & Vanreusel, 2014: 789). Despite this dreary past, efforts have been made to address these inequalities through sport by the state but needs to be supported by civil society and non-governmental organisations; as it (state) cannot support the entire nation on its own.

The development of NGOs with a specific focus on sport and recreational objectives only originated in the late twentieth century. Since then, NGOs with a sport for development focus have increased dramatically. For example, the first NGO with a sport for development focus originated in Kenya in 1987, called Mathare Youth Sport Association (MYSA), which is a community developmental organization that aims to use sport to engender socio-economic development while simultaneously creating positive social change (Willis, 2000: 838). This NGO still exists and is growing annually.

In 2011 at the Beyond Sport Summit in Cape Town, 356 NGOs from all over the world submitted sport programmes, projects or policies – again showing the significant growth of sport NGOs (Sanders, Phillips, Vanreusel, 2014: 791). In order for NGOs to operate effectively and efficiently, an appropriate monitoring and evaluation system must be developed and put in place. However, a sustainable environment is crucial to enabling this development. In order to achieve effective sustainable socioeconomic development, an effective state is essential. There is rapid globalization and a rapidly changing social, economic and political environment in our society today (Green, 2012: 5).

Thus, a noticeable increased pressure is created on governmental organisations to respond to demands that come about to ensure good governance, transparency, accountability and developmental effectiveness that are tangibly deliverable and in

check (Teece, 1997: 511). As these demands and pressures for greater accountability increase in our rapidly globalizing world, it is clear that results-based monitoring and evaluation of all programs, policies and projects is necessary (Kusek & Rist, 2004: 1).

3.2 Monitoring and evaluation

Monitoring and Evaluation (M&E) are both management activities that are crucial in ensuring that policy, project and/or program goals are achieved in the form of predetermined results (Cloete, Rabie & de Coning, 2014: 4). Implementation, planning and designs need to be of a systematic nature so that outputs and outcomes of policies are continuously improving in quality and credibility (Cloete, Rabie & de Coning, 2014: 4). The difference between monitoring and evaluation will be discussed later on in more detail. Monitoring and evaluation as a tool for public management is very powerful. M&E helps public sector organisations achieve pre-determined, intended results and, therefore, when implemented correctly can work as a useful performance feedback system (Kusek & Rist, 2004: 12).

Globally, governments are being continually challenged to become transparent and accountable in their reporting and operations, which further creates a demand and need for effective and efficient M&E systems. These global pressures for accountability are increasing at a rapid rate as corruption is frowned upon and eradicated in most organisations around the world. The Millennium Development Goals (MDGs) for example, challenge governments and public sector organisations to follow their pre-determined global initiatives and resolutions which include: increased sensitivity for community demands of transparent policy making; increasing the usage of policy and administrative experts influences; using project management in a holistic manner from grassroots levels even in basic administrative tasks; increasing public trust in governmental and administrative stakeholders to utilise tax resources fairly, effectively and efficiently; and lastly, pressure from the citizens and the public sector to reduce public spending (Karver, Kenny & Sumner 2012:13).

These public sector and citizen demands, therefore, caused relevant stakeholders, public sector organisations and governmental organisations in general, to respond by developing and adopting various relevant performance management systems; such

as M&E systems so that budgeting, human resources and organizational culture could be adapted to enable effective and efficient M&E (Karver, Kenny & Sumner 2012:13).

There has been a clear shift over the past decade in the way monitoring and evaluation are conducted; the shift is from a traditional implementation-based approach to a more results-based approach (Kusek & Rist, 2004: 179). A results-based approach focuses on whether the intended results of the project, policy or programme were actually achieved, and not only on the policy, program or project itself. Further, results-based monitoring and evaluation focuses on whether or not intended outcomes are delivered to the stakeholder (Kusek & Rist, 2004: 11). It is important to remember that output measures can be undertaken in the absence of an outcomes measurement, but an outcomes measurement cannot be taken without an output measurement (Cloete, Rabie & de Coning, 2014: 473). This shift to an outcome and impact evaluation is, once again, evidence of the importance of a results-based M&E system.

For example, if governmental organisations implement public health policies, programmes and/or projects, it does not necessarily translate and result in improved public health (Stem *et al.* 2005: 296). Thus, results driven monitoring and evaluation is essential in achieving predetermined results and outcomes and in avoiding an overlooked process that eliminates all chances of a functioning, integrated system. Beyond that, results-based monitoring and evaluation should go beyond results and strive to achieve, and efficiently attain predetermined outcomes and impacts (Kusek & Rist, 2004: 11).

Kusek and Rist (2004) published a ten-step process to follow when implementing results-based monitoring and evaluation in 2004. This ten-step process was particularly designed for governmental organisations with a particular focus on developing countries so that credible, trustworthy information can be communicated from relevant governmental organisations and stakeholders to the citizens (Kusek & Rist, 2004: 23). Kusek and Rist (2004) also make mention of the fact that an effective results-based M&E system is not easy to implement, particularly when so many governmental organisations are used to a traditional system of M&E processes (Kusek & Rist, 2004: 16). Although governmental organisations have been monitoring and

evaluating their own performance for many years, there has been a recent shift from traditional based monitoring and evaluation to results based monitoring and evaluation (Kusek & Rist, 2004: 15).

3.3 Traditional based M&E vs. Results based M&E systems:

Traditionally-based M&E systems were mostly used to track and access progress and implementation of various governmental policies, projects and programs. Traditional M&E further focuses on the monitoring and evaluation processes of input, various activities and outputs, as well as various program, project and policy implementations (Kusek & Rist, 2004: 16). Traditional M&E can be tracked back as far as 3000 BC when the ancient Egyptians systematically used traditional monitoring to track their public governmental livestock and grain production in Cairo (Kusek & Rist, 2004: 11).This shows us that M&E is not a new phenomenon and emphasises that governments and various public organisations used M&E to track their various resources, staffing, revenues and expenditures, as well as their project and program activities to keep track of what goods and services are being produced and if they are being delivered (Kusek & Rist, 2004: 11).

Results-based M&E on the other hand, uses a combination of the traditional approach to M&E systems and implementation with the assessment of various achieved results (Mayne & Zapico-Goni, 2017: 24). By using a combination of implementation progresses, along with progress in attaining various predetermined, calculated objectives or results of governmental projects, programs and policies, it once again emphasises the usefulness and importance of results-based M&E systems and why it is such a useful tool for public management at any level (Kusek & Rist, 2004: 13). By allowing and realizing a results-based M&E system, organisations have the room to adapt and customize their theories of change and logic models, while systematically putting implementation processes in place in order to reinforce and support the attainment of predetermined outcomes and objectives within the organization at all levels in a holistic manner (Mayne & Zapico-Goni, 2017: 24).

Theories of change and logic models were first introduced by Carol Weiss in 1995 (Weiss, 1997: 507). Theories of change and programme logic are linked and depend

on each other for a better understanding and unpacking of organizational programs, policies and projects. The programme logic is a strategy that unpacks how it is implemented and further unpacks the framework that makes up theory of change in a practical manner that is presumed to be measurable (Cloete, Rabie & de Coning, 2014: 90).

In short, a theory of change is a conceptual theory that is a process by which change comes about for either an individual or an organization. It further leads policy makers, designers and implementors to develop a programme logic which attempts to explain the processes and various activities of a particular project, program or policy and processes the plan of action that will have to be taken in order to achieve predetermined goals (Cloete, Rabie & de Coning, 2014: 90). The logic models are useful ways to unpack the issues, inputs, activities, outputs, outcomes, impacts and assumptions and can, therefore, be considered an analytical tool used to plan, monitor and/or evaluate projects, programs and policies (Cloete, Rabie & de Coning, 2014: 91).

The shift from traditional M&E systems to a results-based M&E system as described above is, therefore, a necessary process in any governmental or public sector organization. A results-based M&E system must be built and encouraged in order to assist policy makers in answering paramount questions as to whether or not predetermined outcomes and results were achieved in a desirable manner (Kusek & Rist, 2004: 13). If governmental or public sector organisations are proposing a change or an improvement in a specific policy area; such as in education or health care, there needs to be a measurement to show that related improvements have not been previously met. Measurements to show that predetermined outcomes or results have not been met are only one piece of the puzzle (Kusek & Rist, 2004: 14). The documentation and demonstration of the public sector or governmental organization's own performance issues to its relevant stakeholders is necessary, as well as to use the gathered performance information to ensure improvement on all levels in a holistic and integrated manner (Binnendijk, 1999: 3).

3.4 Purpose of M&E:

As discussed above, M&E is crucially important to the effective and efficient functioning of any organization in both the public and/or private sector. M&E ensures that the specific organization remains accountable and transparent to those who demand from its operations, services and/or product delivery. It is, therefore, evident that M&E is extremely necessary and important. There are various purposes of M&E that will briefly be discussed below.

According to Mackay (2007), M&E systems must be enabled to ensure that they are used effectively and efficiently as a tool to secure results-based management through magnifying transparency and accountability to ultimately support and enable evidence-based policy making (Mackay, 2007: 9 – 10). Thus, Mackay (2007) argues that the core purpose of M&E systems is to ensure sound governance by being placed at the centre of governmental systems, ultimately ensuring evidence-based policy making, management and accountability (Mackay, 2007: 10). Thus, M&E systems' ultimate purpose is to ensure effective and efficient predetermined results-based outcomes.

The second core purpose of M&E systems that is discussed, according to the World Bank (2004), is to act as a learning tool to educate and inform relevant stakeholders about previous experiences (World Bank, 2004:5). Thus M&E's purpose is to teach relevant stakeholders about past experiences on service deliveries, resource allocation and planning, reporting on results and, ultimately, being accountable and transparent by learning from past mistakes (World Bank, 2004: 5). If M&E systems are enforced and enabled, recording of various activities, policies, programmes and projects makes it possible for stakeholders to access past records, outcomes and results and to avoid making the same mistakes and derive insights into avoiding risk.

The third core purpose of M&E is to enable relevant stakeholders and decision-makers to have access to necessary information that will assist them in the decision-making process. Morra Imas & Rist (2009) argue that effective and efficient M&E should be used as an information tool so that relevant decision-makers and stakeholders can make decisions that are constructive and beneficial to their necessary program, policy

and/or project (Morra Imas & Rist, 2009: 12). Thus, in any form of evaluation, relevant decision-makers and stakeholders should be enabled to use information collected through the evaluation to take informed and educated decisions to avoid potential risk factors or any detrimental activity to the organization, policy, program or project.

The fourth key purpose of M&E that is discussed stems from the argument of Kawonga, Blauuw & Fonn (2012), where they describe M&E as a critical driving force in the public health sector (Kawonga *et al.*, 2012: 1). Kawonga *et al.* (2012) argue that M&E's core purpose in the public health sector is to provide reliable and timely health-related data and information to monitor and evaluate, plan and prioritise interventions effectively and efficiently (Kawonga *et al.*, 2012: 1). Using M&E to this capacity in the health sector will or rather does help healthcare institutions save lives and operate in such a manner so that impacts and effectiveness of policies, programs and projects can be monitored and used in such a way that is beneficial to all role-players and relevant stakeholders.

The fifth key purpose of M&E according to Annecke (2008) is that M&E assists in the identifying and correction of errors and using this information to strengthen and develop the improvements in the administration processes, as well as the design processes of all policies, programs and projects (Annecke, 2008: 2832). Thus, M&E systems provide information that can avoid errors and risk, use resources efficiently and effectively, monitor and track programs, policies and projects and can even be used to access the relevance and importance of programmes, policies and/or projects (Rossi *et al.*, 2004: 18).

The sixth core purpose of M&E that will be discussed is organized into four categories by Morra Imas & Rist (2009). Morra Imas & Rist (2009) argue that M&E can be organised into four categories of purpose including; decisional, managerial, ethical and lastly, educational and motivational purposes (Morra Imas & Rist, 2009: 12). These four categories are organized in such a manner that support the argument that evidence-based decision-making in collaboration with organizational learning from gathered information and data are a crucial and important part of the M&E systems core purpose and predetermined outcomes.

In conclusion, there are many core features and purposes of M&E that were mentioned above that make up the very many important layers of an M&E system. Any M&E system is complex with interrelated factors that make up its functions and operations. The rest of this research report will explore further core purposes and uses of M&E, once again highlighting its importance across all levels of any organisations.

3.5 Further key uses for results-based M&E systems:

A key use for results-based M&E systems is that of transparent reporting on performance and achieved results to relevant internal and external stakeholder groups (Kusek & Rist, 2004: 13). Internal and external stakeholder groups have a large impact of the functioning of M&E systems. There have been many cases that show a government-wide legislation or various decision-making orders on a managerial and executive level.

The government-wide reporting mentioned above can assist when evidence needs to be given, particularly when there is competition for resources or funds, and can be used to persuade doubtful citizens, relevant stakeholders or donors that the program produces powerful and important results that yield "value for money" – proving the program's, project's or policies' worth (Mayne & Zapico-Goni, 2017: 24). When this government-wide reporting is accompanied by an annual performance report (to relevant stakeholders and the public), it strengthens the argument for the public sector or governmental organization and makes them more credible to the public and relevant stakeholders, ensuring the success of the policy, program or project (Cloete, Rabie & de Coning, 2014: 254). This discussion further highlights the importance of results-based M&E systems.

These performance and results-based reports, as well as relevant information should be used for external purposes – as discussed above – but also for internal purposes, so that management and relevant stakeholders can make calculated decisions and so that areas that need to be improved on can be isolated and identified in order to repair and improve the policy, program or project (Cloete, Rabie & de Coning, 2014: 254). In order for this effective, internal, results-based M&E to occur, information and results need to be combined with important managerial systems and processes within the

public sector or governmental organization. These include various policy management formulations in the budget allocation processes as well as in program, project and policy management and organization (Kusek & Rist, 2004: 154).

3.6 The difference between monitoring and evaluation:

Results-based M&E systems focus on information relating to whether results were achieved or not. Thus, information on results can come from one of two sources essentially – a monitoring system and an evaluation system, where both are necessary but are not the same (Mackay, 2006: 3). It is important to understand the difference between monitoring and evaluation for a better understanding of how results-based monitoring and evaluation works (Mayne & Zapico-Goiii, 2017: 5).

Monitoring is the periodic measurement of policy, program and project progress over immediate and long-term, predetermined results. Using the monitoring process, it enables governmental or public sector organisations to provide relevant data and information to decision-makers on whether progress was made or not, so that appropriate action can be taken, and a plan can be put in place, and ultimately, to ensure improvement of governmental and public sector effectiveness (Kusek & Rist, 2004: 154).

The process of monitoring involves an integrated form of measurement. The monitoring of progress towards attaining a predetermined objective or outcome is how the process of monitoring achieves "measurement".   If we consider how an outcome or a result is measured, it is important to note that it can't be done so in a direct manner (Kusek & Rist, 2004: 66). In order for the monitoring process to effectively and efficiently measure an outcome – the outcome must be broken up into indicators so that when it is being measured, correct information will show whether the intended result is being achieved or not (Kusek & Rist, 2004: 66).

Indicators are analysis mechanisms that are used to measure, oversee and access progress in the process of achieving results (outcomes) and objectives (Cloete, Rabie & de Coning, 2014: 205). Miles (1989) argues that indicators are "a measuring instrument used to give a concrete, measurable but indirect value to an otherwise

immeasurable, intangible concept," (Cloete, Rabie & de Coning, 2014: 205). Different types of indicators provide different information and data on various aspects of a particular intervention, program, project or policy throughout various stages of the intervention's life-span (Cloete, Rabie & de Coning, 2014: 208). Indicators are used throughout the logic model process and allow stakeholders to monitor performance, identify issues and take corrective action in the input and process phases (Cloete, Rabie & de Coning, 2014: 208).

Indicators can also be used in the process of guaranteeing the success of a project, program or policy in the output, outcome, impact phases of the logic model so that future interventions can be shaped in such a manner to ensure a successful outcome or predetermined result (Cloete, Rabie & de Coning, 2014: 208).

For example, if the aim of a certain project was to increase the amount of children that attend afterschool sporting activities, the indicators would be the number or percentage of children that normally attend and those that don't attend using the attendance register as a point of reference (White *et al.*, 2005: 9). This attendance register can be verified by the coaches that normally take roll call and the assumption would be that the coaches take care to carefully complete the register before every sporting clinic or session (Kusek & Rist, 2004: 67). This information can then be used to monitor attendance numbers as well as make coaches aware when numbers are increasing versus when attendance numbers are decreasing so that preventative action can be taken to avoid a further decline in attendance (Kusek & Rist, 2004: 70).

3.7 Users and stakeholders in results-based M&E systems:
In order to understand the importance of gathered information and data on whether promises are being kept and whether or not important goods and services are being delivered in any governmental or public organization, stakeholders need to build and keep track of a good results-based M&E system (Guerra-López & Hicks, 2015: 27). Many key stakeholders within a community need to be included in the access and gathering of information to build a strong results-based M&E system. These stakeholders include citizens, NGO groups as well as the private sector stakeholders that have either an internal or external role in the project, program or policy. By

including these stakeholders, it is clear that the monitoring of information and data have both an internal (public sector organization or governmental organization) as well as an external (community) use in order to efficiently and effectively monitor and evaluate the intervention, program, policy or project (Guerra-López & Hicks, 2015: 27).

When collecting information from these relevant stakeholders it is important to note that when information and data is collected through a monitoring system, that the data only shows information on what is being measured at that exact point in time and does not show a comparative collection of information as it changes over time (Mackay, 1999: 13). A comparison must be done so that information can be compared and tracked in order to monitor anticipated performance, outcomes and results. Monitoring data and information does not provide an explanation as to the performance successfulness or failure. For such an explanation, an evaluation must be completed in order to attain that level of comparative, assessment of the information (White *et al.*, 2005: 8).

An evaluation system on the other-hand serves as a supplementary function to a monitoring system while manging a results-based framework. Evaluation systems provide more explanatory sets of information as to why certain outcomes, impacts and their results were attained or not. An evaluation system can provide an explanation to relevant stakeholders as to why and how an issue occurred – being supplemented by the monitoring data that was used to track the process of the particular intervention (Mackay, 1999: 13). This information can then be used to make strategic decisions and resource allocations so that performance successes and issues can be addressed by evaluation reports, rather than performance monitoring reports for a more holistic understanding.

It is important to understand that a results-based M&E system design can be adapted and morphed to fit and be in compliance with any project, program or policy. Indicators will change based on the inputs to the intervention and the amount of collected data and information will change depending on the complexity of the project, program or policy (Guerra-López & Hicks, 2015: 27). The last factors that might change are the ways in which data and information are collected and lastly, the usage of the collected data and information might change as the intervention develops. The creation of the

M&E system is the most critical aspect so that information can flow and move as it needs to rather than only being collected at one point in time (White *et al.*, 2005: 22). If information flow is blocked from reaching relevant stakeholders and role-players, the linkages between programs, policies and projects will be uncoordinated. It is important that information is collected at every level so that the M&E system can be interdependent, coordinated and aligned across all levels.

3.8 Ten steps to building a performance based, results driven M&E system:

Kusek and Rist (2004) proposed a 10-step process to building an effective and efficient results-based monitoring and evaluation system that pays attention to differentiation amongst tasks (Kusek & Rist, 2004: 23). Although there are 10 predetermined steps, it is important to note that in a dynamic and changing political, social and economic environment; that these steps aren't as rigid as they are made out to be (Guerra-López & Hicks, 2015: 24). These steps are rather a guideline that suggests a process to follow that allows for concurrent activities to take place over the entire process of a M&E system.

3.8.1 Step one

Step one involves conducting a readiness assessment. Conducting a readiness assessment is the process of pinning down the scope and enthusiasm of the public sector organization or governmental organization and relevant developmental stakeholders to formulate a results-based M&E system (Kusek & Rist, 2004: 23). This readiness assessment deliberates issues such as the whereabouts of relevant stakeholders in government, the obstacles to constructing a system and who will be contributors or resistors to the proposed system (Kusek & Rist, 2004: 23). Step one will be further discussed later on in this research report.

3.8.2 Step two

Step two involves Agreeing on the Outcomes to Monitor and Evaluate. Agreeing on the outcomes to monitor and evaluate is the most important prerequisite of developing and constructing strategic outcomes that correctly emphasise and initiate the applicable resource allocation and interests of the governmental or public organization and its relevant stakeholders (Kusek & Rist, 2004: 23). The outcomes within this step

should be obtained through predetermined goals of the specific intervention that are in line with the predetermined goals of the organization.

Within this step, it is important to distinguish between goals and outcomes (Kusek & Rist, 2004: 56). Goals often have a longer term time-line as with the millennium development goals, for example. Goals can be measured and can range from months to years; the millennium development goals, for example, were three to ten years (Acevedo *et al.*, 2010: 35). Goals are often challenging but must be feasible to attain. Outcomes on the other hand are used to derive targets that are short-term and about three years in length as was the case with the millennium development goals. Outcomes are not measured directly but are used as a means to report on (Kusek & Rist, 2004: 57).

Outcomes are important and necessary here because they are essential in building an effective M&E system. Stakeholders within an organization, project, program or policy need to position themselves so that the intended outcomes are as clear and explicit as possible (Kusek & Rist, 2004: 57). By ensuring that outcomes are clear, it will ultimately enable achieving benefits, and this needs to be in place so that indicators can be identified and used efficiently. Outcomes are, therefore, not only crucially important but also key in demonstrating whether or not success has been achieved (Kusek & Rist, 2004: 57). The entire development of the M&E system relies on outcomes being set prematurely before the system is implemented.

Stakeholders must ensure that issues that may arise in setting out outcomes are addressed in an effective and efficient manner so that it does not affect the process. When organisations have predetermined goals for a specific program, project or policy, they can be used as a starting point for developing and creating outcomes (Kusek & Rist, 2004: 57). However, it is not always so straight forward in the case of developing countries and/or small NGOs as challenges may arise due to internal and external factors including but not limited to: a lack of political will, a lack of resources and/or human knowledge, skills and capacities and lastly, a weak central agency (Kusek & Rist, 2004: 58). Goals need to be in place so that organisations can set priorities and determine the desired outcomes. This can be done by ensuring that stakeholders launch a participatory process and creating a holistic outlook that

includes donors in institution and capacity building initiatives to avoid further issues (Kusek & Rist, 2004: 58).

The process of setting and determining outcomes needs to stem from a participatory process that does not exclude important internal and external stakeholders. In order to ensure that the process is participatory in nature, goal development, setting outcomes and building solid indicator systems should be the main initial focus point (Kusek & Rist, 2004: 58). As discussed earlier, globalisation has resulted in a political, social and cultural environment that is constantly changing. In order to set outcomes that take the changing environment into account, the process must be cooperative and consultative so that the process is dedicated to consensus building (Kusek & Rist, 2004: 58). It is important that key stakeholders are engaging in a participatory manner to ensure consensus is reached and so that there is a commitment on all levels in achieving the desired outcomes.

Outcomes need to be agreed upon in order to be set and follow a political process in order to materialise. The first part of the process is to identify the relevant and specific stakeholder representatives for decision-making (Kusek & Rist, 2004: 59). The second part of the process is to successfully identify major concerns of the relevant stakeholder groups through interviews, surveys and focus groups in order to include and exclude the correct role-players and stakeholders (Kusek & Rist, 2004: 59). The third part of the process is to develop and morph problems into possible outcome improvements through a positive, realistic outlook and manner of communication (Kusek & Rist, 2004: 59). The fourth part of the process is to dissect outcomes so that only one focus area is identified per outcome so that they are kept simple, understandable and achievable (Kusek & Rist, 2004: 59). The final part of the process of agreeing on outcomes is to develop a plan to enable organisations and stakeholders to achieve these outcomes through agreeing on strategic priorities and outcomes and then using them to enable resource allocation and activities (Kusek & Rist, 2004: 61).

3.8.3 Step three

Step three involves the Developing of Key Indicators to Monitor Outcomes. This development of key indicators to monitor outcomes assesses whether or not the

predetermined outcomes are being achieved or not (Kusek & Rist, 2004: 24). Developing indicators is a necessary and fundamental activity when building a results-based M&E system and must also ensure that data and information collection, analysis and reporting is being done. It is important not to underestimate the role that methodological and political issues have to play in developing indicators that are feasible and applicable to the specific project, program or policy (Kusek & Rist, 2004: 21).

Outcome-specific indicators help the relevant stakeholders answer important and relevant questions such as: how achievement and success can be identified, and whether or not the direction is moving towards that of the desired outcomes (Kusek & Rist, 2004: 65). Further, by developing specific indicators that are effective and efficient in monitoring desired outcomes, relevant stakeholders are enabled to assess the extent to which predetermined outcomes are achieved (Kusek & Rist, 2004: 66). Developing indicators are, therefore, a core activity in building an effective results-based M&E system. Indicator identification, development and implementation is the driving force behind data collection, analysis and reporting of information.

When building a results-based M&E system it is clear that indicators are required at all levels as the driving forces of the process. In order to provide feedback to relevant stakeholders, indicators are needed to be used and implemented in inputs, activities, outputs, outcomes and goals to measure progress and track risks, failures and successes (Kusek & Rist, 2004: 66). Indicators act as benchmark measuring tools to keep track of policies, programs and/or projects and can act as points of reference to compare to predetermined performance targets. These indicators as measuring tools, therefore, give stakeholders the opportunity to correct processes, make adjustments and adapt as the environment changes and thus, increases the chances of achieving desired outcomes (Kusek & Rist, 2004: 66).

Thus, it is very clear that indicators are a very important aspect of creating an effective and efficient M&E system and achieving outcomes. However, care must be taken in developing predetermined outcomes into measurable performance indicators so that these outcome indicators can measure progress (Kusek & Rist, 2004: 67). In selecting indicators, care must be taken to consider the intentions and knowledge of relevant

61

stakeholders so that managers can use this information in creating and implementing usable performance indicators (Kusek & Rist, 2004: 67). Lastly, it must be noted that there need to be as many indicators per outcome as there are answers that answer the question of whether or not the outcome has been achieved (Kusek & Rist, 2004: 67).

3.8.4 Step four

Step four involves Gathering Baseline Data on Indicators. This gathering of baseline data on indicators emphasises that the measuring and monitoring of progress that is made, or not made, towards results starts with the explanation and measurement of the original circumstances being described by the original results (Kusek & Rist, 2004: 24). The collection of baseline information and data, therefore, means to take the first measurements of the various relevant indicators that are present (Guerra-López & Hicks, 2015: 27).

The process of collecting baseline data on indicators, therefore, marks and identifies the current situation of conditions in which the indicators are present and provides the opportunity to track progress and change in the future (Kusek & Rist, 2004: 80). Baseline indicators are, therefore, used to inform relevant stakeholders and decision-makers about the current project, program and/or policy conditions before targets are set, so that they are set in such a way that considers all the current conditions for the best, most realistic target setting (Kusek & Rist, 2004: 81).

Step four involves six processes that need to be followed in order for appropriate baseline indicators to be set. The first is to establish the baseline data on indicators; the second is building baseline information; the third is the identification of data sources for indicators; the fourth is designing or creating and comparing data collection methods; the fifth is highlighting the importance of conducting relevant stakeholders and project, policy or program drivers and, lastly, the process of using experience gained in developing countries to collect data efficiently and effectively (Kusek & Rist, 2004: 81).

The first part of the process is establishing the baseline data on indicators. Baselines are acquired from indicators and predetermined outcomes and it is a very normal or usual process in all walks of life (Kusek & Rist, 2004: 81). In a personal capacity, for example, checking one's blood pressure when visiting the doctor allows for comparisons to be made with regard to what it should be so that it can be gauged whether or not one is ill, or if your blood pressure is too high so that an informed decision can be made for a way forward.

Information collected for gathering or establishing a performance baseline can be quantitative or qualitative in nature and provides data just before or at the beginning of a predetermined monitoring period (Kusek & Rist, 2004: 82). Baselines are, therefore, a guide for stakeholders to use as a monitoring tool for future performance and are the first critical mark or measuring point of indicators (Kusek & Rist, 2004: 82). The challenge here is to ensure that adequate baseline information is obtained for each and every indicator and/or outcome (Kusek & Rist, 2004: 82).

The second part of the process is building baseline information. This process attempts to answer questions relating to the construction of a baseline of information for every indicator. It looks at what the sources of data are, what data collection methods are used, who the data collectors will be, how often said data will be collected, what the cost and difficulty of data collection is, who the data analysers will be, who will report the data and, lastly, who would use the data (Kusek & Rist, 2004: 82).

In the case of developing countries – this process is not so straight forward as the data and resources necessary to collect the data may not be present (Kusek & Rist, 2004: 83). Therefore, this process needs performance indicators and the various data collection methods to be in line with what systems are already or not already in place in the specific environment to gauge what data can be produced and what capacities are available in order to expand and develop data collection and analysis (Kusek & Rist, 2004: 83).

The third part of the process is identifying various data sources for indicators. For every indicator that exists, a small M&E system makes up its framework. Therefore, when starting the process of building the information system for a specific indicator, it

63

needs to be identified what information can potentially supply the relevant and necessary data (Kusek & Rist, 2004: 83).

Care must be taken to avoid arising issues such as: whether the data source can be practically accessed or not; is the quality of data good enough; can the data source be accessed on a regular and timely basis; and whether or not the collection process is cost effective and feasible (Kusek & Rist, 2004: 83). Only data that is going to be used must be collected so that time and resources are not spent on irrelevant data collection; the collection can be primary or secondary in nature, primary being direct and secondary being collected by external stakeholders (Kusek & Rist, 2004: 83).

The fourth part of the process is designing or creating and comparing data collection methods. When the sources of data are known, instruments and strategies for data collection must be pre-determined so that correct decisions can be taken regarding the obtaining of data and how to prepare the instruments for data collection (Kusek & Rist, 2004: 84). External capacities can be used for data collection such as from universities or research centres or private sector providers, but it is likely to be more expensive. A combination of various data collection strategies must be used to ensure that affordability, timeliness and accessibility are looked after (Kusek & Rist, 2004: 86).

The fifth part of the process is highlighting the importance of facilitating project, policy and program drivers. These drivers of the information requirements behind indicators should be conducted through data source testing, collection and analysis strategies and lastly, reporting (Kusek & Rist, 2004: 86). The drivers' job is to identify and avoid risk through alerting managers if data does not exist and when data collection is too expensive, complex and/or time-consuming; which is crucial to have in the baseline data collection foundation (Kusek & Rist, 2004: 87). This can be done through identifying and prioritising indicators that provide the information and data of the highest quality at the lowest possible cost so that indicators can be rationalized and prioritised (Kusek & Rist, 2004: 87).

The final part of the process is using developing countries' experiences to collect data efficiently and effectively. Baseline data on indicators is a crucial part of determining the current environment's conditions and in comparing and predicting future

performance against the data and information collected at the starting point (Kusek & Rist, 2004: 89). Looking at and investigating pre-existing data collection methods gives drivers and relevant stakeholders the opportunities to learn from past mistakes and to ensure that the necessary resources and capitals are available for data collection or indicator creation processes.

3.8.5 Step five

Step five involves Planning for Improvements – Setting Realistic Targets. By planning for improvements and setting realistic targets, it becomes clear that most outcomes or results are complicated, unfold over a long period of time and are not achieved quickly (Kusek & Rist, 2004: 24). It needs to be established that transitional targets set out exactly how much progress towards a particular target needs to be achieved, how long it will take and, lastly, what amounts of the necessary resources need to be allocated (Kusek & Rist, 2004: 23). When measuring various results against these specific targets, it involves both substitute and direct indicators that include the use of qualitative and quantitative data. Quantitative indicators use numerical information such as percentages and numbers while qualitative indicators use narrative descriptions or categories such as true or false, or yes or no classifications (Cloete, Rabie & de Coning, 2014: 212).

Target setting is the final part of the performance framework building process and is based on outcomes, indicators and baselines. The discussion below will investigate how targets can be defined, factors that should be considered when indicator targets are collected and, lastly, the overall performance-based framework (Kusek & Rist, 2004: 90).

Targets are specified objectives that indicate the location, timing and number of the pre-determined outcomes; targets should be measurable and quantifiable (Kusek & Rist, 2004: 90). To start with, a baseline indicator level as well as the desired level of improvement must be established to obtain and achieve the predetermined performance target while considering and noting the available resources over a specific time-period (Kusek & Rist, 2004: 90).

There are various factors that should be considered when performance indicator targets are selected. The first factor is not underestimating baselines and realizing their importance, which makes for a better understanding of the baseline's starting point (Kusek & Rist, 2004: 91). Previous performances must be remembered when new performance targets are set. A second factor to consider is that of identifying the expected funding and resource levels of capacities, budgets, funding and facilities throughout the expected target period, which can include internal and external funding from budgets or donors (Kusek & Rist, 2004: 92).

A third factor to consider is that most targets are set annually but can also be set quarterly or even for longer periods of time depending on the demands of the immediate environment's policy, programme and/or project (Kusek & Rist, 2004: 92). A fourth factor to consider is the political nature of setting targets. When targets are met or not met, those who are involved and directly affected will hold the public sector organization accountable for its success or failure (Kusek & Rist, 2004: 93).

A fifth factor to consider is the recognition that, provided realistic targets are set for the achievement of predetermined outcomes, these targets are often long-term and complex. Therefore, targets need to be established as short-term objectives as a part of the process to achieving pre-determined outcomes (Kusek & Rist, 2004: 93). A fifth factor to consider is that of flexibility, as discussed earlier in this report, the social, political and cultural environments all over the world are constantly changing and flexibility is, therefore, crucial when setting targets so that stakeholders and organisations can adapt to change and not risk issues and/or an inevitable crisis (Kusek & Rist, 2004: 94).

A sixth factor to consider is that stakeholders and managers need to be realistic when targets are being set. Finally, when setting targets, it is important that stakeholders are aware of various political "games" that might be played during the target setting phase. Organisations might set targets that are too easily achieved and, therefore, make it seem like they are hugely successful when the target was actually just set too low (Kusek & Rist, 2004: 94).

Stakeholders should always work towards setting targets by identifying the relevant groups, the pre-determined objectives and the timeframe in which the target is aimed to be achieved by (Kusek & Rist, 2004: 94). The set targets will be the first of many in a succession of targets that are needed to eventually reach the outcome; each target is set using and considering the data from its predecessor (Kusek & Rist, 2004: 94). These targets should track the expected level of improvement and the timeframe in which the target will be achieved.

The overall performance-based framework is a complex network of outcomes, indicators, baselines and targets and defines outcomes and plans for the design of the results-based M&E system that ultimately provides information on whether or not targets are being achieved to ensure that the eventual outcome is achieved (Kusek & Rist, 2004: 94). The performance framework becomes a good basis for planning, particularly when considering budgets and resource allocations and, therefore, act as a guide to managers who should be consulted often in the process of achieving pre-determined outcomes (Kusek & Rist, 2004: 94). In achieving good performance targets, a participatory and collaborative process with relevant stakeholders is crucially important (Kusek & Rist, 2004: 94).

3.8.6 Step six

Step 6 involves Monitoring for Results. The monitoring of results is both an institutional and administrative task when the establishment of information collection, analysis and reporting on predetermined guidelines are being completed (Kusek & Rist, 2004: 24). It further involves the allocation of which stakeholder is responsible for which activity; agreeing on the meaning and relevance of quality control; discussing the pressures on resources – how long it will take and what it will cost; organizing the various responsibilities and roles of the public sector or governmental organization, as well as the roles and responsibilities of citizens within the community and relevant developmental stakeholders and role-players; and finally, ensuring that the information and data analysis is transparent and clear. In order to construct a successful results-based M&E system, a clear address of issues of transparency, credibility, upkeep, administration and ownership are achieved (Kusek & Rist, 2004: 24).

There are two key types and levels of monitoring, the first being implementation monitoring and the second being results monitoring – both are crucially important in tracking results. The first, implementation monitoring, tracks the means and strategies i.e. Inputs, activities and outputs, that are used in achieving predetermined outcomes and are supported by management tools including budgetary resources and intensive planning (Kusek & Rist, 2004: 98). It must be noted that there is a clear link or relationship between strategies that include inputs, activities and outputs, and the pre-determined outcome targets (Kusek & Rist, 2004: 99).

The alignment of the outputs with the results of the organization aims to obtain need to be explored. A performance budget framework is a system that plans various sector priority settings and must have sufficient macroeconomic and fiscal management (Kusek & Rist, 2004: 100). Budgets are set out according to what funding is available and what outcomes have been set for a specific time period (for instance, a year). Thus, performance-based budgets are set out according to outputs and aims to help officials manage outcomes (Kusek & Rist, 2004: 100).

Kusek & Rist (2004) identified various lessons that could be learnt by examining various experiences. The first lesson is that if there is a strong relationship between resource allocation and performance monitoring, a single unit of relevant stakeholders must be responsible for both. Secondly, if management is influenced by performance, activities and performance monitoring must be carried out by a single unit of relevant stakeholders (Kusek & Rist, 2004: 100). Lastly, they identified that units that are responsible for performance monitoring and resource allocations must work together to be accountable and to enable necessary improvements in efficiency and effectiveness (Kusek & Rist, 2004: 100).

There are various links between implementation monitoring and results-based monitoring. There should be a continuous flow of information up and down the M&E system that emphasises the links of outcomes and targets to pre-determined annual workplans (Kusek & Rist, 2004: 100). These pre-determined annual workplans are the means through which organisations use strategies to achieve effective and efficient inputs, outputs, outcomes and impacts. Therefore, in achieving sufficient targets, strategies should be implemented at every level (Kusek & Rist, 2004: 100).

There are key principles in developing and building an efficient and effective results-based monitoring system. Firstly, there are results-based information requirements at policy, program and project levels (Kusek & Rist, 2004: 103). Secondly, results-based information requirements must be able to move vertically and horizontally within the organization (Kusek & Rist, 2004: 103). Thirdly, there needs to be an identification of demanded results at all levels (Kusek & Rist, 2004: 104). Fourthly, responsibility at all levels needs to be clear and identify what, how, by who, and how frequently the data was collected (Kusek & Rist, 2004: 104).

Results and development goals must ultimately be achieved through partnerships that can be formed at any level, including international, multilateral, local, governmental or organizational levels by using a results-based monitoring system (Kusek & Rist, 2004: 104). Multiple partners in development must consider the limitations of available resources and overly ambitious development objectives when working towards achieving predetermined goals and objectives (Kusek & Rist, 2004: 104).

It is especially when resources and capital are scarce, that organisations and/or governments may be forced to enter into partnerships to achieve similar pre-determined goals. Partnerships allow stakeholders to collaborate and combine resources to make the chances of achieving outcomes more attainable even when there are resource and/or capital constraints (Kusek & Rist, 2004: 105).

There are various needs that need to be considered and are needed for an effective and efficient results-based monitoring system, these include but are not limited to ownership, management, maintenance and credibility (Kusek & Rist, 2004: 106). These four needs are interlinked and need each other to develop a successful system.

The first need – ownership – needs to come from all stakeholders at every level of the system, to take responsibility for their actions and satisfy the need of performance information to relevant role-players (Kusek & Rist, 2004: 107). Ownership is essential to avoid a degenerating system without transparency and accountability and must be in place so that the feedback loop isn't disrupted (Kusek & Rist, 2004: 107). Ownership must be encouraged.

69

The second need – management – is critical to the sustainability of the system; data must be managed in such a way that it is credible, timely, available and valid (Kusek & Rist, 2004: 108). Appropriate management processes must be followed so that not only the sustainability of the system is ensured but also the ultimate success of the system is ensured through efficient and effective management processes, procedures, strategies and communications.

The third need -- maintenance – is essential in avoiding a system collapse or ultimate failure. Maintenance processes must ensure that data flows horizontally and vertically within the system and must be continuously checked and managed through an effective M&E system (Kusek & Rist, 2004: 108). This maintenance of the M&E system must be done through appropriate incentives, providing sufficient resources and capital and stressing the importance of maintenance to relevant and important stakeholders within the system through staying up to date with current advances and technologies in management and maintenance (Kusek & Rist, 2004: 108).

The fourth need is credibility. Credibility is another essential aspect to developing and ensuring an effective and efficient system (Kusek & Rist, 2004: 108). Credibility can be achieved by ensuring that all data is valid and reliable from the collection process all the way through to the delivery and reporting of the said data, whether the data collected is good or bad, and must be reported on honestly and transparently to ensure credibility (Kusek & Rist, 2004: 108).

Furthermore, the importance of data quality should not be underestimated; there are various aspects of data quality that interlink and contribute to data of good quality, including reliability, validity and timeliness (Kusek & Rist, 2004: 109). Without these three aspects that make up good data quality processes, the system will be lost and will not stay on the correct path to achieving outcomes and goals.

The first aspect of good quality data is reliability. Reliability is the extent to which the system of data collection is consistent and stable across all levels and timeframes so that measurement of indicators is done through the same pre-determined process (Kusek & Rist, 2004: 110). Reliability is, therefore, crucial in achieving a process that

70

ensures that collected data is of sufficient quality to meet the needs of the relevant stakeholders and systems.

The second aspect of ensuring collected data is of good quality is that of validity. Validity is the aspect that ensures that collected data is done in such a manner that indicators are being used to measure it directly and as quickly as possible. These indicators should also measure the predetermined actual and intended performance levels (Kusek & Rist, 2004: 110).

The final aspect of ensuring that collected data is of good quality is the aspect of timeliness. Timeliness has three elements that make up its frameworks, including frequency, currency and accessibility. Frequency deals with how often data is collected; currency deals with how current the collected data is and, lastly, accessibility deals with the availability of data to support management decision-making (Kusek & Rist, 2004: 111).

The analysis of performance data must be done within this step to ensure that programs, policies and projects are continuously monitored and, therefore, create an environment where relevant stakeholders are enabled to continuously improve them (Kusek & Rist, 2004: 112). This analysis of performance data includes effective and efficient reporting to relevant stakeholders so that there is a continuous flow of relevant and important data and information through both horizontal and vertical channels. This continuous flow of data further ensures that risks and problems are avoided, procedures and strategies are implemented correctly and that opportunities are created for improvements on implementation strategies (Kusek & Rist, 2004: 112). Data collection times should further be far enough apart so that change is noticeable, collecting a few different aspects of data points, but also not so far apart so that important trends are missed (Kusek & Rist, 2004: 112).

Similarly, pretesting must be done on all collected data procedures and instruments so that it can be determined whether or not the instruments and procedures are ready to be used in the data collection process, thereby avoiding data of poor quality or mistakes, and ensuring an effective monitoring system (Kusek & Rist, 2004: 112). Thus, monitoring of results uses both results monitoring as well as implementation

71

monitoring, partnerships need to be formed and relied on, and the aspects of ownership, management, maintenance and credibility need to be present (Kusek & Rist, 2004: 112). The process of monitoring for results relies on effective and efficient data collection as well as the analysis of performance data. In ensuring that collected data is of good quality, performance data, the aspects of reliability, validity and timeliness all need to be present (Kusek & Rist, 2004: 112). Finally, pretesting of the data collection processes, procedures and instruments is crucially important to any monitoring system that wishes to be successful (Kusek & Rist, 2004: 112).

3.8.7 Step seven

Step seven involves the Evaluative Information to Support Decision-making. The evaluative information to support decision-making emphasises the involvement that various evaluation literature and studies can have throughout this step, in order to gauge results and the development towards predetermined, intended outcomes (Kusek & Rist, 2004: 24).

Managers need to have strong monitoring systems and procedures in place in order to track performance and, therefore, track change in order to monitor whether or not the direction of the system is in line with predetermined and intended outcomes (Kusek & Rist, 2004: 113). Efficient and effective monitoring further identifies how change occurred, but it must be noted that monitoring and evaluation are processes that go hand-in-hand and work together to achieve results (Kusek & Rist, 2004: 113).

There are various uses of evaluation when considering the evaluative information in supporting decision-making. All monitoring and evaluation systems need to provide relevant stakeholders that are external to the organization – such as governmental officials or donors – with useful information so that resource and capital management and generation decisions can be made effectively and efficiently (Kusek & Rist, 2004: 114). There are various efficient uses of evaluation. The uses of evaluation include helping in resource allocation decisions, helping to identify causes of problems, highlighting emerging problems, supporting alternative decision-making where necessary, supporting relevant public sector organizational innovations and reforms

and, lastly, building consensus on issue causes and responses (Kusek & Rist, 2004: 115 - 116).

Evaluation can further be used in answering management questions. These questions can be descriptive in nature; normative or compliant – investigates whether or not the intervention met predetermined criteria, correctional – looking at the relations of various conditions; impact or cause and effect – establishing a creative link between conditions; program logic – looks at the design sequence; implementation or process – looks at implementation patterns; performance – if outcomes and results are being achieved and lastly; the appropriate usage of various policy tools (Kusek & Rist, 2004: 117 - 118).

3.8.7.1 Timing of evaluations:

The timing of evaluations when relevant stakeholders consider the usefulness of evaluations must be completed at all phases and at all times within the system (Kusek & Rist, 2004: 118). There are four aspects that must be considered when looking at the timing of evaluations, namely the divergence between planned and actual performances, the contributions of design and implementation to predetermined outcomes, how resources are allocated and, lastly, the conflicting evidence of predetermined outcomes (Kusek & Rist, 2004: 118).

The first aspect that must be considered when looking at the timing of evaluations is that of the divergence between planned and actual performances. When planned and actual performances diverge, managers need to be able to identify why this is happening. It can be one of two outcomes, the first is that the organization is far behind or far ahead on their predetermined goals and outcomes and act accordingly (Kusek & Rist, 2004: 118).

The second aspect that must be considered when looking at the timing of evaluations is that of the contributions of design and implementation to predetermined outcomes (Kusek & Rist, 2004: 119). When managers use appropriate evaluation information, it can assist them in differentiating between various contributions of system designs and the implementation to predetermined outcomes. A strong design that is robust and

adaptable to changing circumstances must be implemented through which results are produced (Kusek & Rist, 2004: 120).

The third aspect is that must be considered when looking at the timing of evaluations is that of the various resource allocations. Evaluation information can help managers and relevant stakeholders make appropriate decisions within policy program and project frameworks about resource allocations (Kusek & Rist, 2004: 120). Political conflicts, competing demands and trade-offs must be considered by managers and relevant stakeholders and they must use evaluation information and data to assist in avoiding risks, disruptions and failures (Kusek & Rist, 2004: 120).

The final aspect that must be considered when looking at the timing of evaluations is that of various conflicting evidence of predetermined outcomes. In the case where policies, programs and projects are all reporting different and conflicting outcomes, managers and relevant stakeholders must use evaluative information to address the issue (Kusek & Rist, 2004: 120). The use of evaluation information in an effective and efficient manner by managers and relevant stakeholders can answer whether or not there are variations in implementation that are strong enough to avoid or lead to this divergence, whether or not the relevant stakeholders and role-players fully understand the predetermined outcomes and have the same approaches and, lastly, whether or not the reporting processes are done correctly (Kusek & Rist, 2004: 120).

3.8.7.2 Evaluation types:

It is important to investigate the types of evaluations when looking at the evaluative information to support decision-making. Evaluations can't be a singular aspect that covers all issues and sides of any good M&E system (Kusek & Rist, 2004: 121). A combination of different types of evaluations needs to be investigated for a better understanding. Kusek & Rist (2004) suggest that there are seven broad types of evaluation or evaluation strategies. They include: performance logic chain assessment; pre-implementation assessment; process implementation evaluation; rapid appraisal; case study; impact evaluation (after-the-fact evaluation) and lastly; meta-evaluation (Kusek & Rist, 2004: 121).

The first type of evaluation is performance logic chain assessment which is used to determine the logical path and strength of a specific intervention's policy, program or project's casual model (Kusek & Rist, 2004: 122). A casual model estimates what the best possible approach will be, using the assumption that a specific variable's value can be calculated mathematically using the available, appropriate values of other variables within the same environment (Rogers, 2000: 47).

The above-mentioned model calculates and considers the distribution and arrangement of the various related activities, resources and program, policy or project inventiveness that could possibly be used to bring about positive change in a pre-existing condition (Kusek & Rist, 2004: 122). This evaluation would, therefore, investigate the credibility of attaining the positive change by looking at similar efforts that were previously made by the organization, or by researching literature or other experiences in an attempt to avoid ultimate failure from a weak design, poor maintenance and/or poor management (Kusek & Rist, 2004: 122).

The second type of evaluation is that of pre-implementation assessment, which breaks up the evaluation into three sub-sections before managers move to the implementation phase. These three sub-sections are organized in questions that ask, firstly, are the objectives defined well enough so that outcomes can be declared in measurable values; secondly, is there a logical and viable way to plan implementation so that the evidence is clear on how to proceed and how successful implementation can be set apart from weak implementation; thirdly, is resource allocation clear and does it sufficiently meet the requirements for attaining predetermined outcomes (Kusek & Rist, 2004: 122)? The aim of this evaluation is to ensure that failure is not inevitable from the beginning of the implementation of any project, program or policy (Kusek & Rist, 2004: 122).

The third type of evaluation is process implementation evaluation. This type of evaluation focuses on the details of the implementation process such as what was planned, what was achieved and not achieved, the timeframe issues, costs, stakeholder capacities and capabilities, facilities, political support, arising unintended outcomes or outputs, and, lastly, managers adaptable decision-making processes (Kusek & Rist, 2004: 122). This evaluation strategy is, therefore, similar to monitoring,

75

however, it not only monitors added value, but it also studies implementation and unanticipated outcomes – particularly the intangible aspects such as political support or stakeholder trust in managers, providing the opportunity for countermeasures to be enforced where needed (Kusek & Rist, 2004: 123).

The fourth type of evaluation process is rapid appraisal. Rapid appraisal is essential in results-based M&E processes, particularly for developers of the system. This type of evaluation allows for rapid, real-time assessments and reporting, which provides relevant stakeholders and decision-makers with prompt feedback on the progression of the organisations policy, program or project (Kusek & Rist, 2004: 123). This evaluation process uses a number of data collection methods including key stakeholder interviews, focus group interviews, community interviews, direct observations and, lastly, surveys (Kusek & Rist, 2004: 123). Although this evaluation method is quick and cost-effective, their reliability, credibility and validity are often questioned because of stakeholder (both internal and external) bias and a lack of quantitative data (Kusek & Rist, 2004: 123). If rapid reporting and assessments are needed, then this form of evaluation is best.

The fifth evaluation method is called case study evaluation. This form of evaluation is beneficial when managers and relevant stakeholders need detailed data and information for a better understanding of a particular policy, project or program. Kusek & Rist (2004) suggest that there are four ways for case study evaluation to be accessed by managers. They include: general conditions illustrated; can be exploratory; can take a critical and specific focus; deeply investigate a specific instance or situation; program effects that emerge from a specific initiative, and lastly; deliver an extensive understanding of a specific condition when results from various case-studies are summarized and compared (Kusek & Rist, 2004: 123).

The sixth evaluation method is that of impact evaluation. Impact evaluation locates the origin of and which changes occurred, while its aim focuses on giving credit to documented change (Kusek & Rist, 2004: 125). Impact evaluation is difficult because it comes in after a specific intervention or at the very end of an intervention. The longer the period between when the intervention is established and when change is attempted to be attributed, the more likely are the chances of factors (internal and

76

external) interfering (Kusek & Rist, 2004: 125). To avoid these interferences, impact evaluation should be planned before the intervention begins so that a baseline of data and information can be established (Kusek & Rist, 2004: 125).

The last evaluation type is meta-evaluation. Meta-evaluation establishes the criteria and systems that summarize trends through gathering information from existing evaluations with the aim of developing procedural assurance (Kusek & Rist, 2004: 126). Meta-evaluation further investigates current issues and the level of confidence around the issue between relevant stakeholders and managers (Kusek & Rist, 2004: 126).

3.8.7.3 Factors necessary for good quality evaluations:

Kusek & Rist (2004) further suggest that there are various factors that are absolutely necessary in creating an evaluation of good quality. To ensure that quality evaluations are done, quality data and information are key in ensuring its success (Kusek & Rist, 2004: 127). There are six factors that Kusek & Rist (2004) suggest that act as a checklist for managers to ensure that the collected information is of high enough quality. They include: impartiality, usefulness, technical adequacy, relevant stakeholder involvement, feedback and circulation of information and, lastly, value for money (Kusek & Rist, 2004: 127).

The first factor for a good quality evaluation is that of impartiality. Impartiality is the process of ensuring that decision-making is free from political or any other bias and emphasises that all information should be presented with a list of all the strengths and weaknesses that it may come with (Kusek & Rist, 2004: 127).

The second factor that is necessary for a good quality evaluation is that of usefulness. Usefulness stresses that all information and data should be credible, understandable, timely and relevant – addressing issues that the manager needs to understand in an appropriate manner (Kusek & Rist, 2004: 127).

The third factor that is needed for a good quality evaluation is that of technical adequacy. Technical adequacy ensures that the collected information and data meet

the relevant technical standards that have the correct procedural design, frameworks, questionnaires, interviews, content and statistical analysis, and sufficient support for the stated recommendations and conclusions (Kusek & Rist, 2004: 127).

The fourth factor of good quality evaluations is the important aspect of stakeholder involvement. Relevant stakeholders must be included and consulted in every level of the system and at every level of decision-making (Kusek & Rist, 2004: 127). Relevant stakeholders must be included as active partners in political processes in order to enable them to take ownership of findings and generate accurate and credible data and information to avoid resentment and hostility between these stakeholders and management (Kusek & Rist, 2004: 127).

The fifth factor needed for good quality evaluations is feedback and circulation of information. In order to have successful evaluation utilization, appropriate information must be delivered in a timely, credible manner so that communication breakdowns are avoided (Kusek & Rist, 2004: 127). Information must be appropriately provided and shared, planned systematically and reports responded to appropriately and, lastly, information channelled appropriately, in the correct channels and manner to the appropriate stakeholders (Kusek & Rist, 2004: 127).

The last factor that is essential in ensuring a good quality evaluation is that of value for money. Value for money must be in appropriate proportion to the overall cost of the entire initiative – ensuring that money, capital and resources are not wasted on useless or excessive data and information collection processes (Kusek & Rist, 2004: 127).

3.8.8 Step eight

Step eight involves the Analysing and Reporting of Findings. When analysis and reporting is done on findings it establishes which findings are communicated to whom, in which particular format this is done and over what period of time it is done (Kusek & Rist, 2004: 24). This is a crucially important part of the process. This particular step focuses on various methodological variations of gathering, evaluating and organizing

78

the analyses and reports in order to highlight the prevailing gathered information (Kusek & Rist, 2004: 24).

It is also important to note here that performance information is used as a tool for management and stems from both evaluation and monitoring processes, providing timely feedback to relevant stakeholders on all policy, programs and projects (Kusek & Rist, 2004: 129). Analysing and reporting on performance information and data findings is crucial as it establishes what, when and from whom said information and data is reported (Kusek & Rist, 2004: 129). This section will discuss the uses of appropriate monitoring and evaluation results, understanding and appropriately reporting to relevant audiences, make sure performance information and data is correctly presented in a simple, understandable manner and, lastly, address weak and disappointing performance data correctly (Kusek & Rist, 2004: 129).

3.8.8.1 Use of appropriate monitoring and evaluation results:

Monitoring and evaluation results can be used and reported on for a variety of different reasons and uses. These include demonstrating accountability so that promises can be delivered on, to using evidence from collected data convincingly, using findings in an educational manner to relevant stakeholders, exploring and investigating which procedures work and which don't, recording and documenting institutional data correctly, involving relevant stakeholders in a holistic participatory manner, demonstrating results in a manner to gain support between relevant stakeholders and managers and, lastly, using reported results to enable a better understanding for policies, programs and projects (Kusek & Rist, 2004: 130). Ultimately, reports on evaluations aim to communicate the correct message to relevant stakeholders and managers so that appropriate decisions can be taken (Kusek & Rist, 2004: 130).

3.8.8.2 Understanding and appropriately reporting to relevant audiences:

It is important for relevant stakeholders and mangers to know how their target audiences want collected data and information communicated to them and reported on. Throughout this reporting and communications process, it is important to keep all relevant stakeholders and managers informed through continuous performance feedback in a participatory manner to avoid cracks in the communications foundation

(Kusek & Rist, 2004: 130). Further, the delivery of data and information should be done in the simplest manner possible, comparing it to baseline data, to avoid confusion and must be composed in order for the best possible understanding by the intended audience (Kusek & Rist, 2004: 131).

Furthermore, the delivery of information and data should also be done in the simplest manner possible so that decision-makers receive only the information they need to take informed decisions and so that they do not have to work through irrelevant data and waste their valuable time (Kusek & Rist, 2004: 131). Along with information and suggestions provided, relevant decision-makers and stakeholders should include the possible implications and consequences with their recommendations, while simultaneously encouraging feedback (Kusek & Rist, 2004: 132).

3.8.8.3 Performance information and data must be correctly presented:
Relevant stakeholders and decisionmakers should make sure that performance information and data is correctly presented in a simple, understandable manner while comparing findings to that of the original baseline findings (Kusek & Rist, 2004: 132). There are various examples of the ways in which data can be presented and reported on, these include; numerical data, percentages, demographics, geographical locations, expenditures and statistical tests (Kusek & Rist, 2004: 133). Data and information should further be organized around key predetermined outcomes and their various indicators, and this reporting can be done via visual presentations, oral presentations, written summaries and/or executive summaries (Kusek & Rist, 2004: 132).

3.8.8.4 Addressing weak and disappointing performance data:
In order to have a good performance measurement system, both good and bad data and their findings must be reported on appropriately. If disappointing data is reported on effectively, failures can be avoided and can even perform the function of a warning system (Kusek & Rist, 2004: 135). The system should not only report on weak information, data and procedures, but it should also provide explanations and recommendations where possible to rectify the issue (Kusek & Rist, 2004: 136). Lastly, this form of reporting should be encouraged so that relevant stakeholders are enabled

to make effective and efficient claims and recommendations (Kusek & Rist, 2004: 136).

3.8.9 Step nine

Step nine involves Using the Findings. When the findings are used, it highlights the essence of the particular system and does not just generate information but rather distributes the collected data to the appropriate role-players within the system quickly so that it can be taken into account when decisions are made in the managerial capacities of the government or organization (Kusek & Rist, 2004: 24). This step further looks at addressing the roles of the relevant stakeholders as well as the greater community so that information can be used effectively and efficiently to strengthen resource allocations, accountability and credibility (Kusek & Rist, 2004: 24).

The following section will investigate the ten uses of performance findings, the extra benefits of utilizing findings in terms of learning, knowledge and feedback, and, lastly, will investigate the various strategies and procedures for sharing collected data and information (Kusek & Rist, 2004: 138).

3.8.9.1 Use of performance findings:

When a results-based M&E system is being developed and built, its main purpose or aim is to use findings to improve the system's overall performance. Results-based M&E systems continuously generate results-based information and data while simultaneously communicating the gathered information to the relevant stakeholders and decision-makers in a timely manner so that feedback systems can be developed and strengthened (Kusek & Rist, 2004: 138).

Kusek & Rist (2004) suggest that there are ten different ways in which findings can be used effectively and efficiently. These include: to report and respond to relevant public officials and to meet society's demands for transparency and accountability; to help create and justify capital and budget requests; to assist with creating resource allocations; to investigate performance issues and how they can be rectified; to motivate and encourage relevant stakeholders to continuously work on policy, project and program improvements; to monitor contractor performances; to provide very

detailed policy, project and program evaluations; to be efficient in providing services; to use baseline information to compare new information in planning and strategy efforts; and lastly, to use the information to improve communication channels and to gain public trust (Kusek & Rist, 2004: 139).

3.8.9.2 The benefits of utilizing findings in terms of learning, knowledge and feedback: There are extra benefits of utilizing findings in terms of learning, knowledge and feedback – acting as a powerful public management tool that improves performance and enables transparency and accountability in reporting results (Kusek & Rist, 2004: 140). Knowledge and learning are encouraged and promoted by M&E specific findings, where learning is a continuous process that is dynamic in character with an investigative nature and knowledge management organizes information, institutionalizes learning and records results (Kusek & Rist, 2004: 143).

When M&E systems provide a continual flow of data and feedback information they can help relevant stakeholders and decision-makers to overcome possible obstacles (such as organizational cultures, lack of incentives to learn, pressures to spend and insecurities.) to learning processes (Kusek & Rist, 2004: 144). These obstacles to learning can be overcome if effective and efficient M&E systems are in place.

3.8.9.3 Various strategies and procedures for sharing collected data and information: A sound communication system is vital for information distribution with relevant internal and external stakeholders and decision-makers (Kusek & Rist, 2004: 146). It is also crucially important to fully understand the wants, needs and demands of the target audiences by adapting communication strategies to best suit the audience (Kusek & Rist, 2004: 144). The various strategies and procedures for sharing collected data and information include empowering the media, ensuring information is freely available, encouraging e-governance and information technology, publishing information on both internal and external websites for easy access, annually reporting on budgets, engaging with citizens on ground level, enabling and strengthening parliamentary surveillance roles such as the auditor general, and, lastly, sharing findings and results with relevant developmental partners (Kusek & Rist, 2004: 147 - 150).

3.8.10 Step ten

Step ten involves sustaining the M&E system within government. In order to sustain the M&E system within the government or public sector organization it is crucially important to recognize that long term processes are involved in order to ensure the ultimate success of the intervention, project, program or policy (Kusek & Rist, 2004: 24). To ensure the development of a sustainable intervention there are six criteria that are vitally important. They include capacity, incentives, accountability, viable and credible information, solid structures and, lastly, demand (Guerra-López & Hicks, 2015: 22). All six these criteria need careful and continuous attention in order to ensure that the system remains viable (Kusek & Rist, 2004: 24).

3.8.10.1 Components of sustaining a Results-based M&E system:

The first critical component of sustaining a results-based M&E system is demand. Demand refers to the fact that demand for structured results reporting (legislation, regulation and development requirements) needs to be enabled and supported through an effective, efficient, accountable and transparent results-based M&E system (Kusek & Rist, 2004: 152). When strategic goals are transferred into results-based M&E procedures and systems, demand is often stimulated (Kusek & Rist, 2004: 152).

The second component of sustaining a results-based M&E system is clear roles and responsibilities. Clear roles and responsibilities (for collecting, analysing and reporting on performance data and information) must be established along with appropriate political lines and hierarchies of authority (Kusek & Rist, 2004: 152). These clear roles and responsibilities are an essential guidance tool for both internal and external organizational coordination. When these roles and responsibilities are successfully implemented, the demand for results information should be enabled and encouraged (Kusek & Rist, 2004: 153).

The third component of sustaining a results-based M&E system is having trustworthy and credible information (Kusek & Rist, 2004: 153). Trustworthy and credible information involves an M&E system that can produce and report on both good and bad results and findings; thus, performance information must be made available to all

relevant stakeholders, decision-makers and community members in a transparent and accountable manner (Kusek & Rist, 2004: 153).

The fourth component of sustaining a results-based M&E system is accountability. Accountability can be enabled by relevant stakeholders, organisations, NGOs, and/or civil society by encouraging transparency and accountability at every level of data and information collection, analysing and reporting. By being accountable, relevant stakeholders and decision-makers are noted and dealt with appropriately (Kusek & Rist, 2004: 153).

The fifth component of sustaining a results-based M&E system is capacity. Capacity encourages and makes data collection processes more attainable through sound technical skills, as well as ensuring appropriate managerial skills are in place for strategic goal-setting and organizational development (Kusek & Rist, 2004: 154). Institutional and stakeholder experience is vital in enabling capacity.

The sixth component of sustaining a results-based M&E system is incentives. Incentives need to be in place to enable efficient and effective usage and reporting on performance information (Kusek & Rist, 2004: 154). Incentives need to reward stakeholder and organizational success in an appropriate manner and stakeholders and decision-makers must not be unnecessarily punished (Kusek & Rist, 2004: 154). Developing countries in particular need to make sure that these incentives are not crippled by corruption or skewed practices (Kusek & Rist, 2004: 155).

3.8.10.2 The importance of incentives in sustaining a good M&E system:
In order to keep relevant stakeholders and managers on track, incentives can be used as a tool to do just that (Kusek & Rist, 2004: 155). Incentives should be set up in such a manner so that stakeholders are motivated and encouraged to participate at every level with effective input and constructive criticism (Kusek & Rist, 2004: 155). There are various financial, political, technical, resource and organizational incentives that can effectively motivate stakeholders in a constructive manner.

3.8.10.3 Problems in sustaining a results-based M&E system:

In the process of sustaining any M&E system, there will almost always be factors – both internal and external – that could hamper the growth and sustainability of such systems (Kusek & Rist, 2004: 155). Factors that might play a role in hampering or even destroying sustainability in M&E systems include training needs of stakeholders, cost and feasibility of the system, priority changes – particularly of a legislative or agency nature, ensuring sustainable indicators are in place, ensuring that outcome measurement process is correctly recorded, resistance from stakeholders and managers, external organization and governmental participation, analysing and recording outcomes across all programs, projects and policies, politics and issues such as corruption (Kusek & Rist, 2004: 156). Regardless of our ever changing environmental and political environments, relevant stakeholders and managers must be able to adapt and deal with issues that may arise from internal or external factors that ultimately threaten the sustainability of the M&E system (Kusek & Rist, 2004: 156).

3.8.10.4 Information and M&E systems validation and evaluation:

As mentioned above, due to our ever changing environmental and political environments, relevant stakeholders and managers must be able to adapt and deal with issues that may arise from internal or external factors that ultimately threaten the sustainability of the M&E system (Kusek & Rist, 2004: 156). This can be done by continuously upgrading and improving all levels of the M&E system through periodic evaluations by both internal and external evaluators, thus improving and validating performance data and, lastly, improving all systems relating to performance measurement (Kusek & Rist, 2004: 156). This ultimately enables stakeholders and managers to verify and confirm the results of the M&E system.

3.8.10.5 Using M&E to enable constructive cultural change in public sector and governmental organisations:

M&E systems face far more political issues and challenges than those of a technical nature. In order to enable change that is culturally constructive in public and governmental organisations, a results-based M&E system that is created and implemented in a sustainable manner is essential (Kusek & Rist, 2004: 160). These changes that are culturally constructive aim to enable enhanced accountability and

transparency while simultaneously improving performance and enabling learning and knowledge with a strong sustainability focus (Kusek & Rist, 2004: 160). Kusek & Rist (2004) suggest that all sustainable M&E systems have six components that are crucial to its survival. They include capacities, accountability, credible and trustworthy information, demand, predetermined clear roles and responsibilities and, lastly, demand (Kusek & Rist, 2004: 160). Therefore, in order to achieve accountability and transparency, results-based M&E systems must be used as public management tools that facilitate and enable positive cultural change in public and governmental organisations (Kusek & Rist, 2004: 160).

3.9 Critiques and recommendations to the ten-step process:

It is very difficult to have a generic blueprint of steps to follow for M&E because our society and immediate environment is ever changing (Mayne & Zapico-Goni, 2017: 24). This dynamic flow of goods, services, resources and human capital make it especially difficult. Hence, the ten-step process as proposed by Kuesk and Rist (2004) is perhaps too rigid for our dynamic environment. Many scholars point out critiques of the ten-step process and these will be briefly mentioned below (Kusek & Rist, 2004: 23).

The first mentionable critique is that in step two it is argued that agreeing on the outcomes to monitor and evaluate is the most important prerequisite of developing and constructing strategic outcomes, these correctly emphasise and initiate the applicable resource allocation and interests of the governmental or public organization and its relevant stakeholders (White *et al.*, 2005: 16). This, therefore, makes the assumption that governmental organisations or public sector organisations will tackle an intervention and that an agreement would have been preestablished on nation-wide, sectoral outcomes and results. In the case of developed countries, it is easier for them to establish and develop a medium (3-5 years) or strategic (5-10 years) plan to guide their programs, policies and projects (Kusek & Rist, 2004: 57).

However, in the case of a developing country it is less likely to occur and plan to such timelines. Many developing countries have weak or rather, "developing" political structures which, therefore, makes the said countries unsound when political will must

be established by the central governmental or organizational agency (Kusek & Rist, 2004: 21). Developing countries also often lack the necessary capacities when analysing and planning needs to occur – making it nearly impossible to stick to predetermined deadlines.

In order to strengthen developing countries that face issues of weak political will and a weak central agency, it is important to strengthen the capacities to analyse and plan. In step six it is stressed that the monitoring of results is both an institutional and administrative task when the establishment of information collection, analysis and reporting on predetermined guidelines need to be completed (Mayne & Zapico-Goni, 2017: 18). Thus, step six is crucial in ensuring that the original, traditional M&E implementation cannot be forgotten. Developing countries must monitor and track monetary and resource expenditures to ensure that the predetermined policies, projects and programs actually occur in such a manner that intended outputs are all achieved by avoiding usage of poor-quality, administrative data (Mackay, 1999: 13).

An intended output can include anything from number of sports fields built to ensuring that youth complete vocational programs. Although traditional-based M&E systems are outdated on their own, it is a prerequisite and needs to be incorporated in all M&E systems as a monitoring foundation to ensure that results-based M&E systems can be put in place and be used in a holistic, effective and efficient way to achieve predetermined results. Rist (2000) investigates the "Evaluation Capacity Development in the People's Republic of China" and shows how conscious efforts are being made with their large-scale infrastructure projects to uphold traditional M&E monitoring systems as a basis through which results-based M&E systems can thrive (Rist, 2000).

A further critique surfaces in step four. The gathering of baseline data on indicators emphasises the need for measuring and monitoring of the progress that is made or not made, towards results (White *et al.*, 2005:11). The collection of baseline information and data takes the first measurements of the various relevant indicators that are present (White *et al.*, 2005:14). However, it is argued that there will almost always be missing information and data in the current baselines and conditions that will directly hamper the planning of various resources, policies, programs and projects and how to address this weakly collected and recorded information (Mackay, 1999:

13). In the case of developed countries this is not often a problem as statistical systems of collected data and information can already exist. However, in the case of developing countries, having information and precise figures on the statistics of the country or immediate environment often still need to be collected or are incomplete (Mackay, 1999: 13). Therefore, it is not realistic to assume that baseline data is present in developing countries that are ready to be used for planning.

Further, in the case of developing countries, there is often not enough skilled human capital to make accurate and credible M&E studies, conclusions and applications. The ten-step process for a good M&E system makes the assumption that the necessary skills are in place, as well as the necessary human capital to create a successful M&E system (White *et al.*, 2005:11). This is not always the case, particularly in developing countries where human capital is often not skilled or trained up in particular M&E fields to make for credible studies and systems (White *et al.*, 2005:14).

The lack of skilled human capital would further make it impossible to reinforce development, strengthen and maintain these M&E systems effectively and efficiently. In order to avoid a situation where poor management and unskilled stakeholders are engaging in M&E systems, there needs to be an employment of capable staff, recognition and identification of competing priorities, and focus on rebuilding political allegiance and sustainability that is then strengthened as new stakeholders come into play (Kusek & Rist, 2004: 21).

Developing countries that owe large amounts of money to the international community, that needed the loan to relieve pressures on their own country or governmental sector, are heavily affected by the above-mentioned challenge where human capital is not sufficient (White *et al.*, 2005:11). Developing countries that show a conscious effort towards promoting poverty reductions through relevant reforms are more likely to gain the assistance of international organisations such as the World Bank (WB) and the International Monetary Fund (IMF).

Another prerequisite for developing countries to gain access to such international monetary assistance is the ability to demonstrate the capacities to engage in M&E processes such as adequately evaluating, monitoring and reporting on suggested

reforms. Once again, the assumption is made by the ten-step M&E process that all countries have the relevant resources needed to actively engage in M&E interventions when this is often not the case in developing countries as described above. However, if the WB and the IMF make M&E systems a prerequisite to gaining monetary relief, this problem could slowly be addressed.

Another issue for developing countries that hampers their M&E engagement is that governments are often too loosely interconnected and disorganized, which in turn creates a lack of a dynamic administrative culture that is strong enough to handle a M&E system, as well as a lack of credible and transparent financial systems. The knock-on effect that this has is that resource allocations become blurred and uncertain, which, therefore, creates wasteful expenditure and there is no way to track and monitor whether intended results were achieved or not.

A third issue for developing countries that lack proper public expenditure frameworks or strategies is that they cannot communicate expenditures with the citizens and, therefore, the process of constructing a results-based M&E system is once again undermined (White *et al.*, 2005: 9). Further, when decisions are made on budget allocation, it is impossible to make credible decisions if gathered information and data is kept separate from the resource allocation process. In order for resource allocations to be in line with strategic objectives and targets, budget processes must be linked to information and gathered knowledge that stems from the M&E intervention or system (Guerra-López & Hicks, 2015: 28). If these links are not made the intervention, project, policy or program will almost always be a failure.

The ten-step process of M&E systems are perhaps a bit vague and unclear in separating developing and developed country's needs, capabilities and challenges. It is not wise to assume that both developing and developed countries have the same platform to build an effective and efficient results-based M&E system (Lu, 2017: 227). Their dynamic, differing constructions and make-up put them at different ends of the scales when considering the readiness of the particular country to undertake a results-based M&E system (Mayne & Zapico-Goni, 2017: 18).

The same goes for public sector organisations and various NGOs – some will naturally process more resources and human capital to successfully undertake M&E processes (Kusek & Rist, 2004: 39). It cannot be assumed that all organisations have the same foundations and access to resources. Therefore, although the ten-step process is incredibly helpful in building a strong M&E intervention and system, a readiness assessment in step one cannot be overlooked or underestimated (Lu, 2017: 226). If the readiness assessment is completed correctly it will give relevant stakeholders a better idea as to the capabilities and limitations of the various public sector organisations or governmental sectors.

3.10 The importance of the readiness assessment:

As mentioned above, the ten-step process can be incredibly helpful when building an effective and efficient M&E system. It is important to note, however, that some organisations or governmental sectors might possess more resources than others or contain a more skilled labour force than others. Therefore, it is crucially important to understand how ready and capable a particular organisation or government is to take on a results-based M&E system (Mayne & Zapico-Goni, 2017: 24).

Furthermore, as discussed earlier, some countries or organisations do not have, and have never had, any form of structured M&E system, stemming from the traditional M&E system (Kusek & Rist, 2004: 11.) Although the traditional M&E system is largely outdated on its own, it is needed as the base for a results-based M&E system to be built on. Therefore, an in-depth look into the readiness assessment is crucially important for laying the foundation of a successful results-based M&E system (Kusek, & Rist, 2004: 11).

Unfortunately, the first step to the ten-step process of building a results-based M&E system is often overlooked. The readiness assessment pays careful attention to political, social and organizational factors that affect the strength of the foundation on which the ten-step process and an adequate results-based M&E system can be built (Kusek & Rist, 2004: 40).

There is some literature on the readiness assessment on its own, but considering the profound impact it has on the success or failure of a results-based M&E system, it is suggested by academics that there is not nearly enough literature on the matter. There is literature on certain guidelines and checklists that allow for sound construction and development of strategies for evaluation and capacity to evolve (Mackay, 2006: 10). These guidelines and checklists provide a more suitable display of quantitative, qualitive and a wide array of data that has the capacity to allow organisations to develop new data collection processes; thus, a more 'supply' than 'demand' focus of information and data (Mackay, 2006: 10). An example of such a guideline or checklist was published by the World Bank's Independent Evaluation group, as early as 1998 (OED, 1998).

The collection of information within step one in the readiness assessment is vitally important in order to gauge a better understanding of, and in order to monitor and evaluate public policies, programs and projects and can, therefore, be used to establish whether or not intended outcomes or results are being achieved or not. In order to build a results-based M&E system, it is important to note that collecting information has a strong political undertone and is not purely made up of technical processes and procedures (Kusek & Rist, 2004: 40). Thus, it is not only information collection that must occur in the readiness assessment. There is a network of interrelated factors that cannot be ignored or overlooked.

It is crucially important to note that a readiness assessment helps to identify obstacles or barriers that could potentially hamper or even destroy the success of an organizational policy, program or project. The readiness assessment highlights barriers and obstacles that can be individual issues, political issues, structural issues or even cultural issues (Kusek & Rist, 2004: 47).

By identifying these above-mentioned barriers and obstacles, researchers and stakeholders can deal with barriers in such a manner that dismantles them and does not allow them to interfere with the ultimate success of the organization (Kusek & Rist, 2004: 47). Kusek and Rist (2004) suggest that there are seven questions that need to be answered in order to ensure that various dimensions of social, political and

organizational natures are addressed before the results-based M&E system's construction can begin (Kusek & Rist, 2004: 43).

The first question asks what the driving force is behind a need for a monitoring and evaluation system within the public sector? In order to create a sustainable results-based M&E system, it is important to understand exactly where and why there is a need for such a system (Kusek & Rist, 2004: 44). It must be considered that both internal and external factors play a part in the creation of a demand for a M&E system, and these factors must be identified and addressed in order for a successful system to materialise and for the response to properly address the demand for the M&E system (Kusek & Rist, 2004: 20).

Internal demand factors can originate from various efforts to encourage change in the public sector or within a public sector organization – such as the effective and efficient deliverability of services (Kusek & Rist, 2004: 19). External demand factors can originate from the international aid community – for example the WB or the IMF. These international aid communities would demand a firmer approach to monitoring and tracking the repercussions and impacts of the said community's developmental intervention, program, policy or project (Kusek & Rist, 2004: 19).

An example of an external demand factor could include the European Union and the pressures it applies to developing countries, holding it accountable to organisations such as Transparency International, a globally focused NGO which demands and calls for zero corruption (Agaba & Shipman, 2007: 384). Further external pressures such as globalization and a stable investment climate within developing countries is again proof of a strong pressure for developing countries to stabilize their political, social and cultural environments through a strong results-based M&E system, and this pressure should not be overlooked or underestimated (Kusek & Rist, 2004: 3).

The second question asks which stakeholders are driving the demand for a M&E system within a particular organization? Stakeholders within the governmental structures are crucial to the ultimate success and stability of a results-based M&E system (Kusek & Rist, 2004: 44). A well-placed stakeholder high up in the governmental structure can give useful input as to the need and type of information

that is required within the organizational structure, as well as help resolve issues where external parties with a less intimate knowledge of the organization try and propose decision that is harmful to the system (Guerra-López & Hicks, 2015: 24).

It is, therefore, essential that relevant stakeholders are involved with decision-making and have access to relevant information (Guerra-López & Hicks, 2015: 24). At the same time, it must be noted that the institutionalization of a results-based M&E system is continuously worked on and developed in order to have a structured set of requirements that provide credible information within the organization (Kusek & Rist, 2004: 44).

The third question asks what is it that motivates the stakeholder? When building a results-based M&E system the political risk is high (Kusek & Rist, 2004: 45). This is mostly due to the fact that sensitive information must be accessed and recorded, such as where improvements in performance are needed and how to strengthen accountability, which are sure to upset 'business as usual' – particularly if it has never been done before (Kusek & Rist, 2004: 45). The stakeholder must understand these political risks, but more importantly, understand the potential benefits – should the M&E system be built and developed in an effective and efficient manner (Guerra-López & Hicks, 2015: 25). It is beneficial for stakeholders to address both internal and external demand factors so that the pressure can be appropriately dealt with and so that political capital can be increased.

Further benefits include international aid communities such as the IMF and the WB being more likely to assist in times of need as their preconditions have been met when an effective results-based M&E system is in place (Kusek & Rist, 2004: 45).This gives stakeholders more opportunity and room to use resources to the best of their capabilities and to make a genuine difference within their interventions, policies, programs and/or projects. Lastly, a stakeholder that is committed to developing a well-functioning results-based M&E system is likely to feel a responsibility to the surrounding community and, therefore, find the initiative meaningful and important (Kusek & Rist, 2004: 45).

The fourth question asks who would take responsibility and own the system, who will benefit from this system and, lastly, how much data and information are required to create a successful results-based M&E system? In an attempt to understand and answer these questions, it must first be noted that in order for an M&E system to be successful, the system must be relevant, accessible, transparent and understandable to all (Kusek & Rist, 2004: 45).

All of these preconditions need to be met and are crucially important in conducting a readiness assessment before a M&E system can be implemented (Kusek & Rist, 2004: 45). These are demand factor issues, while on the supply side, the need for data and information collection becomes apparent. This includes reporting, managing and maintaining and having the necessary capacity to use the collected information and data (Mackay, 1999: 13).

As for the designers of the M&E system, complex, dynamic networks, as well as over-designing are always a danger. As mentioned earlier, our environments are constantly changing and dynamic making it nearly impossible to predict the depth that could be reached and the complexities that could be encountered (Guerra-López & Hicks, 2015: 22). These changes and movements will create erosion within the system and will need to be identified and addressed in a continuous and sustainable manner. It is also important to remember that various stakeholders will not always agree, especially when it comes to decision-making and because of the political nature of such a setting, stakeholders will come and go more often than not (Kusek & Rist, 2004: 46).

The system will not remain rigid and will constantly be moving and changing. Stakeholders must have the capacities and knowledge to adapt and change with the ever-dynamic system (Guerra-López & Hicks, 2015: 22). Using baseline data and information, it will make it possible for stakeholders to use and allow for capacity building activities and further development to be incorporated into the system (Mackay, 2006: 14). Stakeholders must also take note not to collect more information than what is necessary – otherwise time and resources will be wasted on useless information (Mackay, 1999: 13). Data collection should be focused on how and whether or not it will be used.

The fifth question asks how the achievement of predetermined goals and how resources will be allocated more efficiently through the system? M&E is used to improve accountabilities and to encourage management techniques (Kusek & Rist, 2004: 47). By creating a successful results-based M&E system, support is given to various reforms and changes, encouraging innovations and to better governance as a whole (Guerra-López & Hicks, 2015: 25). This can only be done by using credible, trustworthy and transparent information and data.

The building and creation of a M&E system must take into account the dynamic environment that surrounds it and, therefore, must use initiatives that are interdependent and reinforce the ability to adapt in order to maintain a sustainable nature (Mayne & Zapico-Goni, 2017: 24). The readiness assessment questions whether or not this interdependency and linking of the system with the dynamic environment is structurally and politically possible (Kusek & Rist, 2004: 47).

The sixth question that the readiness assessment asks is how the organization and its stakeholders will react to harmful data and information that is collected? First of all, it is important to note that it is very difficult for a M&E system to properly function in an environment where fear and corruption are present (Kusek & Rist, 2004: 47). It does happen that collected data or information is politically sensitive and even embarrassing to the stakeholder and it's organization and can often point out a weak link or problematic stakeholder within the organization.

It must be communicated to the stakeholders that, in order for the system and/or intervention to be a success, all information, good and bad must be brought to the attention of the organization in order to have an ultimately successful system (Kusek & Rist, 2004: 47). When sensitive or negative information is collected, it must be carefully and slowly worked and reworked so that correct conclusions are drawn to ensure a successful system. The obstacles that surface within the organization or intervention must be understood and addressed in order of importance, which would differ depending on the nature and size of the organization (Kusek & Rist, 2004: 48).

The seventh and final question that the readiness assessment asks is how the M&E system will be used as a link to connect the project, program or policies intended

outcomes to those of sectoral and national outcomes? The readiness assessment needs to make provision for identifying the possible opportunities and barriers to linking collected data and information to the national government where it is relevant (Guerra-López & Hicks, 2015: 28). The small-scale projects, policies and programs should collect data and information and compile them effectively and efficiently into summarised assessments that are accessible to relevant governmental organisations and that are in line with their predetermined outcomes and targets (Kusek & Rist, 2004: 48).

Ensuring that this relevant data and information is communicated across levels (hierarchical – from the intervention level to governmental level) is crucial to the results-based M&E systems survival (Mackay, 1999: 13). Performance-based decisions cannot be made if information is cut off between levels. The M&E system must also carefully manage data and information that is collected at every level so that stakeholders and relevant role-players are both producers and consumers of results-driven and results-based information (Kusek & Rist, 2004: 48). The M&E system needs to make it its main objective to allow appropriate questions to be asked and answered across all levels to ensure a successful system and, therefore, successful, credible and transparent interventions (Kusek & Rist, 2004: 48).

It is clear that a results-based M&E system is affected by many internal and external demand factors that make up its dynamic, complex network (Mayne & Zapico-Goni, 2017: 24). When building and developing a M&E system, even when using the ten-steps as a guideline, it is far more complex and intricate than any stakeholder can prepare for (Mayne & Zapico-Goni, 2017: 24). Unfortunately, there are very few results-based M&E systems in place at public sector level that are fully functioning and making contributions in an effective and efficient manner; particularly lacking in developing countries. Although many developing countries are taking steps to designing an effective and efficient results-based M&E system that is integrated at every level, it is a time-consuming process that needs resources, human capital and a politically stable environment in order to flourish.

The biggest challenge of creating a results-based M&E system is perhaps the issue of sustainability. The system must operate in a sustainable manner that allows for

transparency and accountability in assessments and reports in order to maintain a democratic, sustainable system. Further, dealing with concerns and fear of putting organisations in a bad light after sensitive information is collected or reported on is another significant challenge. In order to avoid such a situation, systems must be built slowly and from grassroots levels. This allows stakeholders to get a better understanding; that it is their right to be regularly informed on their government's performance so that they can use this information to improve public management and policy-making processes. The entire process should have a long-term focus.

3.11 Conclusion

This chapter, therefore, discussed the importance of non-governmental organisations, the purpose, use and importance of monitoring and evaluating specifically within sport NGOs and how a readiness assessment and various key issues can be used as instruments for research design. When discussing monitoring and evaluation the ten steps used to evaluated M&E systems were discussed, one of which was the crucial readiness assessment step.

As mentioned above, NGOs, particularly in the developmental sporting fronts are gaining momentum and have shown much promise over the past few years. NGOs with a focus on sport development have made significant contributions to curbing poverty, improving standards of living and empowering the vulnerable. In conjunction with this, monitoring and evaluation as a tool for public management is essential and holds much power. M&E helps public sector organisations achieve pre-determined intended results and, therefore, when implemented correctly can work as a useful performance feedback system (Kusek & Rist, 2004: 12). M&E is, thus, crucially important in any organization to ensure effective, efficient, transparent and accountable monitoring and evaluation processes.

The above-mentioned ten-step process of monitoring and evaluation is, therefore, incredibly helpful when building an effective and efficient M&E system. It must be remembered, however, that various organisations possess more resources than others or could contain more skilled labour forces than others. Therefore, it is crucially important to understand how ready and capable a particular organization or

government is to take on a results-based M&E system (Mayne & Zapico-Goni, 2017: 24). The ten-step process, in conjunction with an intricate readiness assessment ensures that the researcher has the best possible understanding of the chosen organisations monitoring and evaluation systems or lack thereof. Further, if the organization lacks a monitoring and evaluation system a readiness assessment can be conducted to assess whether or not the organization is ready to develop and implement an effective and efficient M&E system. Thus, both the ten-step M&E processes and the readiness assessment questions are crucially important.

Chapter 4: Presentation of results for M&E readiness assessment of the Knysna Sports Academy

4.1 Introduction

South Africa has a rich history with complex networks of segregation and discrimination, particularly in the 80s and 90s where Apartheid ruled the country. The Apartheid system caused segregation and separation based on racial categories and created an environment where vulnerable groups were further marginalized, and wealth gaps were highlighted and emerged. After the Apartheid regime collapsed, many organisations in partnership with the new government attempted to correct the wrongdoings of the past and tried to enable and empower vulnerable groups. Various institutions like the Knysna Sports Academy (KSA) and Sport and Recreation South Africa (SRSA) attempted to empower these vulnerable groups that existed as a result of Apartheid through sport. These organisations and others that shared similar goals and objectives had an underlying drive to promote sport and recreation to ultimately better the standard of living amongst vulnerable populations living in South Africa.

The Knysna sports academy is a Knysna-based sport NGO that encourages development and self-growth, particularly amongst the youth of the community through sport. The Knysna Sports Academy (KSA) was founded and launched in 1992 by the founding father, Keith Cretchley. The KSA's main purpose was to empower the vulnerable and disadvantaged youth members in the community through sport development (Knysna Sports Academy, 1992). In conjunction with this purpose, the KSA's goals and objectives were to identify vulnerable and disadvantaged groups in the Knysna community and then, through sport, to attempt to improve their standard of living by encouraging and improving issues such as employment, school attendance, skills development, self-confidence and empowerment (Knysna Sports Academy, 1992).

The KSA focuses mainly on the youth within the Knysna community, identifying vulnerable groups from as early as pre-school level, all the way through to high school, and facilitating development through various sporting activities. The KSA used local club facilities from when it was founded in 1992 to 1995 when founding father Keith

Cretchley developed an unused municipal sawdust dump into the home of the KSA and named it "The Oval" due to its unusual shape. Cretchley and his team of volunteers later built a clubhouse with local support and often hosted sporting festivals which brought business to the town while simultaneously encouraging healthy competitive sport for young people in the Knysna and surrounding communities (Knysna Sports Academy, 1992).

In order for organisations such as the KSA to achieve successful community-based development, capacities for growth and development needs to have a holistic grassroots level approach with a strong democratic theme. In other words, development needs to be enabled from the very bottom level of organization and community all the way through to the very top levels in order to ensure that everything and everyone is accounted for in the process of community-based development. In order to achieve this, the Knysna Sports Academy focuses strongly on communicating closely with community members that have an influence on the KSA through participating and coaching in order to better understand their needs, wants and vulnerabilities (Knysna Sports Academy, 1992). This communication from grassroots levels enables the KSA to adapt and change when environmental and organizational (both internal and external) factors demand it and refocuses the KSA stakeholders on what is most important at the time.

Having grassroots level communication at every stage of the operations of the KSA is crucially important. Understanding what the community members need and want is essential in enabling and fostering development. If an external party were to introduce a new sport in the KSA for example, without consulting participants of the KSA at grassroots level, they risk wasting resources and hampering the developmental process. For example, if a sport such as ice skating were introduced, resources would be wasted on equipment and traveling far distances to gain access to an ice-rink. However, if a sport such as rugby were introduced that has a strong national culture and popularity amongst South Africans and enables mass participation without expensive equipment, it is far more likely to succeed. Hence, grass roots communication is essential in ensuring a successful program in a democratic environment and in order to encourage community development and growth.

In the KSA, it is clear that after participants have actively engaged in sport developmental programs, their standards of living improved as well as their self-confidence and self-determination. Through engaging in sport and having a goal to work towards, such as participating in a hockey game, a sense of community is created and fosters self-development and betters the standard of living amongst these vulnerable communities. Donelly (1993) highlights the importance of community development through sport by arguing that communities that actively engage and participate in various sport developmental programs better their standard of living, foster and build self-confidence, learn to take initiative, see the benefits of self-determination and commitment and, lastly, allows community members to take charge of their own lives and empower community members (Donelly, 1993: 428).

The discussion below highlights and elaborates on the improvements of standard of living through sport development at the KSA and further explores the KSA's readiness to adopt a results-based monitoring and evaluation system.

4.2 Description of KSA case study

The following discussion comprises a brief explanation of the importance of readiness assessments with specific reference to the Knysna Sports Academy and touches on the results that the author uncovered when she conducted her questionnaires with the relevant stakeholders at the Knysna Sports Academy. The discussion will also provide a brief description with reference to the Knysna Sports Academy's location and organization's institutional make up.

The Knysna community is quite small compared to a larger town like Port Elizabeth or Cape Town and the community is, therefore, closely interrelated and connected. The Knysna Sports Academy has created an environment that is accessible to community members and has had a hand in direct and clear improvements in the strength of the pillars of the community. Further the children that have been at the Knysna Sports Academy for a number of years have clearly shown improvements in commitment, responsibility, self-confidence and empowerment. This development and growth of the KSA is fostered by various donors and funding from Rotary that enables community and youth development.

"The support from Rotary (Matching Grants) and the Knysna business community can be seen as a form of sport scholarships which has enabled the school to expand its development programme to reach over 1600 children" (Global Grant, 2017: 7).

The benefits that the KSA have already achieved are remarkable, particularly when it comes to development of the community. However, in order to maintain these benefits and build on an already successful foundation, the actions and operations of the organization must be recorded in a transparent and accountable manner. Recording operational actions and results enables stakeholders to be accountable to donors and other important external parties that enable the functioning and running of the KSA. By having an effective M&E system (monitoring and evaluation system) information can be collected in an organized manner and recorded in a way that makes information and data easily accessible and available to important stakeholders and donors as mentioned earlier in this research report.

By developing a M&E system within the KSA, checks and balances are introduced that ensure successful operations and recording and reporting processes. It must be noted that before a M&E system can be implemented within any NGO or organization, a readiness assessment must be conducted in order to ensure that the organization is ready for and can handle an M&E system.

A readiness assessment must, therefore, be conducted before a M&E system can be considered or implemented. The importance of a readiness assessment is crucial for the foundation of building a sustainable results-based M&E system and it is often seen in public or governmental organisations where successful programs have effective and efficient M&E systems in place (Guerra-López & Hicks, 2015: 22). Governmental and public sector organisations are often funded directly by the government whereas NGOs are more complicated. NGOs such as the KSA often rely mostly on donors for funding and thus often lack resources and capacities that would allow the NGO to implement a results-based monitoring and evaluation system that is in fact crucial to its ultimate success or even survival. NGOs do not prioritize monitoring and evaluation

systems and processes because of this lack of human capacity and resources, focusing rather on funding programs and projects, which gives more direct power to donors, particularly in decision-making (Lu *et al.* 2017: 227).

"Long-term sustainability is ensured by the ownership of KSS by the Knysna Primary School, the support of the parents, the support of the Knysna municipality, the support of the Knysna business community and funding by the KSS Development Trust. When and if the Rotary support ends, the KSS would continue, but would probably reach less children" (Global Grant, 2017: 7).

NGOs are particularly at risk when it comes to a lack of funding as they cannot address long-term structural change and, therefore, rely on and answer to donors. NGOs are, therefore, often forced to be accountable to and answer directly "upward to donors rather than downward to beneficiaries" (Banks *et al.*, 2015: 709). This limitation makes it challenging for NGOs to operate and function in a dynamic, everchanging environment as they are required to answer directly to donors, which further hampers sustainable development (Guerra-López & Hicks, 2015: 22). The Knysna Sports Academy relies heavily on donor support and this limits them with regard to operating as a separate entity.

Thus, a readiness assessment is crucially important in understanding the importance and readiness for a results-based monitoring and evaluation system at the KSA. The discussion below will further evaluate the importance and readiness of the KSA for a results-based monitoring and evaluation system by assessing the organization's institutional and organizational makeup and its ability or lack thereof to enable and develop a results-based monitoring and evaluation system.

4.2.1 KSA institutional makeup:
The Knysna Sports Academy is a very small-scale NGO with limited resources and as a result cannot keep, nor foster, an extensive human resource capacity. The NGO is mainly comprised of its board of directors, a manager and various coaching staff (Knysna Sports Academy, 1992).
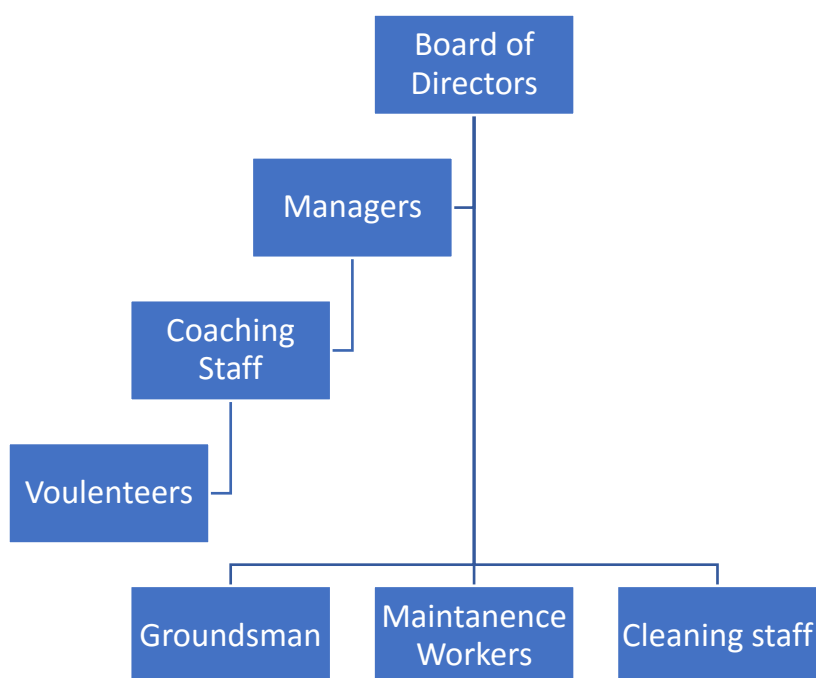
The hierarchical organization of the KSA is depicted in the image above.

The KSA is made up of a non-complex variety of stakeholders that are essential to the functioning of the Knysna Sports Academy (Knysna Sports Academy, 1992). The stakeholders of the KSA include the employed staff as well as various internal and external participants that are not directly employed by the NGO. These stakeholders include the donors that provide funding for the NGO, the founding father of the KSA – Keith Cretchley, the children that participate at the KSA, as well as volunteers that contribute to the KSA. Therefore, the small network of staff and stakeholders make up the functioning of the KSA (Knysna Sports Academy, 1992).

The small organizational makeup of the KSA, which is illustrated above, further highlights that the NGO does not have sufficient capacity to host and develop a complicated results-based monitoring and evaluation system. The institutional and organizational make up highlights the limited human capacities, and in conjunction with limited funding and resources discussed above makes it increasingly difficult for the NGO to develop a complex M&E system.

4.2.3 Organization of sporting, employment and educational programs at the KSA:

The KSA has various programs to organize its various sporting codes in a constructive manner. These programs are organized into the KSA's nine sporting codes including lawn bowls, hockey, cricket, golf, soccer, cycling, athletics, swimming and touch rugby (Knysna Sports Academy, 1992). In conjunction with these various sports the KSA offers coaching courses to members of the community that are willing to volunteer or work for the KSA in the following sporting codes: soccer, cycling, cricket, athletics and lawn bowls (Knysna Sports Academy, 1992).

The KSA also takes pride in its employment programs which focus on employing specifically previously disadvantaged community members as far as possible as well as past students of the KSA. The aim of this employment program is to show to the students that their coaches and mentors were once students just like them with the aim of creating a sense of understanding and making environments and relationships relatable for both parties. This process would hopefully encourage and set an example for students to be motivated and to have a life goals and better their standard of living (Knysna Sports Academy, 1992).

The final program offered by the KSA is the educational and mental health program, which gives students and participants the opportunity to receive help with their after school care, homework, and even emotional support from trained councillors and staff members who are employed by the KSA. The aim of these programs is to foster an environment where the students feel safe to do their homework and receive help in a space that is free from negative distractions such as gang activity – a common issue in the disadvantaged Knysna communities (Knysna Sports Academy, 1992).

4.3 Presentation of field work results:

The presentation of the field work results will be organized into three themes for a clearer understanding. These themes include: incentives and demands for a results-based monitoring and evaluation system; capacity-building requirements for results-based monitoring and evaluation systems and, lastly; participatory involvement for results-based monitoring and evaluation systems.

4.3.1 Incentives and demands for a results-based monitoring and evaluation system:

4.3.1.1 Organizational goals:

The KSA was used as a case study in this research report in order to determine the organization's readiness to adopt and develop a results-based monitoring and evaluation system. The discussion below will identify the incentives and demands for a results-based monitoring and evaluation system within the KSA and their readiness to adopt and develop such a system by exploring the organization's goals, the champions and stakeholders within the KSA and lastly, the need for a M&E system in the KSA.

The goals of the KSA are interrelated and drive the operation of the organization. The respondents all stated that the organization's goal was to expose previously disadvantaged youths to various sporting codes in order to encourage them to set and reach goals for themselves and to give them a purpose in life. The KSA states on their website that their ultimate goal as an organization is to:

"improve the standard of living of vulnerable communities through sport and ultimately improving school attendance, increasing employment and improving the livelihoods of the vulnerable disadvantaged communities in the Knysna and surrounding areas" (Knysna Sports Academy, 1992).

One respondent added that in conjunction with this goal, exposing previously disadvantaged youths to development through sport encourages them to "Stay out of trouble" and not get involved with gang or other illegal activities. Therefore, the goals of the KSA highlight the importance, incentives and demands for a results-based monitoring and evaluation system within the KSA as they have clear goals that need to be achieved through recording and reporting on results of their sporting development.

A major first step in evaluating whether or not an organization is ready to adopt a results-based monitoring and evaluation system is their ability to identify and clearly

define the organizational goals. All the respondents including the, coaches, board members and managers were able to identify the main crux of the organization's goals.

4.3.1.2 Champions and stakeholders of the KSA:

Another important step in the readiness assessment process is to identify which champions and stakeholders are involved in the organization and whether or not they clearly understand their roles and what their contributions and actions should be within the KSA. Further, from this information, a possible champion or group of stakeholders should be identified as the possible driver of a results-based M&E system should one be enforced and it should be clearly identifiable if a M&E system is already in place.

The champions and stakeholders of the KSA include the following groups: Firstly, the board of directors, which is comprised of the chairman, vice-chairman, treasurer, events coordinator, general manager, and secretary. The employed staff includes coaches, managers, and ground staff. Lastly, there are the donors and volunteers. Each of these champions or stakeholders were interviewed in order to determine their roles within the KSA and whether or not they thought there was an M&E system in place.

The board of directors are responsible for ensuring that the KSA's goals and strategies are in line with the organization's pre-determined priorities, note and identify internal and external factors that could influence frameworks in a dynamic changing environment, ensure that the quality and results of performance indicators are in line with predetermined goals and objectives and, lastly, fosters and enables internal and external audits. All board members that were interviewed and filled out questionnaires recognised these roles and responsibilities as their own and were able to clearly define them.

The chairman of the KSA should ensure that the organization's performance is in line with predetermined outcomes, goals and objectives by noting the organizational achievements; and in a situation where the organization has a fully developed M&E system, the chairman should ensure that organizational stakeholders are able to develop appropriate and viable indicators for a successful M&E system. The KSA's

chairlady identified that she should ensure that the organisations performance is in line with predetermined outcomes, goals and objectives by keeping the organizational achievements in mind. She then further stated that she is responsible for various reporting systems that are in place including SWOT analysis, following up with past students of the KSA and the various reports given to donors.

Other general board members' responsibilities are to assist the chairlady where possible, specifically with admin, composing reports and strategic support. All the board member respondents identified that they should help the chairlady where possible, specifically with administrative and operational support. They also identified that assisting the chairlady with reporting structures that are in place were of importance. In an effective and efficient M&E system, board members would have to assist as far as possible with reporting systems and challenges they may face in collecting data and information.

The author also interviewed the treasurer of the KSA. The treasurer identified that he should assist in reporting to donors and being accountable for how funds and resources are spent. He also identified that the spending of funds and resources should be organized into various programs so that reporting on spending can be compiled easily, effectively and efficiently. Due to the fact that the KSA is largely reliant on donors for funding and resources, reporting on spending should be presented to the donors to show how resources are used and benefits should be clearly identified.

The main line manager identified his responsibilities as including operational responsibilities, event organization, ensuring that coaches are keeping records of attendance, race results and improvements of performance at races and games. He also highlighted that results, attendance and improvements must be noted and recorded in order to keep track of organizational goals and objectives and identify whether or not these goals and objectives are being achieved.

The other employed KSA coaches responded and highlighted that their main responsibilities include motivating students and participants to come to practice, correct their techniques and keeping records of attendance, improvements and competition results. One respondent also identified that it is their responsibility to

communicate with the participants and their parents to inform them when they have practice, games and races. Another respondent identified that it is their responsibility as coaches to be creative and keep the participants interested through new training exercises and report progress to the line manager.

Therefore, the champions and stakeholders of the KSA all have crucially important roles and responsibilities when the running and operational responsibilities of the KSA are considered. Most of the respondents know what their roles and responsibilities are within the KSA and are motivated to keep up to date with recording and reporting information and data to their supervisors, managers, board members and donors.

4.3.1.3 The need for a M&E system in the KSA:

The KSA stakeholders and champions were interviewed in order for the author of this research report to identify what the respondents thought their organizational goals, roles and responsibilities are as champions and stakeholders of the KSA. The respondents were able to identify the organizational goals, as well as their personal roles and responsibilities. The following section explored the respondents' thoughts on the KSA's need and importance of a results-based monitoring and evaluation system.
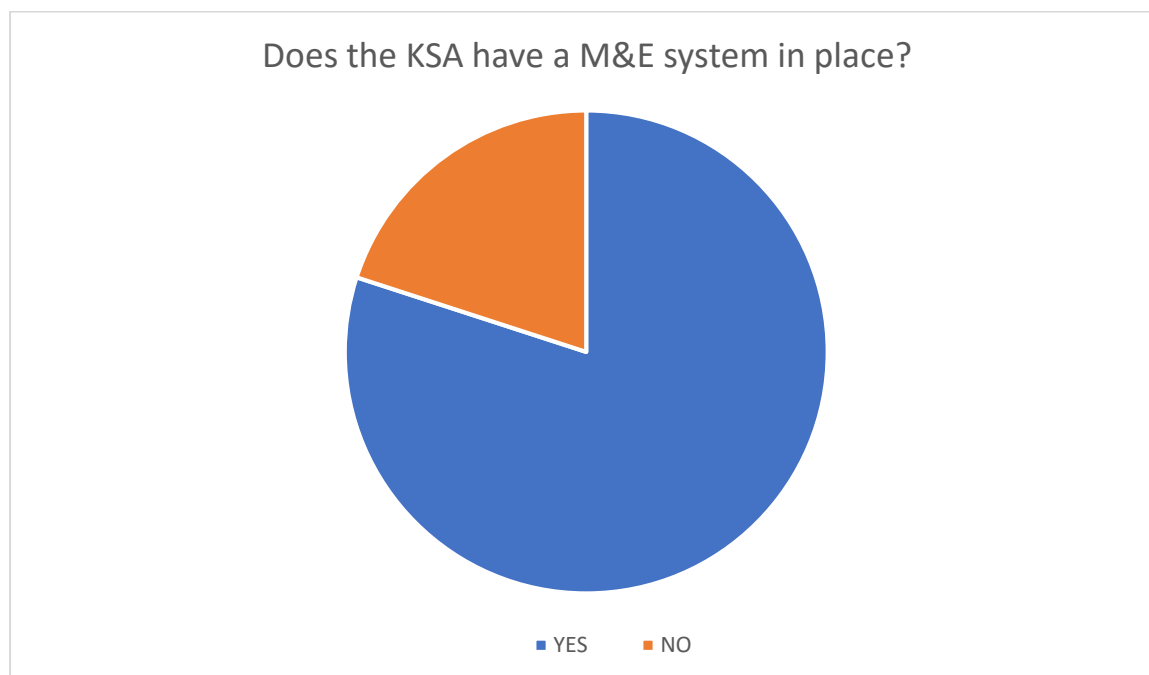

Figure 1 – Respondents answer to M&E systems in place in the KSA

Of all the respondents that were interviewed, when asked if the KSA has a results-based monitoring and evaluation system in place, 50% answered with a straight "yes", while 25% answered "yes" but explained that it was a very simple system and was not complex in nature and the final 25% answered that the KSA does not have a results-based M&E system in place. A visual representation of the respondents' responses to whether or not the KSA has a M&E system in place is depicted above in Figure 1. The respondents that answered that the KSA does have a results-based M&E system in place and explained what this entailed responded that the M&E system was made up of SWOT analysis, TRACER reports, monthly financial reports, budget and expenditure records, monthly board meetings, following up with past students, reporting to donors, attendance records, improvement records and competition results.

The respondents were asked what the importance and need is for an M&E system at the end of their questionnaires. They were asked to rate the importance, necessity and how beneficial a results-based M&E system would be to the KSA in their opinion by providing a rating from one (1) to ten (10), where one is of least importance/necessity/benefit to the organization and ten being the most important/necessary/beneficial.

When asked to rate the importance, necessity and benefit of a results-based M&E system, only three respondents (two board members and one coach) rated that all three categories; importance, necessity and benefit to the KSA a ten out of ten. The other respondents all reacted relatively high with lots of eights and nines being recorded. The lowest score was by a coach who thought a results-based M&E system was a six out of ten in terms of necessity to the functioning and operation of the KSA. If averages are calculated in all three categories, importance of a M&E system averages out at 8,75 out of 10, necessity at 9 out of 10 and, lastly, benefit at a 9,4 out of 10.

4.3.2 Capacity building requirements for results-based monitoring and evaluation systems:

When the research was conducted, the author of this research report investigated the KSA's capacity building requirements for results-based monitoring and evaluation through investigating who would champion and be responsible for the implementation, development and running of a results-based M&E system, stakeholder abilities with regards to implementing a results-based M&E system, the data collection processes, the adaptability of the organization's stakeholders to changing environments and factors and, lastly, whether a simple or complex results-based M&E system would be beneficial for the KSA.

4.3.2.1 Which stakeholders are responsible for implementation, development and running of a M&E system:

The first part of this area of investigation asked the respondents which stakeholders they identified as being responsible for the implementation and running of a results-based M&E system. The respondents were allowed to point out more than one type of stakeholder whom they think are responsible for the implementation, development and running of a results-based M&E system. 75% of the respondents pointed to the board members as being responsible for implementation and running of a M&E system. In conjunction with this answer, 37,5% of the respondents pointed to the line-manager as being ultimately responsible for the implementation, development and running of a results-based M&E system.

In conjunction with these above-mentioned responses, 50% of the respondents pointed to the coaches as being ultimately responsible for the implementation, development and running of a results-based M&E system. As well as these stakeholders, 12,5% of the respondents pointed out that the donors should be held accountable for the implementation, development and running of a results-based M&E system. Finally, 0% of the respondents pointed out the participants or volunteers at the KSA for being responsible for the implementation, development and running of a results-based M&E system.

111

4.3.2.2 Stakeholder abilities with regard to implementing a results-based M&E system:

The author of this research report asked the respondents a series of yes or no questions with regard to stakeholder abilities in their own opinions. These questions aimed to understand what the stakeholders of the KSA thought about their stakeholders' abilities to complete certain tasks that would have a direct effect on the KSA should a M&E system be implemented.

The first question was whether or not the respondent thought the stakeholders at the KSA can clarify the organisations values, missions, objectives and goals. 100% of the respondents answered yes. The second question was whether or not the stakeholders at the KSA could effectively access the internal and external environments that directly affect the KSA that are within the KSA community. 75% of the respondents said that stakeholders were able to do so and 25% of the respondents said the stakeholders were unable to.

The third question asked of the respondents was whether or not they thought the stakeholders of the KSA were able to identify strategic issues and problems. 62,5% of the responses from the respondents indicated that they did think the stakeholders were capable, while 37,5% of the responses indicated that the stakeholders were not capable. The fourth question posed to the respondents was whether they thought stakeholders of the KSA were able to tackle and manage these issues and problems identified in question three. 37,5% of the responses indicated that the respondents thought the stakeholders were able to tackle and manage these issues and problems identified in question three while 62,5% of the responses indicated that the respondents did not think the stakeholders were capable of tackling and managing the issues and problems identified in question three.

Question five asked the respondents if they thought the stakeholders at the KSA were able to develop a realistic vision for the future. 50% of the respondents indicated that they thought the stakeholders at the KSA were able to develop realistic visions for the future while the other 50% of the respondents indicated that they did not think that the stakeholders of the KSA were capable of developing realistic visions.

The sixth question asked the respondents if the stakeholders of the KSA were able to develop and organize the above-mentioned vision into an action plan and apply relevant budget and resource allocations in doing so. 50% of the respondents indicated that they thought the stakeholders of the KSA were capable while the other 50% of the respondents indicated that they did not think that the stakeholders could develop action plans from visions while staying in budget and resource allocation boundaries.

Question seven asked respondents if they thought the stakeholders of the KSA were able to adapt and change plans, policies, projects and programs if unexpected issues and factors – both internal and external – were to arise. 62,5% of the responses indicated that the respondents thought that the stakeholders at the KSA are able and capable of adapting and changing plans, policies, projects and programs if unexpected issues and factors were to arise, while 37,5% of the responses indicated that the respondents did not think the stakeholders of the KSA were capable.

The seventh question asked respondents if they thought the stakeholders of the KSA were able to monitor and report on what is being achieved within the organization in terms of performance indicators. 87,5% of the responses indicated that the respondents did think that the stakeholders were capable of monitoring and reporting achievements on performance indicators while only 12,5% of the responses indicated that the stakeholders of the KSA would not be capable of doing so.

The final two questions posed in this simple yes or no format asked questions about organizational resources and funding, which would indicate their financial, resource and capacity abilities for enabling the implementation and development of a results-based M&E system. The second last question asked respondents if they thought the KSA has sufficient funding and resources for everyday running and operations. 25% of the respondents thought that the KSA does have enough resources and funding for everyday running while 75% of the respondents thought the KSA does not have enough funding and resources for everyday running and operations.

The final question asked the respondents if, in their personal opinion, they thought that the KSA has sufficient funding and resources to enable, develop, implement and

maintain a results-based M&E system. 12,5% of the responses indicated that the respondents thought the KSA does have enough funding and resources to enable, develop, implement and maintain a results-based M&E system, while the majority of the responses at 87,5% indicated that the respondents thought that the KSA did not have sufficient funding and resources.

4.3.2.3 Data collection processes:

The KSA has very simple data collection processes in place due to its small organizational set up as well as the small numbers of people involved both directly and indirectly at the organization. The author of this research report asked the respondents various questions with regard to the data collection processes, the accessibility thereof and the quality of data and information collection at the KSA. The questions to the respondents and their responses will be discussed below.

The first question posed to the respondents asked if the stakeholders within the organization collect relevant information and data and if they have a manner of recording the collected data or information. The respondents were also encouraged to inform the interviewer how data and information is collected and stored. The respondents all agreed that certain information and data is collected and stored. This included registration forms for participants of the KSA when they joined the academy, register or rollcall at sporting practices, TRACER studies that were occasionally completed with past students, and then, lastly, reports and budget plans to the board of trustees of the KSA.

The second question asked of the respondents was if the organization recorded improvements in performance or success of the various sport types (including attendance and competition information) and then whether or not this information is recorded in a manner that is accessible to stakeholders of the KSA. The majority of the respondents agreed that the KSA did think that the organization recorded improvements and successes in sporting attendance and competition and that the information and records were easily accessible. Although they agreed, most respondents went on to explain that detailed attendance records are kept however, no

formal or official records of competition successes and improvements existed. When asked about accessibility, almost all the respondents answered that they thought that the records and information were easily accessible to any stakeholder of the KSA.

The third question asked of the respondents had to do with accessibility in greater detail. The question asked if information and data that is collected and recorded by the KSA is accessible to both internal and external stakeholders of the organization? Again, most of the respondents thought that the collected information and data collected at the KSA was easily accessible for both internal and external stakeholders of the organization. However, 40% of the respondents added that they thought that the information and data was only accessible in a limited fashion and was not completely open and transparent due to a lack of formal accessing procedures.

The fourth question posed to the respondents in connection with organizational data and information collection asked if the stakeholders and employees of the KSA were able to use the data and information they collect and compile effective and efficient assessment summaries that are easily accessible. Although the majority of the respondents thought that the stakeholders and employees could compile such assessment summaries, a few respondents added that they did not think the summaries were detailed enough and, therefore, were only available and compiled in a limited fashion.

The fifth question asked of the respondents was whether they (the respondents) thought the organization's relevant data and information was communicated across all levels from the interventional (internal) to the governmental level (external) in a holistic, hierarchical fashion. At least 50% of the respondents thought that the KSA's stakeholders and employees did not communicate information and data summaries across all levels in a holistic fashion.

The final question asked to the respondents was whether or not they thought the KSA needed a simple or complex (in-depth) system for data collection and reporting. All of the respondents agreed that the KSA needed a simple system as the organizational design and makeup is simple and uncomplicated in nature. One respondent added

that although the system should be simple in nature, it should incorporate more than purely attendance records.

4.3.3 Participatory involvement for results-based monitoring and evaluation systems:

Participatory involvement for results-based monitoring and evaluation systems are crucially important. Together with participatory involvement, the following aspects are just as important: goal setting and identification, resource allocation, the communication of data and information, the adaptability of stakeholders, dealing with sensitive information, projects, programmes and policies being in line with predetermined goals and objectives, and, lastly, whether international and national goals drive the organization.

As discussed above, all the respondents felt that the stakeholders and employees of the KSA were able to identify and record the organisations goals and follow resource allocations closely. However, with regard to resource allocations 12,5% of the responses indicated that the respondents thought the KSA does have enough funding and resources to enable, develop, implement and maintain a results-based M&E system, while the majority of the responses at 87,5% indicated that the respondents thought that the KSA did not have sufficient funding and resources.

Thirdly, it was considered whether stakeholders and employees of the KSA are able to collect data and information and compile them effectively and efficiently into summarised assessments that are accessible to relevant stakeholders and organisations. As mentioned above, although the majority of the respondents thought that the stakeholders and employees could compile such assessment summaries, a few respondents added that they did not think the summaries were detailed enough and, therefore, were only available and compiled in a limited fashion.

The fourth question asked to the respondents was whether they thought the stakeholders and employees of the KSA have the capacities and knowledge to adapt and change within a dynamic environment and/or internal or external factors within the environment. As discussed above, it was clear that the respondents thought that the

stakeholders and employees of the KSA are able to adapt to changing and dynamic environments caused by either or both internal and external factors.

The fifth question asked the respondents whether or not they thought the stakeholders and employees of the KSA were able to deal with and correctly communicate sensitive information should any such information surface. Although all the respondents agreed that they were able to communicate sensitive information through close and regular communication between coaches and the board of trustees, one respondent indicated that there is no policy that is clear enough and that a written or formal policy should be developed.

The final question asked of the respondents in this section was whether they thought the KSA's policies, programs and projects are in line with the organisations predetermined outcomes and that of their community's goals and objectives. All the respondents agreed that the KSA's policies, projects and programs are in line with predetermined outcomes and goals of the organization and the surrounding community. However, when the respondents were asked if they were driven or inspired by national or international goals such as the Millennium Development Goals to achieve their predetermined goals and outcomes, 50% of the respondents did not think this was the case and that they should follow such international goals as inspiration to achieve their goals. The other 50% of the respondents agreed that the organization was inspired and driven by such international and national goals.

Chapter 5: Research findings

5.1 Introduction

The role of NGOs in sports development and the importance of a monitoring and evaluation system will be discussed in further detail below using the information gathered by the author of this research report from the various stakeholders and chosen respondents of the Knysna Sports Academy. The questions that the author of this research report asked the respondents of the Knysna Sports Academy were mostly to understand if the KSA is ready for a results-based monitoring and evaluation system to be implemented. The questions were based on Kusek and Rist's readiness assessment to evaluate if organisations are ready for an efficient and effective M&E system to be implemented (Kusek & Rist, 2004).

For the purposes of this discussion, the information will be sub-divided into the following sub-headings for better understanding. The nine sub-headings of this chapter include an introduction followed by a discussion of the Knysna Sports Academy's knowledge of a readiness assessment in establishing a results-based monitoring and evaluation system. The third sub-heading discussed the Knysna Sports Academy's motivation for developing an effective and efficient results-based monitoring and evaluation system. Following on this discussion is the fourth sub-heading that focused on the various champions and stakeholders that are or should be involved in building a results-based monitoring and evaluation system for the Knysna Sports Academy.

The fifth sub-heading discussed how the Knysna Sports Academy does and should achieve program, policy and project goals and objectives through the use of an appropriate monitoring and evaluation system. Following this sub-heading is the discussion of the organizational capacity for supporting a results-based monitoring and evaluation system within the Knysna Sports Academy. The seventh sub-heading in this chapter explored the participation of stakeholders in the decision-making processes within the Knysna Sports Academy. Following this discussion will be a review of accountability and transparency through participatory monitoring and evaluation, followed by the conclusion.

The discussions within these sub-headings were motivated and supported by the information collected by the author from respondents at the Knysna Sports Academy as well as other literature and theoretical frameworks discussed earlier in this research report. The focus of this discussion was whether or not the Knysna Sports Academy is ready for a results-based monitoring and evaluation system and their contributions to development in the community through sport.

5.2 Knowledge of a readiness assessment in the KSA for establishing a results-based monitoring and evaluation system

As mentioned earlier in this research report, our current global environments, public sector organisations and their stakeholders (governmental & NGOs) face increasing internal and external pressures to be accountable and transparent in collection, analysing and reporting on data and information that is collected through the organization in achieving their predetermined goals and objectives (Guerra-López & Hicks, 2015: 24). Thus, there is an increasing pressure for NGOs to adopt and develop a results-based monitoring and evaluation system that can effectively and efficiently collect, summarise, analyse and report on collected information that is easily accessible.

A major first step in evaluating whether or not an organization is ready to adopt a results-based monitoring and evaluation system is their ability to identify and clearly define the organizational goals. As mentioned above, all the respondents including the, coaches, board members and managers were able to identify the main crux of the organization's goals.

5.3 Champions of the KSA who are involved in building a results-based monitoring and evaluation system

As discussed earlier, another important step in the readiness assessment process is to identify which champions and stakeholders are involved in the organization and

whether or not they clearly understand their roles and what their contributions and actions should be within the KSA.

The champions and stakeholders of the KSA include the board of directors – including the chairman, vice-chairman, treasurer, events coordinator, general manager, secretary – the employed staff – including coaches, managers, ground staff – and, lastly, the donors and volunteers. Although most of the stakeholders identified what their roles and responsibilities were and are, there were some crucial roles and responsibilities that were not mentioned by the respondents.

The board of directors identified various important roles and responsibilities as their own but did not mention these few crucial roles and responsibilities should a results-based monitoring and evaluation plan be put in action. The major roles and responsibilities that were identified included noting and identifying internal and external factors that could influence frameworks in a dynamic changing environment, ensuring that the quality and results of performance indicators are in line with predetermined goals and objectives and, lastly, fostering and enabling internal and external audits.

These roles and responsibilities include, but are not limited to ensuring that M&E responsibilities and processes are communicated, implemented and carried out with relevant stakeholders, ensuring that M&E results and performance information is recorded and composed in detailed reports for donors and are correctly in line with available resources and budget, monitoring programmes and reporting the observations back to the board of directors and other relevant stakeholders and, lastly, ensuring that efficient and effective M&E procedures are in place for the implementation and development of all projects, programmes and policies.

However, it must be mentioned that most of the respondents knew what their roles and responsibilities were within the KSA and indicated that they were motivated to keep up to date with recording and reporting information and data to their supervisors, managers, board members and donors.

It was also clearly noticeable that there are no formal M&E systems in place as the stakeholders could not identify anyone specific or any group of stakeholders who are

responsible for the implementation and development of a results-based monitoring and evaluation system within the Knysna Sports Academy. In order for the KSA to develop a results-based M&E system they need to identify a single or group of champions or stakeholders within the KSA who are ultimately responsible for the system, preferably not the line manager as he should be reporting on performance and participative information.

The champion or stakeholder who drives and develops the M&E system should not be in a position where they are compromised and/or have the ability to alter data and information, specifically if they receive incentives for reporting duties. Therefore, it should be suggested that an external party along with an internal stakeholder, preferably an objective member of the board should assist the process of enabling and developing an appropriate M&E system for the KSA.

5.4 The KSA's motivation for developing a M&E system

Along with identifying a champion or stakeholder that could implement and develop a M&E system, the respondents and Knysna Sports Academy's demand and need for a results-based M&E system was explored. The relevant KSA stakeholders were interviewed in order for the author of this research report to identify if the respondents thought they had a M&E system in place and then if they needed a results-based M&E system.

Of all the respondents that were interviewed, when asked if the KSA has a results-based monitoring and evaluation system in place, 50% answered with a straight "yes", while 25% answered "yes" but explained that it was a very simple system and was not complex in nature, and the final 25% answered that the KSA does not have a results-based M&E system in place. The respondents who answered that the KSA does have a results-based M&E system in place and explained what this entailed responded that the M&E system was made up of SWOT analysis, TRACER reports, monthly financial reports, budget and expenditure records, monthly board meetings, following up with past students, reporting to donors, attendance records, improvement records and competition results.

121

Although the majority of the respondents thought that they did have a M&E system in place, their motivation for a M&E system was in the form of the reporting methods mentioned above. These are all reporting systems and although they make up an important part of an M&E system, they do not comprise a holistic M&E system. There is no system in place that monitors and evaluates these reporting processes and, therefore, the author concluded that the KSA does not have a formal, holistic results-based M&E system in place.

The author of this research report asked the respondents to rate the importance, necessity and benefit of a results-based M&E system out of ten, one being of least importance, necessity and benefit and ten being most. The averages of their responses were calculated in all three categories, and importance of a M&E system averaged out at 8,75 out of 10, necessity at 9 out of 10 and, lastly, benefit of an M&E system a 9,4 out of 10. As literature shows, an organization must have an effective and efficient results-based M&E system in order to operate optimally.

5.5 Achieving program goals and objectives through monitoring and evaluation

The stakeholders and employees of the Knysna Sports Academy need to be able to, firstly, identify predetermined goals and objectives, and then use those goals and objectives to efficiently and effectively achieve them through results-based monitoring and evaluation. In order to achieve these goals and objectives, relevant stakeholders and employees of the KSA must be able to identify, implement, develop and run results-based monitoring and evaluation.

When the respondents were asked which stakeholders they identified as being responsible for the implementation and running of a results-based M&E system, 75% of the respondents pointed to the board members as being responsible for implementation and running of a M&E system. In conjunction with this answer, 37,5% of the respondents pointed to the line-manager as being ultimately responsible for the

implementation, development and running of a results-based M&E system. A further 50% of the respondents pointed to the coaches as being ultimately responsible for the implementation, development and running of a results-based M&E system. However, 12,5% of the respondents pointed out that the donors should be held accountable for the implementation, development and running of a results-based M&E system.

It is, therefore, clear that the stakeholders and employees were not in agreement as to who should be responsible for the identification, implementation, development and running of an effective and efficient results-based monitoring and evaluation system; although the majority of the respondents pointed to the board members as being ultimately responsible. Due to the fact that the organization is so small, it should be noted that the organizational makeup and resources cannot sustain and maintain an overly complex results-based M&E system. Therefore, a simple system should be designed that organizes the various reporting methods in a manner that allows for a simple monitoring and evaluation system that is largely driven by results.

5.6 Organizational capacity for supporting results-based monitoring and evaluation

Results-based monitoring and evaluation is crucially important as discussed on numerous occasions earlier in this research report. In order for a results-based monitoring and evaluation systems to be developed, the organisations capacities in terms of resources and human knowledge need to be in place in order for the system to be a success. The entire organization needs to support the system in order for it to be implemented, developed and enforced. Both the stakeholders of the organization's abilities need to be developed to the point where they can implement a results-based M&E system as well as appropriate data and information collecting processes. Both these contributing elements will be discussed below.

Stakeholders of the organization need to be able to have the appropriate abilities and skills to implement a results-based M&E system. As discussed above, the author of this research report asked the respondents a series of questions with regard to stakeholder abilities in their own opinions. These questions were aimed at helping to understand what the stakeholders of the KSA thought about their stakeholders'

abilities to complete certain tasks that would have a direct effect on the KSA should a M&E system be implemented.

All of the respondents thought that the stakeholders at the KSA can clarify the organisations values, missions, objectives and goals while 75% of the respondents said that stakeholders were able to effectively access the internal and external environments that directly affect the KSA that are within the KSA community. Both these factors are crucially important when investigating the limits of the abilities of the stakeholders of the KSA. Being able to identify organizational values, missions, objectives and goals of the organization as well as being able to effectively access the internal and external environments that directly affect the KSA are crucial aspects of having strong M&E stakeholder abilities. The KSA's stakeholders are able to identify organizational values, missions, objectives and goals but lack capacity when considering the ability to access the internal and external environments that directly affect the KSA.

Another key ability that must be present amongst stakeholders of the KSA is the ability to identify strategic issues and problems. 62,5% of the responses from the respondents indicated that they did think the stakeholders were capable while 37,5% of the responses indicated that the stakeholders were not capable. This is a concerning statistic as all stakeholders should be able to access and identify strategic issues and problems within the organization.

Further, stakeholders should be able to tackle and manage these issues and problems. When the respondents were asked about their abilities to tackle and manage these issues and problems, 62,5% of the responses indicated that the respondents did not think the stakeholders were capable of tackling and managing the issues and problems which is of further concern. In order for an effective and efficient results-based monitoring and evaluation system to be implemented, all stakeholders must both be able to identify strategic issues and problems as well as tackle and manage these issues and problems.

Another ability that all stakeholders of the organization should have is that of being able to develop a realistic vision for the future which an alarming 50% of stakeholders

thought their peers were not capable of doing. Further, only 50% of the respondents thought that the stakeholders would be able to take this vision and use it to develop an action plan, while staying within the budget and resource allocation boundaries. Both developing a realistic vision for the future, as well as being able to develop an action plan from the vision, while staying within the budget and resource allocation boundaries is crucially important in developing and maintaining an effective and efficient monitoring and evaluation system.

Further, stakeholders should be able to adapt and change plans, policies, projects and programs if unexpected issues and factors – both internal and external – were to arise. At the KSA however, only 62,5% of the responses indicated that the respondents thought that the stakeholders at the KSA are able and capable of adapting and changing plans, policies, projects and programs if unexpected issues and factors were to arise. This is a crucial aspect of necessary aspects when developing and implementing a results-based M&E system.

Stakeholders of the KSA must also be able to monitor and report on what is being achieved within the organization in terms of performance indicators. 87,5% of the respondents indicated that they could monitor and report on what is being achieved. All the stakeholders of the KSA should be able to effectively and efficiently report on performance indicators and do so in such a way that is summarised and accessible to any and all relevant stakeholders. This is a massive part of the foundation of an effective and efficient results-based monitoring and evaluation system.

A few of the final abilities that the stakeholders and KSA should have include having sufficient funding and resources for everyday running and operations as well as having sufficient funding and resources to enable, develop, implement and maintain a results-based M&E system. The KSA is such a small NGO that it cannot support, financially or through the stakeholder knowledge capacity, a complex M&E system. Funding is limited and they rely mostly on donor contributions for financial and resource funding and, therefore, will only be able to cope with a very simple, uncomplicated system that must operate in a non-exhausting manner.

Along with appropriate stakeholder abilities, the organization must have effective and efficient data and information collection processes in place. As mentioned earlier, the KSA has a very small organizational setup along with limited stakeholder abilities and capacities and, therefore, has very simple data collection processes in place. The respondents all indicated that certain or rather limited information and data is collected and stored. This includes registration forms for participants of the KSA when they joined the academy, register or rollcall at sporting practices, TRACER studies that were occasionally completed with past students, and then, lastly, reports and budget plans to the board of trustees of the KSA.

Although these data and information collection methods are beneficial and helpful to a results-based M&E system within the KSA, it must be noted that these methods have limits and perhaps lack sustenance with regard to quantity and regularity. All data and information collection methods should be composed in such a manner that regular collection and reporting can occur in order to create an effective and efficient base for data and information tracking and monitoring.

Another crucial data and information collection process is that of recording performance and/or success information for the various sporting codes, both in practice and competition. Although the KSA does collect performance and success information in the form of reporting in practices, no official recording is completed on the competition front. Further, this information, and the reports thereof, must be recorded and must be made easily accessible for any and all relevant external or internal stakeholders. When questioned about it, 40% of the respondents indicated that they thought the information and data was only accessible in a limited fashion and was not completely open and transparent due to a lack of formal accessing procedures. Formal accessing procedures must be introduced if the KSA wishes to implement and develop a sufficient results-based M&E system.

The respondents were also asked if the stakeholders and employees of the KSA were able to use the data and information they collect to compile effective and efficient assessment summaries that are easily accessible. Although the majority of the respondents thought that the stakeholders and employees could compile such assessment summaries, a few respondents added that they did not think the

summaries were detailed enough and, therefore, were only available and compiled in a limited fashion. In order for an effective and efficient results-based M&E system to be in place, stakeholders and employees of the KSA must be able to use the data and information they collect and compile effective and efficient assessment summaries that are easily accessible.

Collected information and data should be communicated across all levels from the interventional (internal) to the governmental level (external) in a holistic, hierarchical fashion. At least 50% of the respondents thought that the KSA's stakeholders and employees did not communicate information and data summaries across all levels in a holistic fashion. This is crucial if the KSA wants an effective and efficient results-based M&E system. Thus, strong data and information collection processes must be in place in the KSA.

5.7 Participation in decision-making

Participatory involvement for results-based monitoring and evaluation systems are crucially important. As mentioned earlier, together with participatory involvement, the following aspects are just as important: goal setting and identification, resource allocation, the communication of data and information, the adaptability of stakeholders, dealing with sensitive information, projects, programmes and policies being in line with predetermined goals and objectives, and lastly, whether international and national goals drive the organization.

5.8 Accountability and transparency through monitoring and evaluation

Enhancing transparency and accountability through results-based monitoring and evaluation systems is crucially important. In order to be transparent, a more complicated evaluation process is called for (results-based M&E systems) that is more accessible, cooperative and tailored to societal needs (Picciotto, 2007: 520). Picciotto (2012) further argues that because this demand on NGOs is evident, they face tremendous pressures with regard to proving that the majority of their resources are spent on developmental projects that directly benefit the surrounding community

(Picciotto, 2012: 222). Donors and all relevant stakeholders will increasingly put pressure on all NGOs so that funding and donations are justified and accountable in an effective and efficient manner.

Therefore, a key use for results-based M&E systems is that of transparent reporting on performance and achieved results to relevant internal and external stakeholder groups (Kusek & Rist, 2004: 13). Accountability and transparency are, therefore, crucially important in implementing and developing a results-based monitoring and evaluating system.

5.9 Conclusion

The ten-step monitoring and evaluation process can be seen as crucially important when building an effective and efficient results-based M&E system. It is important to highlight however, that some organisations or governmental sectors might possess more resources than others or contain a more skilled labour force than others, thus making certain organisations better equipped than others to take on a M&E system. It is crucially important to understand how ready and capable a particular organization or government is to take on a results-based M&E system (Mayne & Zapico-Goni, 2017: 24).

It is further important to remember that certain organisations do not have, and have never had, any form of structured M&E system, stemming from the traditional M&E system (Kusek and Rist, 2004: 11.) Due to its complex nature and vulnerability to changing internal and external factors, it is not only information collection that must occur in the readiness assessment. There is a network of interrelated factors that cannot be ignored or overlooked as discussed above.

The above discussion explored the readiness of the Knysna Sports Academy by analysing the data collected through the questionnaire process within the Knysna Sports Academy. It was clear that there is a demand for a results-based monitoring and evaluation system but the Knysna Sports Academy lacks certain aspects in terms

of funding, formal processes and procedures and, lastly, stakeholder capabilities. If the correct stakeholder capacities were introduced and prioritized, the KSA would be able to adopt a simple results-based M&E system that could hugely benefit the organization as a whole.

Chapter 6: Conclusions and Recommendations

6.1 Conclusions

This research report discussed the importance of non-governmental organisations and their contributions to society, particularly with regard to development in vulnerable communities through sport. All the identified literature indicates that such sport NGOs are increasingly gaining momentum and making change on the developmental fronts with regard to community development, standard of living and empowering vulnerable youths.

NGOs are facing increasing pressures to report, monitor and evaluate their processes, programmes and projects in order to stay up to date with organizing their data and information, having become a development activity in doing just that (Mueller-Hirth, 2012: 649). This pressure can come from internal or external sources and forces organisations to be accountable and transparent; qualities that are essential in successful operations. Therefore, it is clear that in order to be accountable, NGOs need to have some sort of monitoring and evaluation (M&E) system in place that encourages the NGOs to report, monitor and evaluate its programmes, projects and processes to relevant stakeholders and donors.

It is very difficult to pinpoint an "ideal" institutional arrangement in an ever-changing environment, which makes it difficult to create a "blue-print" plan that covers all aspects of an ever-changing social, economic and political climate. The Knysna Sports Academy has a very small and simple institutional arrangement and does not have a very complex design. The KSA does not, however, need a complex institutional makeup nor design due to its small capacities, resources and number of participants.

It is also important to note that the Knysna Sports Academy has shown a steady increase in sports development over the past few years. As mentioned earlier, there has been a steady increase with regards to sports participation over the past few years (Global Grant, 2014: 1). Thus, once again emphasising the noticeable achievements being made on a developmental front through sport. Results-based M&E systems should further be developed to assist organisations on a small scale and countries on

a large scale, such as South Africa to monitor performance in the field of sports and development (Keim & De Coning, 2014:150).

M&E is crucially important to the effective and efficient functioning of any organization in both the public and/or private sector. M&E ensures that the specific organization remains accountable and transparent to those who demand from its operations, services and/or product delivery. M&E systems' ultimate purpose is to ensure effective and efficient predetermined results-based outcomes.

The World Bank (2004) argues that M&E must teach relevant stakeholders about past experiences on service deliveries, resource allocation and planning, reporting on results and being ultimately accountable and transparent by learning from past mistakes (World Bank, 2004: 5). Further, relevant decision-makers and stakeholders should be enabled to use information collected through the evaluation to take informed and educated decisions to avoid potential risk factors or any detrimental activity to the organization, policy, program or project. It is also important to remember that M&E systems provide information that can avoid errors and risk, use resources efficiently and effectively, monitor and track programs, policies and projects and can even be used to access the relevance and importance of programmes, policies and/or projects (Rossi *et al.*, 2004: 18).

Kusek and Rist's (2004) 10-step process to building an effective and efficient results-based monitoring and evaluation system that pays attention to differentiation amongst tasks was discussed earlier in this research report. These steps are rather a guideline that suggests a process to follow that allows for concurrent activities to take place over the entire process of a M&E system but are, however, crucial in developing and implementing such a system. Before the ten-step process is implemented, a readiness assessment must be conducted to ensure that the organization is ready for the implementation and development of an effective and efficient M&E system.

It is crucially important to understand how ready and capable a particular organization or government is to take on a results-based M&E system (Mayne & Zapico-Goni, 2017: 24). Unfortunately, the first step to the ten-step process of building a results-based M&E system is often overlooked. The readiness assessment pays careful attention to

political, social and organizational factors that affect the strength of the foundation on which the ten-step process and a sufficient results-based M&E system can be built (Kusek & Rist, 2004: 40). Stakeholders must ensure that a readiness assessment is conducted well so that the organization is completely ready for an M&E system should one be developed and implemented. The Knysna Sports Academy has very good reporting systems in place but lacks a holistic monitoring and evaluation system.

There is a clear demand for a results-based monitoring and evaluation system within the Knysna Sports Academy, but it lacks certain aspects in terms of funding, formal processes and procedures and, lastly, stakeholder capabilities. If the correct stakeholder capacities were introduced and prioritized, the KSA will be able to adopt a simple results-based M&E system that could hugely benefit the organization as a whole. Further recommendations and lessons of experience will be identified and discussed below.

6.2 Recommendations

If one considers the above discussion and information on readiness assessments and its linkages and necessity as a sound foundation for monitoring and evaluation systems, it can be concluded that in the author's research capacities, only a very limited amount of respondents understood the concept of a readiness assessment and monitoring and evaluation systems as a whole. Due to this limited knowledge of the stakeholders and respondents within and around the Knysna Sports Academy, it is suggested that the Knysna Sports Academy should present and introduce a form of training, either in the form of a workshop or a seminar so that the above-mentioned stakeholders and respondents can get a better understanding of readiness assessments as well as monitoring and evaluation systems.

It is very clear from the research conducted at the Knysna Sports Academy that there is more than enough motivation and demand for a simple M&E system, even though the stakeholders involved lack knowledge and possibly skills to drive a results-based monitoring and evaluation system within the Knysna Sports Academy. Due to the lack of human capacity to efficiently and effectively run such a system, it is suggested that, in combination with a workshop or seminar to educate the stakeholders of the Knysna

Sports Academy, they perhaps incorporate one of their knowledgeable stakeholders to implement, enforce and drive a results-based monitoring and evaluation system.

Further, the stakeholders of the Knysna Sports Academy must pay careful attention to the processes and workload of developing, implementing and enforcing a results-based monitoring and evaluation system. There is a danger, if stakeholders of the KSA were to develop, enforce, run and maintain a M&E system that the stakeholders become overloaded and, therefore, a sub-standard system could materialise. In order to avoid this, regular reporting and monitoring must be completed by the board to ensure that the stakeholders do not become overworked or overloaded.

Another way to overcome the dangers of overworking stakeholders and putting too much pressure on the organization is to employ more staff or experts on the subject matter to relieve pressure. This can only be done if the organization's available finances and resources allow it to. The budget should not be cut from programs or stakeholders that are functioning optimally and, thus, can only be done if enough resources are available. If resources are limited, consultancy of experts that can implement a results-based monitoring and evaluation system can be considered as a plausible option. Consultants could even just assist stakeholders where and when necessary to relieve stress and pressure between stakeholders and within the organization.

The research undertaken by the author also highlighted the lack of skills within the Knysna Sports Academy, particularly skills that are related to monitoring and evaluation. The Knysna Sports Academy should contemplate introducing immediate skills development and improvement so that when a monitoring and evaluation system is implemented, the stakeholders can run, report, develop and maintain the system in a sustainable manner that is crucial to its survival. All programmes, projects and policies must be monitored with close detail and stakeholders must be prepared to interact with the M&E process by having their data and information organized and ready to access and report on in organized summaries (Morra-Imas, Morra & Rist, 2009).

The crux of monitoring and evaluation systems is that they are participatory in nature and need to be developed and implemented in a holistic manner from grassroots level. The KSA does have a strong participatory nature with regard to the working and communication amongst the stakeholders. However, the KSA lacks participatory practices in terms of the lack of consultation between stakeholders with regard to clear cut monitoring and evaluation practices. If an M&E system were to be enforced in the KSA, care must be taken to encourage holistic, participatory communication, particularly in the decision-making processes. By ensuring that decision-making is done in a participatory manner, stakeholders are enabled to achieve and gain various M&E skills and, thus, empower themselves in M&E related capacities.

The author also noticed through her research that the KSA does not have any formal M&E processes in place even though they desperately need them. There are strong reporting structures in place but these need to be organized in such a manner so that monitoring and evaluation sits like an octopus on top of the reporting processes so that they can be organized, monitored and lastly, evaluated easily, effectively and efficiently. The organizational design, resources, funding and capacities of the KSA would not allow for a complicated M&E system and, therefore, a simple M&E system should be enforced. In conjunction with this umbrella system, a committee should be established and identified that can ensure that such a simple M&E system is developed, implemented, run and maintained in a sustainable manner.

The KSA is in the very early stages of possibly developing and implementing a monitoring and evaluation system (readiness assessment) and, therefore, by establishing a committee of stakeholders that are in charge of the development, implementation and maintenance of a results-based M&E system – so that responsibility is taken and so that the system can be driven by knowledgeable stakeholders to ensure its ultimate success. Such a potential committee can include stakeholders who must consult and communicate with participants of the various projects within the organization so that the system as well as the stakeholders' capacities are strengthened in a participatory manner. It must be noted that the line manager should not implement the M&E system.

The KSA must use this participatory mindset within various M&E systems in a manner that is creative and adaptive so that our dynamic environments and changes within both internal and external environments and their relatable factors do not catch the organization off-guard and cause damage to the organization. All stakeholders and managers within the organization must be able to adapt where and when necessary and adapt creative behaviours so that their approaches and processes within the M&E frameworks are adaptable. Perhaps external audits should be considered so that an objective outsider who is unbiased and uninvolved can give a clear indication of the operations, successes and pitfalls of the system.

Lastly, one of the respondents indicated that the KSA has conducted SWOT analyses in the past. These should be done on an annual, if not quarterly basis so that weaknesses, strengths, opportunities and threats can be identified, prioritized and then either avoided, dealt with or embraced depending on their nature. SWOT analyses are also relatively cheap, quick and easy and, thus, are helpful in embracing a holistic approach for all M&E operations.

6.3 Lessons of experience

The first important lesson of experience that the author of this research report noted was that an M&E system is complicated in nature and should not be underestimated. As discussed and mentioned above, the establishment, development and implementation of a results-based monitoring and evaluation system is a complex and intricate process. Issues that arise during the establishment of M&E systems can, however, be largely avoided if an effective and efficient readiness assessment is completed that is holistic in nature.

All institutions and organisations are different in their organizational makeup and how they function. The size, operational processes and functioning of organisations all differ and, therefore, so do their complexities. M&E systems are complicated in nature and this should be considered in implementation, specifically with regard to the appropriateness of the system in conjunction to the specific organization. An organization that has had a readiness assessment conducted and is ready for an M&E system could drastically improve and contribute to development through sport in an

organized, efficient and effective manner that holds the organization accountable and forces it to be transparent.

The second lesson of experience has to do with the diversity of various programmes, projects, policies and/or organisations. Due to the complex and unique natures of various organisations, it must be highlighted that there cannot be any one particular "blueprint" framework nor a generic monitoring and evaluation framework that can be adopted for any particular programme, project, policy nor organization. All organizational differences must be noted and considered when developing, enforcing, implementing or running a monitoring and evaluation system so that it can be adopted in a manner that is beneficial to that particular programme, project, policy or organization and embraces their differences, identifies weaknesses and turns them into strengths.

Having a strong monitoring and evaluation process in place ensures that, in a dynamic environment, the organization is able to adapt and morph where necessary to function optimally. Monitoring and Evaluation processes are crucially important particularly in this regard and by conducting a readiness assessment, the organization can be sure to be ready for the development and implementation of such a crucial and essential, holistic system.

Another notable lesson of experience that the author discovered upon research of the Knysna Sports Academy is that a readiness assessment must be completed in conjunction with participatory practices that are communicated holistically across all levels of the organization, and this is essential in any organization that is developing a monitoring and evaluation system. A monitoring and evaluation system cannot be developed unless a lengthy, integrated readiness assessment is conducted. Without a readiness assessment being conducted first, the monitoring and evaluation system is sure to come with many issues or problems and could even completely fail.

As discussed earlier in this research report, sport NGOs have a huge impact on developmental milestones within vulnerable communities. This success cannot be achieved unless the NGO communicates holistically and transparently across all levels in conjunction with an effective and efficient monitoring and evaluation system. A

readiness assessment is the first milestone in achieving the development of an appropriate M&E system that is relevant to the specific and unique organization across all policies, programmes and projects.

Lastly, when projects, programmes and policies are being developed, a strong monitoring and evaluation mindset must be enforced where participatory practices are prioritized. This will ensure that all policies, programmes and projects are integrated into pre-established monitoring and evaluation systems that are of a participatory nature from before they are designed and developed all the way through to maintaining their operations. This is essential for effective and efficient monitoring and evaluation practices. The level of participation within an organization, firstly, needs to be in place for the organization to make considerable contributions in developing particular communities and can be identified through conducting an in-depth readiness assessment. Thus, once again highlighting the importance of effective and efficient NGOs, readiness assessments, M&E systems and their contributions to development through sport.

6.4 Area's for future research

The author of this research report did a thorough readiness assessment for the Knysna Sports Academy as the starting point for a potential development and implementation of a results-based monitoring and evaluation system for this NGO. However, there is much room for future research, particularly on the monitoring and evaluation systems of the Knysna Sports Academy. The possible areas of future research will be identified and briefly mentioned below:

- There has been hardly any research done on the monitoring and evaluation frontiers of the Knysna Sports Academy. From the readiness assessment conducted by the author of this research report, it is clear that the KSA lacks skills, capacities and resources surrounding the development, implementation, running and sustaining of a M&E system. Thus, there are opportunities for future research.

- Further research can be conducted on the systems and improvements of reporting on reliable data processes and practices so that proper reporting systems can be established.

- There are also research opportunities for future researchers to conduct strategic planning research within the organization with regard to projects, programmes and policies and the strategic planning thereof.

- Further research can be and should be conducted on the integration and implementation of participatory monitoring and evaluation within all operations of the organization.

References

Acevedo, G.L., Rivera, K., Lima, L. and Hwang, H., 2010. Fifth Conference of the Latin America and the Caribbean Monitoring and Evaluation (M&E) Network. Challenges in Monitoring and Evaluation: An Opportunity to Institutionalize M&E Systems. World Bank and Inter-American Development Bank. pp 1 – 178.

Agaba, E. and Shipman, N., 2007. Public procurement reform in developing countries: The Ugandan experience. Advancing Public Procurement: Practices, Innovation and Knowledge-Sharing, pp.373-391.

Annecke, W. 2008. Monitoring and evaluation of energy for development: The good, the bad and the questionable in M&E practice, Energy Policy, 36 (8), pp. 2829-2835

Banks N, Hulme D and Edwards M. (2015) NGOs, states, and donors revisited: Still too close for com- fort? World Development 66: pp. 707–718.

Beutler, I., 2008. Sport serving development and peace: Achieving the goals of the United Nations through sport. Sport in society, 11(4), pp.359-369.

Binnendijk, A. 1999, Results-based management, prepared for the International Conference on Evaluation Capacity Development, Beijing, China.

Blanke, A., & Walzer, N. 2013. Measuring community development: What have we learned? Community Development, 44(5), pp. 534–550.

Briggs, R., McCarthy, H. and Zorbas, A., 2004. 16 days: the role of the Olympic Truce in the toolkit for peace. Demos. pp. 1 – 106.

Cloete, F., Rabie, B. and De Coning, C. eds., 2014. Evaluation Management in South Africa and Africa. AFRICAN SUN MEDIA.

Dahrendorf R. 1958. Toward a Theory of Social Conflict. The Journal of Conflict Resolution. 2(2), pp. 170 – 183.

De Coning, C., 2015. The case for sport in the Western Cape – Socio-economic benefits and impacts of sport and recreation. International Centre of excellence for sports and science and development. pp 1 – 416.

Drazin, R. 1990. Professionals and innovations: Structural-functional versus radical-structural perspectives. Emory University, Graduate School of Business, Atlanta. Journal of Management Studies 27 (3), pp. 245 – 263.

Dudfield, O. ed., 2014. Strengthening sport for development and peace: national policies and strategies. Commonwealth Secretariat. pp. 1 – 84.

Edwards, MB. 2013. The role of sport in community capacity building: An examination of sport for development research and practice. Sport Management Review. Science direct. pp. 6 – 19.

Global Grant, 2017. Knysna Sports Academy. Global Grant Record: GG1421641. District Number 1570 (Qualified). pp 1 – 11.

Green, D., 2012. From poverty to power: How active citizens and effective states can change the world. Oxfam. pp. 15 – 457.

Greene, J.C., 2007. Mixed methods in social inquiry (Vol. 9). John Wiley & Sons.

Guerra-López, I. and Hicks, K., 2015. The participatory design of a performance oriented monitoring and evaluation system in an international development environment. Evaluation and program planning, 48. pp. 21-30.

Hartmann, D., & Kwauk, C. 2011. Sport and development: An overview, critique, and reconstruction. Journal of Sport & Social Issues. pp. 284–305.

Jarvie, G. & Maguire, J. A. (1994). Sport and Leisure in Social Thought. Dependency and globalisation: sport, leisure and global processes. London and New York: Routledge. pp. 1 – 272.

Joshi, S., 2015. An Analysis of the Efficacy of Sport-for-Development Programs in Developing Countries. pp. 1 – 52.

Kahn, J.A., Huang, B., Gillman, M.W., Field, A.E., Austin, B., Colditz, G.A & Frazier, L. 2008. Patterns and determinants of physical activity in US adolescents. Journal of Adolescent Health, 42(4), pp. 369-377.

Karver, J., Kenny, C., & Sumner, A. 2012). MDGs 2.0: What goals, targets, and timeframe? IDS Working Papers (398), pp. 1-57.

Kawachi I, Subramanian SV, Almedia-Filho N. 2002. A Glossary for Health Inequalities. Journal of Epidemiology and Community Health. 56 (9), pp. 647-652.

Kawonga, M. Blaauw, D. Fonn,S. 2012. Aligning vertical interventions to health systems: a case study of the HIV monitoring and evaluation system in South Africa. Health Research Policy and Systems. 10(2).

Keim, M. and De Coning, C. eds., 2014. *Sport and development policy in Africa: results of a collaborative study of selected country cases*. African Sun Media.

Ki-Moon, B., 2009. Secretary-General United Nations. UN Headquarters, New York. Knysna Sports Academy. 1992. Available: http://www.knysnasportschool.co.za/. Accessed: 15 June 2017.

Kusek, J.Z & Rist, R.C. 2004. Ten steps to a results-based monitoring and evaluation system: a handbook for development practitioners. World Bank Group.

Kusek, J.Z. and Rist, R.C., 2004. Results-Based Monitoring. pp. 1 – 248.

Laattoe N & Keim M. 2015. Sport for social change: An inter-university collaboration between the University of the Western Cape, South Africa, and the University of Connecticut, USA, and their NGO partners. African Journal for Physical, Health Education, Recreation and Dance. pp. 251 – 262.

Levermore, R., 2010. CSR for development through sport: Examining its potential and limitations. Third world quarterly, 31(2), pp.223-241.

Lewis, D., 2010. Nongovernmental organisations, definition and history. In International Encyclopaedia of Civil Society [pp. 1056-1062]. Springer US, pp.1-6.

Li F, Fisher J, Brownson RC, & Bosworth M, 2005. Multilevel Modelling of Built Environment Characteristics Related to Neighbourhood Walking Activity in Older Adults. Journal of Epidemiology and Community Health (1979-). 59(7), pp. 558-564.

Li, F., Fisher, K.J., Brownson, R.C. and Bosworth, M., 2005. Multilevel modelling of built environment characteristics related to neighbourhood walking activity in older adults. Journal of Epidemiology & Community Health, 59(7), pp.558-564.

Lu, S.K., Elliott, S.J. and Perlman, C.M., 2017. Evaluability assessment of a small NGO in water-based development. Evaluation, 23(2), pp.226-241.

Lusthaus, C., Adrien, M.H. and Perstinger, M., 1999. Capacity development: definitions, issues and implications for planning, monitoring and evaluation. Universalia Occasional Paper, 35, pp.1-21.

Mackay, K. 1999, "Evaluation Capacity Development: A Diagnostic Guide and Action Framework," The World Bank, Washington, D.C.

Mackay, K. 2007. How to Build M&E Systems to Support Better Government. Independent Evaluation Group. The World Bank. Washington, DC.

Mackay, K., 2006. Evaluation capacity development. World.

Maguire, J., 2013. Reflections on Process Sociology and Sport: 'Walking the Line'. Routledge. pp. 1 – 224.

Mayne, J.W & Zapico-Goiii, E. 2017. Monitoring performance in the public sector: Future directions from international experience. Routledge. pp. 1 – 29.

McHale, J. P., Vinden, P. G., Bush, L., Richer, D., Shaw, D., & Smith, B. (2005). Patterns of personal and social adjustment among sport-involved and non-involved urban middle-school children. Sociology of Sport Journal, pp. 119–136.

McNeill, L., Kreuter, M.W. & Subramanian, S.V. (2006). Social environment and physical activity: A review of concepts and evidence. Social Science & Medicine, 63(4), pp. 1011-1022.

Mikkelsen, B., 2005. Methods for development work and research: a new guide for practitioners. Sage.

Moollem M. 1998. An Expert Teacher's Thinking and Teaching and Instructional Design Models and Principles: An Ethnographic Study. Educational Technology Research and Development, 46(2), pp. 37-64.

Morra Imas, L.G. & Rist, R.C. 2009. The Road to Results: Designing and Conducting Effective Development Evaluations. Library of Congress Cataloging-in-Publication Data: Washington

Mueller-Hirth, N., 2012. If you don't count, you don't count: Monitoring and evaluation in South African NGOs. Development and Change, 43(3), pp.649-670.

Non-Profit Organisations Act 71 of 1997 (1997). Constitution of the Republic of South Africa.

OED (Operations Evaluation Department) (1998) Evaluation Capacity Development: A Diagnostic Guide and Action Framework. Operations Evaluation Department ECD working paper no. 6. Washington, D.C.: Operations Evaluation Department, The World Bank.

Pate, R. R., Trost, S. G., Levin, S., & Dowda, M. (2000). Sports participation and health-related behaviors among US youth. Archives of Pediatrics and Adolescent Medicine. pp. 904–911.

Peacock-Villada, P., DeCelles, J. and Banda, P.S., 2007. Grassroot Soccer resiliency pilot program: Building resiliency through sport-based education in Zambia and South Africa. New Directions for Student Leadership, 2007(116), pp.141-154.

Phillips J.S. & Awotidebe A.W. 2015. The influence of the social environment on youth physical activity. African Journal for Physical, Health Education, Recreation and Dance, (Supplement 1), pp. 263 – 271.

Picciotto R (2012) Experimentalism and development evaluation: Will the bubble burst? Evaluation. 18(2), pp. 213– 229.

Picciotto, R., 2007. The new environment for development evaluation. American Journal of Evaluation, 28(4), pp. 509-521.

Putnam, R. D. 2000. Bowling alone: The collapse and revival of American community. New York: Simon & Schuster. pp. 1 – 541.

Rich K, Beanb C & Apramianc Z. 2014. Boozing, brawling, and community building: sport-facilitated community development in a rural Ontario community. 38 (1), pp. 73–91.

Richards, J., Kaufman, Z., Schulenkorf, N., Wolff, E., Gannett, K., Siefken, K. and Rodriguez, G., 2013. Advancing the evidence base of sport for development: a new open-access, peer-reviewed journal. Journal of sport for development. pp. 1-3.

Rist, R.C., 2000. Evaluation Capacity Development in the People's Republic of China: Trends and Prospects. Evaluation Capacity Development in Asia. United Nations Development Program Evaluation Office, New York, New York.

Rogers, P.J., 2000. Causal models in program theory evaluation. New directions for evaluation, 2000(87), pp. 47-55.

Rossi, P.H. Lipsey, M.W. & Freeman, H.E. 2004. Evaluation. A systematic approach. 7th edition. London: Sage.

Salamon, L.M., 1990. The non-profit sector and government: The American experience in theory and practice. The Third Sector. Comparative Studies of Non-profit Organization, Berlin and New York, Walter de Gruyter, pp. 210-240.

Sanders, B., 2010. Towards a level playing field-a case study of the challenges facing NGOs using sport for development within the educational system in South Africa (Doctoral dissertation, University of the Western Cape), pp.1-283.

Sanders, B., Phillips, J. and Vanreusel, B., 2014. Opportunities and challenges facing NGOs using sport as a vehicle for development in post-apartheid South Africa. *Sport, Education and Society*, *19*(6), pp. 789-805.

Skinner J. & Zakus DH. 2008. Development through Sport: Building Social Capital in Disadvantaged Communities. Sport Management Review. pp. 253-275.

Statistics South Africa. 2011. Census. Available online: [http://www.statssa.gov.za/?page_id=993&id=knysna-municipality]. [Accessed: 27 September 2017].

Stem, C., Margoluis, R., Salafsky, N. and Brown, M., 2005. Monitoring and evaluation in conservation: a review of trends and approaches. Conservation Biology, 19(2), pp. 295-309.

Teece, D.J., Pisano, G. and Shuen, A., 1997. Dynamic capabilities and strategic management. Strategic management journal, 18(7), pp. 509-533.

United Nations Inter-Agency Task force on Sport Development and Peace, (2003). Sport for Development and Peace: Towards Achieving the Millennium Development Goals. Geneva: United Nations.

Weiss, C.H., 1997. How can theory-based evaluation make greater headway?. Evaluation review, 21(4), pp. 501-524.

White, E.M., Kusek, J.Z., & Rist, R.C., 2005. How will we know the millennium development goal results when we see them? Building a results-based monitoring and evaluation system to give us the answers. Evaluation, 11(1), pp. 7-26.

Willis, O., 2000. Sport and development: the significance of Mathare Youth Sports Association. Canadian Journal of Development Studies/Revue canadienne d'études du développement, 21(3), pp. 825-849.

World Bank (Operations Evaluations Department). 2004. Monitoring and Evaluation. Some tools, methods & approaches. Washington, USA.

Annexures

<u>Questionnaire for readiness assessment:</u>

<u>General:</u>

This interview was developed for the purpose of consulting and communicating with relevant members of the sport NGO / Non-profit organization to gain a better understanding of their readiness for a monitoring and evaluation system. The responses and results of this interview will help and be used by the author to understand whether or not the organization is ready for a monitoring and evaluation system to be implemented.

Respondents to this interview should know that their identity will be protected unless the author requests to specifically quote them or use identifiable information for which permission will be asked. Other than that, respondents should know that the identity of the interviewees will be protected, and individual's names will not be used in this report.

Please note there is no correct or incorrect answer. All answers will differ and must please be answered based on the respondent's personal experience.

<u>Details:</u>

Organization name:
_____

Area/ Location of organization:
_____

Name of respondent:
_____

Position in the organization:
_____

Date of completion of organization:
_____

Contact information of respondent:
_____

Email of respondent:
_____

<u>Background information for better understanding of the questions below:</u>

In our current global environments, public sector organizations and their stakeholders (governmental & NGO's) face increasing internal and external pressures to be accountable and transparent in collection, analysing and reporting on data and information that is collected through the organization in achieving their predetermined goals and objectives.

Therefore a key use for results-based M&E systems is that of transparent reporting on performance and achieved results to relevant internal and external stakeholder groups (Kusek & Rist, 2004: 13).

Performance and results based reports that are developed using information collected by M&E systems, should be used for external purposes – such as reporting to organizations like Rotary - but also for internal purposes, so that management and relevant stakeholders can make calculated decisions. Further it should enable stakeholders and employees of the organizations to allow areas that need to be improved on to do so- isolating and identifying issues in order to repair and improve the policy, program or project (Cloete, Rabie & de Coning, 2014: 254).

A results-based M&E system design can be adapted and morphed to fit and be in compliance with any project, program or policy. Results-based M&E systems focus on information relating to whether or not results were achieved or not. Thus, information on results can come from one of two sources essentially – a monitoring system and an evaluation system, where both are necessary but are not the same (Mackay, 2006: 3).

Questions:

SECTION A: DRIVING FORCES:

1. What the driving force is behind a need for a monitoring and evaluation system within the public sector?

	Questions under section A:
1.	What is your organizations ultimate goal?
2.	Does your organization/ NGO have any form of M&E System in place?
3.	Who are the champions or stakeholders that drive this system? If there is no system in place – who in your opinion should drive and implement the system?
4.	Are there (in your opinion) internal donor pressures and expectations on the organization / NGO to be transparent and accountable? (Internal factors – Private donors/Stakeholders within the organization)
5.	Are there external donor pressures and expectations on the organization/ NGO to be transparent and accountable? (External factors- WB/IMF/Rotary/Government)
6.	Are there systems of collecting, analyzing and reporting data in place that can answer questions of accountability and or transparency within the organization?

7.	Do you think there is a need for an M&E system within your organization / NGO or that it would be particularly beneficial?

SECTION B: DRIVERS & CHAMPIONS OF M&E:

2. Which stakeholders are driving the demand for a M&E system within a particular organization?

Questions under section B:	
1.	Are there external stakeholders (Governmental organizations or stakeholders/ Rotary) that have previously or currently put pressure on the organization to put a M&E system in place?
2.	Are there internal stakeholders (People that work within the organization / Donors) that have previously or currently put pressure on the organization to put a M&E system in place?
3.	Is information and data of the organization available and easily accessible by internal and external relevant stakeholders (such as donors or people that work within the KSA?)
4.	Do you think that the necessary resources for a results-based M&E system are in place within the organization/ NGO to enable the development and implementation of a M&E system? 3.1 Stakeholders that can (YES/NO):

- Clarify the organizations values, mission and goals?

- Effectively assess the internal and external environments?

- Identify strategic issues and problems?

- Formulate strategies to tackle and or manage these issues and problems?

- Develop a realistic vision for the future?

- Develop and organize this vision into an action plan and relevant budget and resource allocations?

- Adapt and change plans and procedures as unexpected issues and factors both internal and external arise?

- Monitor and report on what is achieved within the organization in terms of performance achievements?

3.2 Organizational resources (YES / NO):

- Does your organization have sufficient funding and resources for everyday running?

- In your opinion - does your organization have sufficient funding and resources to enable the development and maintenance of a M&E system?

SECTION C: MOTIVATION:

3. What is it that motivates the stakeholder?

Questions under section C:	
1.	Are improvements in performance / success of sport types (races/ attendance to training etc.) recorded and accessible?
2.	Do you think / feel that the stakeholders within the organization are driven by results? For example, when they see direct positive impacts on the students they coach/ teach?
3.	If organizational transparency and accountability was encouraged with incentives, do you think your stakeholders / employees will be more motivated to record and report on aspects of the organization in more detail (such as budget flow etc.)?
4.	Do you think that your organizations stakeholders and employees feel responsible as to the well-being of the surrounding community or participants within the organization?

SECTION D: THE SYSTEM:

4. Who will take responsibility and own the system; who will benefit from this system and lastly; how much data and information is required to create a successful results-based M&E system?

Questions under section D:	
1.	Do stakeholders collect relevant data and information and have a manner of recording it?
2.	Do you think that stakeholders/ employees of the organization have the capacities and knowledge to adapt and change within the dynamic environment?
3.	Do you think the organization will benefit from closely monitored and reported information and data generated by the organization?
4.	Do you think your organization will need a simple or complex (in-depth) system for data collection and reporting?

SECTION E: GOALS & RESOURCES:

5. How the achievement of predetermined goals and how resources will be allocated more efficiently through the system?

Questions under section E:	
1.	How/ are the achievement of predetermined goals recorded?
2.	Is there a manner of recording how resources are allocated throughout the organization?
3.	Do you think the stakeholders / employees within the organization are able to adapt to changing environments and or factors in the environment?
4.	Do you think your organization needs a system that allows you to easily monitor and report on goal achievement and or resource allocations?

SECTION F:

6. How the organization and its stakeholders will react to harmful data and information that is collected?

Questions under section F:	
1.	Does your organization have channels available through which stakeholders can report or communicate sensitive information if found?
2.	Does your organization have procedures and steps to follow in place that makes it easy for stakeholders and employees to understand what they should do with sensitive information should any surface?

SECTION G: OUTCOMES:

7. How the M&E system will be used as a link to connect the project, program or policies intended outcomes to that of sectoral and national outcomes?

Questions under section G:	
1.	Do you think that your organizations project's, program's or policies are in line with your predetermined outcomes and or that of the community's goals/ objectives?
2.	Do you think that your organization is driven or inspired by national or international goals such as the millennium development goals to achieve its predetermined goals or outcomes?

3.	Are your stakeholders/ employees able to collect data and or information and compile them effectively and efficiently into summarised assessments that are accessible to relevant organizations?
4.	In your opinion, is your organizations relevant data and information communicated across levels (hierarchical – from the intervention level to governmental level) in a holistic manner?

SECTION H:

Rate out of 10. 1 being of least importance and 10 being of most importance

1.	How important do you think the implementation of an M&E system is to your organization 1-10/10?
2.	How necessary do you think the implementation of an M&E system is to your organization 1-10/10?
3.	How beneficial/ important do you think an M&E system will be to your organizations ultimate success?