

A FORMATIVE EVALUATION OF
THE DEVELOPMENT AND IMPLEMENTATION OF THE
WAVES FOR CHANGE COACH TRAINING PROGRAMME

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COMPULSORY DECLARATION:

This work has not been previously submitted in whole, or in part, for the award of any degree. It is my own work. Each significant contribution to, and quotation in, this dissertation from the work, or works of other people has been attributed, cited and referenced.

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EXECUTIVE SUMMARY

This dissertation reports on a formative evaluation of the initial implementation of the Waves for Change coach training programme. Waves for Change is a NPO that combines the sport of surfing with youth care work (what the organisation terms *surf therapy*) to provide psychological support to at-risk children. The individuals who provide the support (*Coaches*) are young adults who are employed and trained by the organisation to become youth care workers. Coaches attend a training programme designed by Waves for Change. There are three Coaching teams to reflect the three target communities of the organisation. The aim of this evaluation was to provide data on its implementation so as to improve its design and delivery.

Due to the vulnerable nature of the surf therapy beneficiaries it was crucial for the evaluation to be flexible and to provide management with accurate and rapid feedback. The evaluator conducted a utilization-focused formative evaluation informed by a collaborative developmental approach. This meant that data were collected through well-suited methods throughout the evaluation term (February 2015 – October 2015) and, where appropriate, fed back to management for the purpose of remedying concerns.

The Waves for Change programme theory was elicited by the evaluator and depicted in a usable format before its plausibility as well as key assumptions were investigated. The evaluator found the theory to be high in utility and plausibility.

Following Chen's (2005) approach to formative evaluation, and in order to determine areas of the Coach Training programme on which the evaluation should focus, the evaluator worked with management to identify components deemed crucial to its delivery. These Crucial Components were identified as: the Implementing Organisation; the Programme Protocol; the Target Population; and Programme Implementation. The evaluator investigated Areas of Focus within each Crucial Component. For the *Implementing Organisation* component these were: Organisational Structure; Funding and Equipment. For the *Programme Protocol*

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component these were: the Coach Pathway, and Content of the programme. For the *Target Population* component: Eligibility Criteria and Recruitment Strategies; and Barriers to Retention and Strategies to address them, and finally, for the *Programme Implementation* component the focus was placed on Monitoring of the Coach programme.

By the end of the evaluation the programme had shown development in several Areas of Focus. The organisation had addressed gaps in staff roles by employing people in key positions and in doing so had developed its organisational structure and improved its competence and cultural diversity. Funding had increased which meant that service delivery had been guaranteed for the next three years. The Coach pathway had become performance-based and due to retention strategies that now include incentives for improved performance Coaches' compliance and engagement had increased. The new pathway also created exit points for Coaches who were under-performing. Monitoring of the programme had developed in terms of revisions to the monitoring documentation and overall system which had led to improvements in data quality.

Areas of concern were equipment and recruitment. An occasional lack of equipment meant that Coaches struggled to deliver services to child beneficiaries. Lax eligibility criteria and recruitment strategies meant that poor quality coaches were employed. This led to underperformance, misconduct and dissatisfaction among some of the Coaches and ultimately meant that four of the Coaches (all of whom were recruited through word-of-mouth) left the programme during the evaluation term. This led to one of the Coaching teams being all-female. Future programming needs to address these two areas very strongly as both could become a threat to the successful implementation of the Coach programme as well as the surf therapy programme.

Ongoing monitoring of data quality, compulsory requirements to work with children (e.g., first aid and checking against the Child Protection Register) and levels of coach satisfaction are strongly recommended.

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LIST OF ACRONYMS

CYCW	Child and Youth Care Worker
CBO	Community-Based Organisation
CLB	Conventional Learning-Based
DE	Developmental Evaluation
ELB	Experiential Learning-Based
ELT	Experiential Learning Theory
FETC	Further Education and Training Certificate
KSA	Knowledge, Skills and Attitudes
MIS	Monitoring Information System
NACCW	National Association of Child Care Workers
NCY	National Collaboration for Youth
NDSD	National Department of Social Development
NEET	Not in Education, Employment or Training
NGO	Non-Governmental Organisation
NPO	Non Profit Organisation
OECD	Organisation of Economic Cooperation and Development
OSD	Occupation Specific Dispensation
PAIP (notes)	Problem, Assessment, Intervention, and Plan
POS	Perceived Organisational Support
SACSSP	South African Council for Social Service Professionals
S4D	Sport for Development
UFE	Utilization-Focused Evaluation
VET	Vocational Educational Training
WSAs	Weekly Self-Assessments
W4C	Waves for Change

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CHAPTER 1 - INTRODUCTION

The end of apartheid did not end inequality. Even two decades later many facets of South Africa are still shaped by disparity. Children in the poorest 20% of households are 17 times more likely to experience hunger than those in the top 20% (South African Human Rights Commission, UNICEF, 2011). Research indicates that in some provinces up to 72% of children live below the ultra-poverty line (Hall & Sambu, 2014). There were also more than 90,000 children in child-only households and 1.5 million orphans. The National Department of Social Development (NDSD) has determined that over 1.4 million children are in need of social services (Jamieson, 2013).

Unfortunately those who are most in need of social welfare services (those who are poor and black) tend to fall through the welfare net (Jamieson, 2013). Although legislation such as the Constitution (Section 28) and the Children's Act (38 of 2005), provide the right to a full range of supportive and protective services, implementation faces challenges. Central to this are limited human resources. Measures to recruit and retain skilled social service professionals (NDSD, 2009) were not successful. As a result service demand far outweighs workforce supply. A large portion of child welfare services is outsourced to community-based NPOs.

An example is out-of-school programmes for at-risk youth. These offer opportunities for preventative interventions in that they often build the intervention around a leisure activity or hook which is used to "reel in youths" (Wegner & Caldwell, 2012, p.215). In this way beneficiaries self-select and are more inclined to be engaged with and remain in the programme. These activities are also more likely to entice hard-to-reach youth who might have dropped out of school and fallen through the welfare net.

One branch of out-of-school programming is the sport-for-development (S4D) field. S4D interventions are based on the belief that participation in sport has positive outcomes, many of which are sustained into adulthood (Petitpas, Cornelius, Van

Raalte, & Jones, 2005). Although the sporting activity is important, it has been found that it is more the philosophy of the organisation, the quality of the coaching, and the level of parental involvement that makes a difference (Petitpas & Champagne, 2000; Smoll & Smith, 2002). Therefore, although many community-based S4D programmes exist, it will be those where quality social relationships are formed with caring adult mentors (or coaches acting as youth care workers) that will most likely lead to positive outcomes (Benard, 1997; Petitpas, Danish, & Giges, 1999). Two large scale studies have found that the level of guidance and support from frontline staff (coaches and youth workers) are the most accurate predictors of youth attendance and outcomes (Hirsch, 2005; McLaughlin, 2000). For that reason, it is vitally important for sport-for-development programmes to provide high quality coaching.

The subject of this evaluation, *Waves for Change*, is a sports-for-development community-based organisation that uses surfing to engage at risk children in their early teens. The organisation employs and trains local young adults who are not in education, employment or training (NEET) to act as surf Coaches and youth care workers who mentor, coach and support the children.

The aim of this formative evaluation is to improve the Coach training programme of the Waves for Change organisation. This chapter includes a brief description of the Waves for Change organisation, an explanation of its programme theory in terms of Huey-Tsyh Chen's conceptual framework (Chen, 2005), an analysis of the plausibility and assumptions of the programme theory and a description of the type of evaluation employed here.

Programme Description

What follows is a brief description of the Waves for Change organisation at evaluator point of entry (February, 2015). How the organisation evolved over the course of the evaluation is considered in chapter three.

Waves for Change (W4C hereafter) is a not for profit organisation (NPO 087-106) established in 2011 by both local and international founders. Essentially, the W4C goal is to “narrow the gap in the provision of primary social care and support to vulnerable youths” (<http://www.waves-for-change.org/about-w4c/>). Since its inception the organisation has honed its focus on being an organisation that combines surfing with youth care to support young people in “violent and poor communities who face daily exclusion due to behavioural or learning difficulties, often arising from continued exposure to violence or acute emotional / psychological stress (trauma)” (<http://www.waves-for-change.org/about-w4c/>).

W4C believe in “strategic working partnerships with local and provincial government, NGOs, CBOs and NPOs to ensure a best possible service to beneficiaries” (W4C website: <http://www.waves-for-change.org/partners/>). The organisation has won numerous awards and is funded by various local and international partners (see <http://www.waves-for-change.org/partners/> for a complete list).

Headquarters are in Muizenberg, South Africa, with beach sites at Muizenberg and Monwabisi (Khayelitsha). Target areas include three Western Cape communities, namely, Khayelitsha, Masiphumelele and Lavender Hill. The target population is children from nine to fourteen years of age.

Waves for Change structure.

The organisation currently has three programmes: the children’s *surf therapy programme*, that provides surfing lessons and psychosocial services to at-risk children; the *coach training programme* which provides ‘on the job’ youth care

training for young adults employed to “offer the necessary community-based care that was deemed to be lacking or hard to access due to oversubscribed and under-resourced existing services” (<http://www.waves-for-change.org/about-w4c/>); and the *elder programme* which acts as a bridge between the other two programmes.

All programmes consist of beneficiaries drawn from the Khayelitsha, Masiphumelele, and Lavender Hill communities. According to W4C, the target communities “were chosen following extensive community based research and consultation with local community members, NGOs, CBOs and local government” (<http://www.waves-for-change.org/active-projects/>). The oldest area from which child beneficiaries are recruited is Masiphumelele, the second is Khayelitsha (from 2013) and the most recent is Lavender Hill (established late in 2014). Children from Masiphumelele and Lavender Hill surf at Muizenberg beach and those from Khayelitsha at Monwabisi beach. See Figure 1 for a depiction of the W4C programming sites and their respective scale (adapted from programme documentation and email correspondence, 2015).

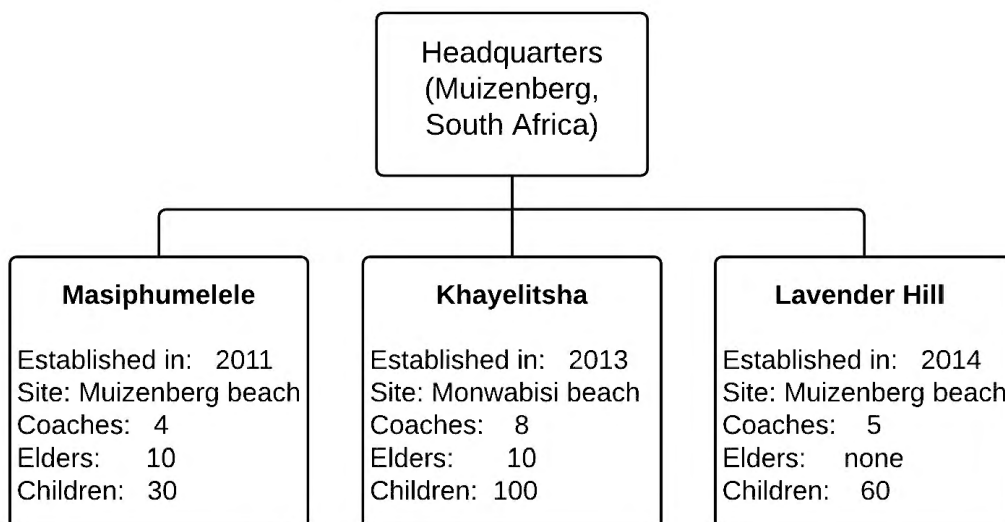


Figure 1. Waves for Change programme structure and scale of each team at evaluator point of entry in February 2015.

Surf therapy programme (9-14 year olds). The surf therapy programme lasts for 32 weeks and is targeted at children from impoverished and dangerous communities, who are involved in a range of antisocial behaviours. They are identified and referred by local school teachers, community workers or by Waves for Change staff (from their own communities). Although certain teachers receive some form of training in order to identify those who are at-risk, most referrals are based on truancy, behavioural and learning problems, substance abuse, and criminal or gang-related activity. The children are either transported or escorted to their respective beach sites twice per week where they are mentored and instructed in surfing by the W4C Coaches. During these sessions Coaches also deliver a psychosocial session based on the W4C curriculum. According to its designer:

“The Waves for Change psychoeducation curriculum encompasses a range of therapeutic techniques grounded in community, humanistic, and cognitive-behavioural psychology as a means of promoting the health, healing and the overall wellbeing of the participants” (Email correspondence, 2015).

Every child receives at least one psychoeducation session and one teachable moment per week. The *Teachable Moment* is meant to be an experiential way of connecting the lesson from the psychoeducation session with surfing.

Elder programme (14-18 year olds). Once they have completed the surf therapy programme beneficiaries can enroll as ‘elders’ whose role is to assist child beneficiaries. They are also mentored by the Coaches. They are expected to help children catch waves whilst they, themselves, are surfing. They are also encouraged to have informal mentoring sessions with the children in a 1:1 context. This interaction with the child beneficiaries is thought to create “safety and trust at the beach” (programme documentation - W4C Levels of Engagement). Once old enough (18 years) elders (who have not enrolled in tertiary education) can enroll as volunteer Coaches.

W4C envisages a process whereby a child beneficiary moves through the surf therapy programme into the elder programme and then into the Coach programme. In this way every Coach has had the experience of the two preceding levels of programming. Due to the relatively short period of the programme in existence, this is not yet the case. At this stage it is possible for an individual to enroll as a Coach without having prior W4C experience.

Coach training programme. The focus of this evaluation is on the Coach training programme, which is in its initial implementation phase and still under development. According to the founders, the training programme is set to:

“...boost Coaches’ community involvement, enable Coaches to work with children with psychosocial challenges, handle disclosures (through creating safety, showing empathy, referring, etc.), build greater local support systems for children, create new skills for employability, teach how to mobilise community resources, facilitate self-development, and gain skills for future long-term meaningful employment” (email correspondence, 2015).

Essentially the Coaches monitor and mentor the children in the surf therapy programme and, in doing so, get the opportunity, through on the job training, to build knowledge, skills and attitudes (KSAs) required in the field of youth care. Through W4C they also have the opportunity to be enrolled in a nationally accredited child youth care course delivered by the National Association of Child Youth Care Workers (NACCW) which is intended to both improve their engagements with youth in the surfing programme and increase their opportunities for employment in the longer term, preferably in the youth care sector. They are also provided with opportunities to become certified in lifesaving (through the Fish Hoek Surf Lifesaving Club), surf instructing (through the International Surf Association) and first aid (through St John’s Ambulance)(programme documentation - W4C Programme Inputs + Outputs).

The Coach training programme has short, medium and longer term goals. The *short term goals* of the programme are to provide the Coaches with experiential “on the job” training in youth care capabilities by monitoring and mentoring the younger participants in the surfing programme. The *medium term goal* is to assist the Coaches in enrolling in further education or to see them in long term meaningful employment. Currently, youth care work accreditation is provided by the National Association of Child and Youth Care Workers (NACCW) and W4C funds and provides transport to and from the 18-month long NACCW training. The *long term goal* is to improve the youth care services in the local communities.

The Coach training process or sequence of events, also referred to as the service utilization¹ plan by Rossi, Lipsey and Freeman (2004), is as follows: Interested/referred Coaches start by completing an application form and an interview. Once accepted they become volunteer Coaches. After three months they are enrolled as W4C Coaches and receive a monthly cash stipend (paid by W4C), transport and in-house W4C training and mentoring. After a non-specific period of time (depending on when NACCW enrolment is scheduled), the Coaches are enrolled on the NACCW course. Once this happens the monthly cash stipend increases. Upon NACCW graduation Coaches are encouraged to study further or to gain meaningful employment.

The weekly in-house training sessions are run by in-house trainers. Coaches are expected to attend the curriculum training session on Tuesdays. In the afternoons they are expected to deliver psycho-educational, teachable moments and surf sessions with the children who arrive at the W4C sites. During these sessions Coaches are encouraged to find time to have at least one 1:1 interaction with a child participant. Coaches are also encouraged to conduct home visits. Coaches are expected to complete written reports on their 1:1 sessions (PAIP notes) and also

¹ Although this paper is written in UK English the term “utilization” is used throughout to maintain consistency with its use by the American authors cited herein.

their home visits. This documentation is collected during the Tuesday training session and collated into Site Coordinator reports.



Figure 2. Waves for Change coach training programme beneficiaries interacting with child beneficiaries in the surf therapy programme.

Programme Theory

Programme theory is a conceptual framework that emerged from theory-driven evaluation (Chen, 1990; Chen & Rossi, 1980). The advantages of programme theory for evaluation are well documented (Bickman, 1987; Chen, 2015; Weiss, 1998) and include improving the generalisability, explanatory value and relevance of an evaluation. Bickman defined programme theory as “a plausible and sensible model of how a program is supposed to work” (Bickman, 1987, p.5). This causal logic has become known as the theory of change that underlies a programme and can be seen as the mental model of how that programme is supposed to achieve its outcomes (Cloete & Auriacombe, 2014). Chen broadened the concept when he described programme theory as “a specification of what must be done to achieve the desirable goals, what other important aspects may also be anticipated, and how these goals

and impacts would be generated” (Chen, 1990, p.43). From this one can see that the framework (mental model) should contain aspects of both thinking and action (James, 2011).

Different descriptions of programme theory exist under various names. The most frequently used is a type of matrix-like linear model referred to as a logic model or log frame (logical framework). Its popularity is due to its ability to summarise a seemingly complex programme into basic categories which can be understood at a glance (Wholey, 2012). These categories are organised to show linear relationships between the resources, activities, outputs and outcomes of programme. Even though it does not escape criticism, which is predominantly aimed at the model’s simplicity as real world programmes rarely operate linearly, it remains a very popular option for donors. Rossi and colleagues proposed a simple non-linear scheme which “highlights the interrelated components of a program theory: the program impact theory, the service utilization plan, and the organisational plan” (Rossi, Lipsey & Freeman, 2004, p.139). The impact theory is Rossi et al.’s version of the theory of change, the service utilization plan contains the assumptions and expectations of the interaction of the client with the intended service(s), and the organisational plan includes the functions and activities the programme is expected to perform and the resources required for that performance. This version is more popular amongst evaluators for the way it permits analysis and assessment of the various programme components.

The third and final version to be discussed here is the non-linear action model/change model of Huey-Tsyh Chen. In his version not only does he propose two semi-distinct models, action and change (which also individually consist of other smaller components), but he also places the focus on how the different components relate to one another. A crucial aspect of programme theory is how different components interact with one another (Donaldson, 2007). It is essential to have a programme theory that requires an understanding of how all elements in a programme are presumed to be related (Rossi, et al., 2004). It is also important for a

developing programme to pay attention not only to the big areas of programming but also smaller (perhaps less obvious areas). The action model/change model makes it possible to break the programme down into logical and manageable elements. For these reasons, the evaluator decided to use Chen's action model/change model in order to depict the Waves for Change programme theory. A user-friendly description of the action model/change model and its various components follows below.

Chen's action model/change model.

Chen's comprehensive action model/change model (Figure 3) operationalises his earlier definition (Chen, 1990) for practical application. The action part of the model refers to prescriptive assumptions of what actions have to occur for the desirable outcomes to be achieved whilst the change part refers to descriptive assumptions about the causal processes that are expected to happen to achieve the programme outcome(s).

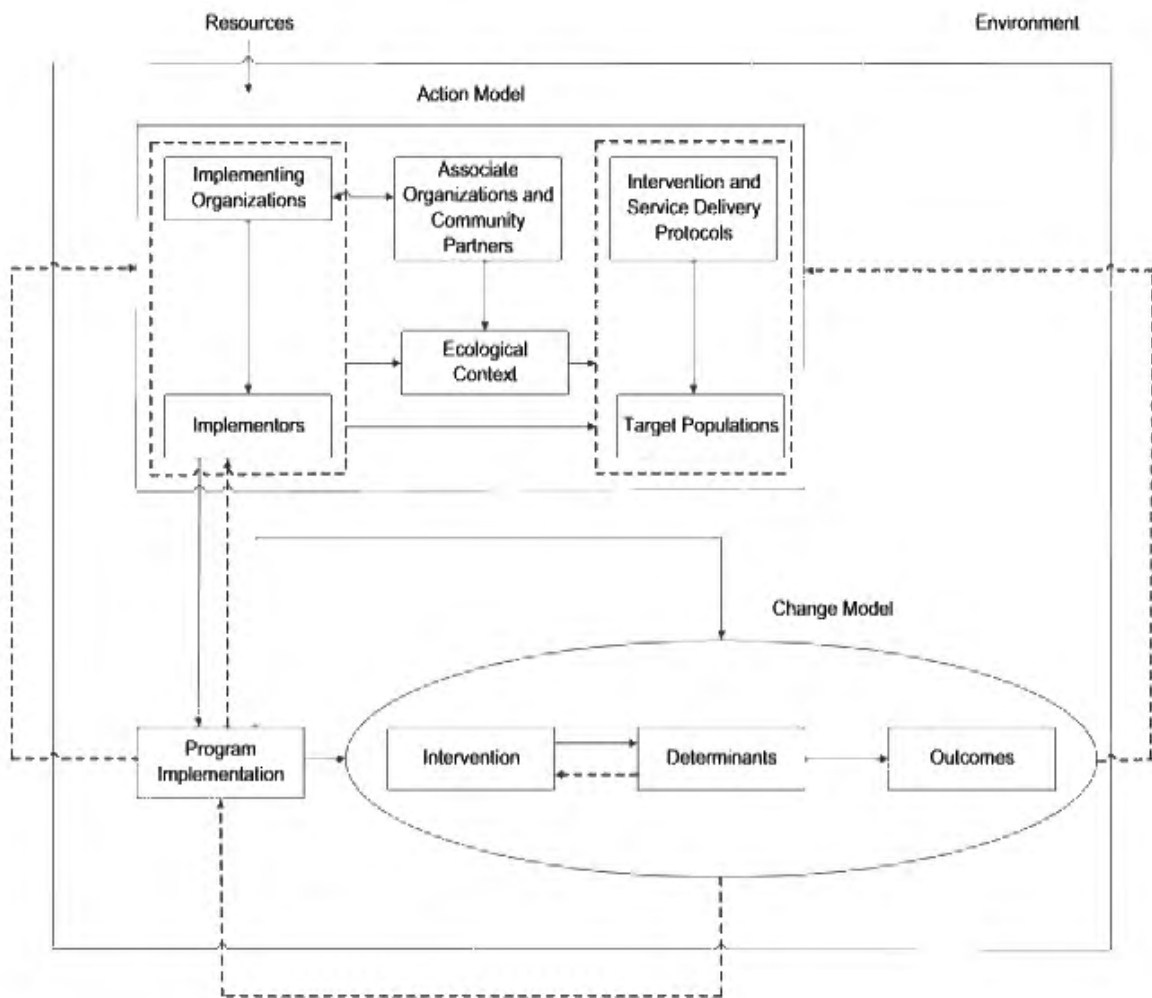


Figure 3. This figure illustrates Chen’s comprehensive conceptual framework of programme theory. Reprinted from *Practical Programme Evaluation* by Huey-T Chen, 2005, p.31. Copyright 2005 Sage Publications, Inc.

Components of the change model. The change model is also referred to by Chen as causative theory and is for all intents and purposes the theory of change so often highlighted in the theory-based evaluation literature (Donaldson, 2007; Rossi, et al., 2004; Weiss, 1997). Three components make up the action model: goals and outcomes, determinants, and intervention or treatment.

Goals are a “reflection of the fulfillment of unmet needs” (Chen, 2015, p.71) such as poverty, inadequate health care or unemployment. A programme’s existence is

justified through the meeting of its goals. Unfortunately the goals are often articulated in vague, broad and laudatory terms which are difficult to evaluate. *Outcomes* serve as the concrete, measurable parts of goals. They may also consist of different elements. Some outcomes may be immediate whilst others are more long-term in nature.

To reach goals each programme must identify its focus or leverage mechanism. Chen uses the term *determinant* to refer to the mediating variable or intervening variable. The determinant is most often (but not always) informed by formal theory. In some instances the programme's design may not be based in a formal theory. In such cases, the determinant will be based on stakeholder theories. It can also be the case that a programme is dealing with a complex problem and is attempting to focus on too many determinants at once. "Multiple determinants are unmanageable" (Chen, 2015, p.72) and programmes are advised to select a single determinant and to be able to justify its selection.

The *intervention/treatment* is the "agent of change" (Chen, 2015 p.73) that changes the determinant and ultimately makes the programme reach its goal(s).

Components of the action model. The action model is a systematic plan for arranging the activities necessary for a programme to carry out in order to reach its goal(s). Chen's list of components is quite exhaustive and, although large-scale programmes need to focus on all six, smaller organisations can be effective with less. Either way familiarity with the complete model helps to determine which components are important in different situations and helps the evaluation practitioner modify or simplify it according to the needs of the situation. The action model comprises of the following components: *implementing organisations; implementers; intervention and service delivery protocols; target population; associate organisations; and ecological context/environment.* Knowledge gained

from understanding each component and its areas of focus can help in designing evaluations (Chen, 2005; 2015).

The *implementing organisation* component refers to the capacity of an organisation to deliver the intervention. As this organisation will be the one to coordinate the activities, recruit and train the implementers and other staff it is vital not only for it to have the necessary resources but also the means to allocate these appropriately.

Implementers are the people who directly deliver the services to the clients. As a large part of the effectiveness of the programme relies on them they need to be competent, enthusiastic, motivated and qualified to deliver the programme activities as intended.

Service delivery and intervention protocols serve as a set of concrete instructions on how to implement the general and abstract ideas in the change model. The intervention protocol is a prospectus or curriculum stating the “exact nature, content and activities of the intervention” (Chen, 2015, p.75) and includes operating procedures and (where applicable) the orienting perspective. The service delivery protocol refers to the steps taken to implement the intervention in the field and is concerned with four main elements: client processing procedures (how clients move from intake to service delivery); division of labour (who is responsible for doing what); settings (where activities take place); and communication channels. A way to start to determine the quality of a programme is to look for the existence of these protocols and then to assess their detail and logic.

The *target population* is the “group of people the programme is intended to serve” (Chen, 2015, p.78). This component is concerned with three main assumptions: established eligibility criteria; the feasibility of reaching these eligible persons and effectively serving them, and the willingness of potential clients to join and remain cooperative with the programme. A lack of valid eligibility criteria recruitment strategy could mean that the programme end up serving people who do not benefit from (or even need) the programme- a disastrous situation for programmes with

limited resources. An assessment of a client's willingness and readiness is also paramount for effective and efficient programming. A client needs to be mentally and physically ready and willing to not only start but complete the programme in order for a programme to have any chance of reaching its goal(s).

In some cases implementing organisations may benefit from partnership with other organisations. These are referred to as *associate organisations*. If the linkage is not properly established, effective implementation of the programme may be hindered. This component is most important when an evaluator is asked to take a holistic approach in the design of a programme.

Lastly, the *ecological context/environment* component refers to the portion of the environment that directly interacts with the programme. There exist two levels of support: micro-level (social, psychological and material support) and macro-level (community norms, culture and economic processes). Without considering and winning contextual support a programme can be doomed to fail before it even starts.

A programme that wins ecological support, ensures the capability of implementing organisations, and establishes collaborations with associate organisations, is considered an ecological or multilevel intervention programme with goals not just for the individual but also for the wider community. Such programmes are more likely to get support and funding and to reach their goal(s).

Relationships among the components of the action model/change model.

Programme components need to be organised in a meaningful way to indicate how the programme intends to achieve its goals (Chen, 2005; 2015). Therefore, it is important to understand the relationship between components. Essentially, an action model needs to be implemented in order to activate the causal process (es) of the change model. Chen uses double-band arrows to indicate collaborative

relationships, single arrows to indicate causal relationships and dotted arrows to indicate feedback opportunities.

In the following section the evaluator applied Chen's Action Model/Change Model to W4C in order to clarify the W4C Programme Theory.

Waves for Change programme theory.

The Director provided the evaluator with a draft of a depiction of the W4C Coach programme theory. The draft combined with evaluator observation and conversations with programme staff were then used to clarify the W4C programme theory in terms of Chen's action model/change model.

The Waves for Change action model. According to Chen (2005; 2015), an organisation's action model illustrates the requisites of the programme. Contemporary social science theory tends to "trivialise how-to program issues" (Chen, 2015, p.69) which is surprising considering that unrealistic and poorly constructed action models can determine the success or failure of the entire programme. Since W4C did not have a formal programme theory for their Coach training programme, they naturally did not have an action model. The evaluator has used information gathered from stakeholders and programme documentation and observation to clarify the W4C action model (Figure 4). The complete list of components of the action model is exhaustive and not all may be required in small organisations (Chen, 2015). For this reason the evaluator has adapted the action model to reflect the major components of W4C.

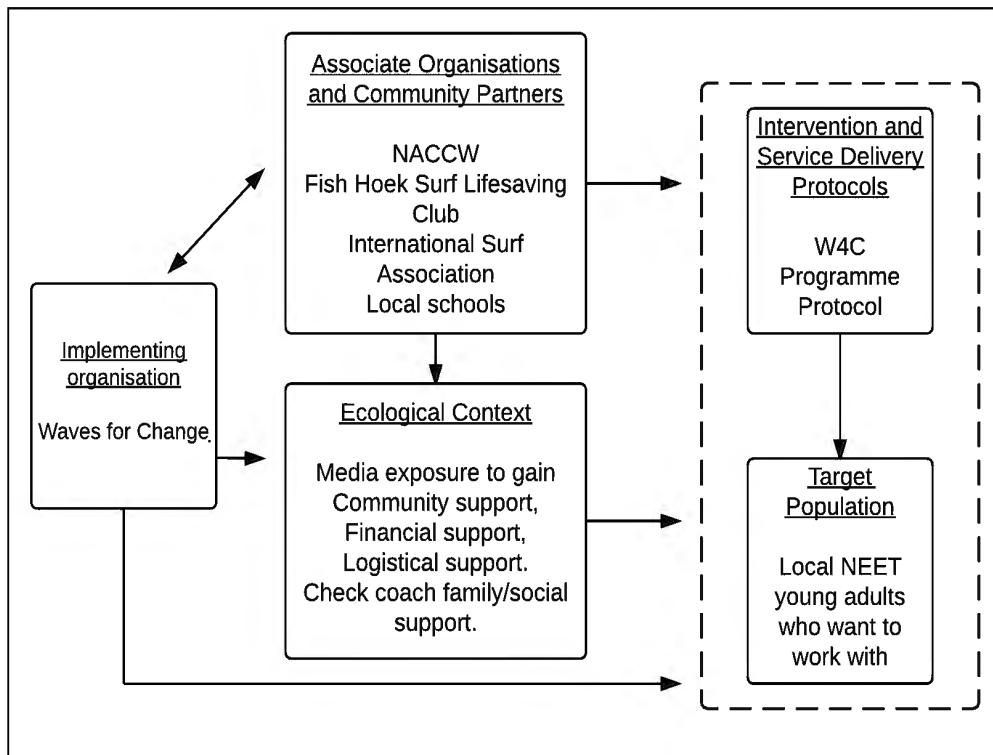


Figure 4. Waves for Change action model at evaluator point of entry in February 2015.

From the W4C action model one can see that it is the implementing organisation that works in collaboration with associate organisations such as the NACCW, the International Surf Association and local schools. The interaction of W4C with its partners *within* the ecological context (environment) impact upon the Coach training programme protocol and target population components and inform programme design, content and delivery as well as the eligibility criteria and recruitment strategies.

The Waves for Change change model. The W4C change model (Figure 5) makes explicit how the programme intends to solve the problems of a high local NEET rate and a lack of local access to youth care services. According to Chen (2005; 2015), it is best to describe the model in reverse, starting with the goals then describing what they aim to change (*determinant*) and then how they intend doing it (*intervention*). The organisation has short and long term *goals*. The short term goal is to assist local young adults in being committed to youth care training which is thought will lead to accreditation and employment in the youth care field (the long term goal). The determinant is to increase the level of youth care worker knowledge, skills and attitudes (KSAs) of the Coaches. This will lead to Coaches who are motivated to become youth care workers. In order to increase the KSAs of the Coaches W4C is providing practical on-the-job experienced-based youth care worker training that involves providing emotional and psychological support to the at-risk youth they are teaching to surf.

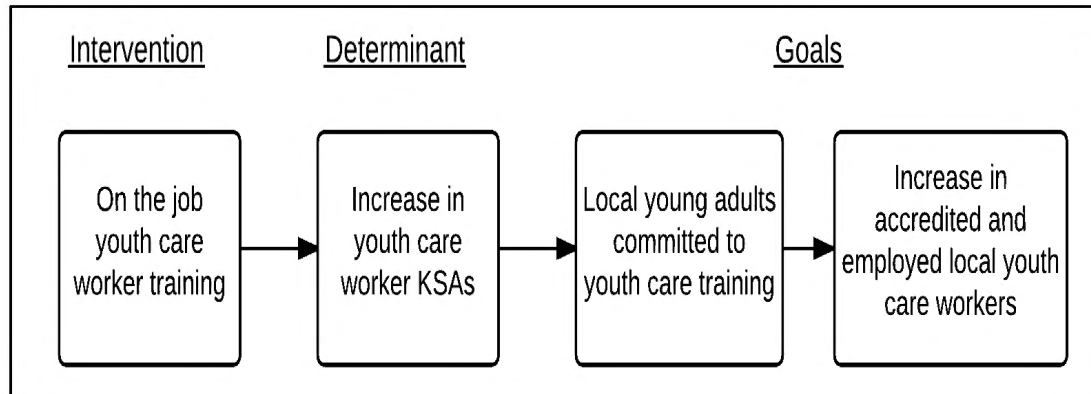


Figure 5. Waves for Change change model.

It is not enough to simply have a programme theory in place; it must stand up to scrutiny, which involves noting the underlying assumptions and assessing its plausibility (Chen, 2005; Rossi, et al., 2004). In the next section the evaluator assesses the plausibility and assumptions of the Coach training programme as a whole before turning to those of the change model (theory of change).

Plausibility of Programme Theory.

Although for evaluation purposes the Coach training programme is a separate component of Waves for Change, it is critical to the success of the surf therapy programme for beneficiary children as Coaches provide them with mentoring and psychosocial support. Programme outcomes therefore depend to a significant degree on the quality of these processes as provided by the Coaches. The foremost assumption(s) are that appropriate people have been selected to coach, and that these provide sound mentoring and support to the at-risk beneficiaries of the surf programme.

This section of the thesis will turn to literature from the youth mentoring/coaching field to determine whether the W4C coach training programme draws on practice that has been found to be most effective when it comes to mentoring (coaching) at-risk youth. This is important because, if the W4C organisation is not selecting the correct people and providing them with the necessary skills, this could reduce programme effectiveness, place children at risk, and be a poor use of resources.

Research on youth in high-risk areas has shown how simply having a supportive relationship with an unrelated adult can protect against the detrimental effects of these situations on youth development (Furstenberg, 1993; Rhodes, Ebert, & Meyers, 1994). For this reason, mentoring programmes are popular interventions for improving youth wellbeing and reducing risk (Rhodes, 2008). Nearly three decades of research-based evidence including two separate meta-analyses by Dubois and colleagues (DuBois, Holloway, Valentine, & Cooper, 2002; DuBois, Portillo, Rhodes, Silverthorn, & Valentine, 2011) showed that mentoring programmes not only improve outcomes across emotional, social, behavioural and academic areas but that programmes can also impact on these areas simultaneously. These conclusions are based on patterns where youth who are mentored show improvements in outcomes whilst their unmentored counterparts show deterioration.

From this it is evident that mentoring can have promotion as well as prevention aims. Effectiveness, or the impact of mentoring, was greatest when the recipients were young at-risk males who were matched to mentors based on a shared interest (an activity that both mentor and mentee enjoy doing) (Dubois et al., 2011). This aligns well with the W4C model which uses the shared interest of surfing to support young adolescents who are mostly male. Research findings noted above also indicate that programmes that had been structured to support mentors in assuming teaching or advocacy roles with youth were more effective. This means that training W4C Coaches to become youth care workers (rather than simply being volunteers) is strongly advocated by theory and evidence. This is also backed up by research that showed how ongoing support and training of the mentors increased programme outcomes (Dubois et al., 2002). Programmes that purposefully involved the parents of the mentored children were also more effective than ones that did not which highlights the importance of the Coaches conducting home visits and gaining parental involvement (buy-in). It is also important for activities to be mutually agreed upon by both parties and for these activities to be community rather than school-based. This again shows the value of using surfing (and surfing-related activities) as the programme activity. It makes children want to join voluntarily and takes place at the beach- away from spaces these children usually associate with negativity. The issue of dosage was also shown to be a factor. High intensity sessions where parties met at least once a week were more effective than those that were more long-term and less frequent (Dubois et al., 2002).

From this it is evident that the W4C model of coaching young at-risk (mostly) boys through surfing aligns well with the mentoring evidence-base. It is highly plausible that Coaches who also enjoy surfing and are appropriately trained to provide the correct support on a weekly basis will be effective at improving the wellbeing of these children. A feasibility trial of the surf therapy programme being conducted by Matthew Snelling seeks to determine whether this is in fact the case (Snelling, 2015).

In order to assess the plausibility of the programme's change model the evaluator addressed the following key questions:

- 1. Is there a need for this type of training in these types of communities for these types of people?*
- 2. Is practical on-the-job training based on experiential learning theory (ELT) appropriate and is W4C training truly aligned with ELT?*
- 3. Is NACCW accreditation likely to increase opportunities for gainful employment in the youth care sector?*

1. Is there a need for this type of training in these types of communities for these types of people?

In the Western Cape (where W4C is based), 32% of youth aged between 15 and 24 are *not in education, employment or training* (NEET) (Statistics South Africa, 2014). Even though the age bracket is not identical to W4C Coaches, it is noteworthy that the average NEET rate in all OECD (Organisation of Economic Cooperation and Development) countries in youth aged 15-29 years in 2011 was 15.8% (Ramose, 2014). Only six countries had rates over 20%. A total of 1.35 million students are enrolled in South African universities and colleges which means that two-and-a-half times as many are out of work or not in education or training. Three out of every five 15-24 year olds with no education, are NEET. On the other side of the spectrum, those educated with tertiary education, 41.5% are NEET. This indicates a lack of job opportunities and/or a mismatch of skills in the labour market. This highlights the bleak situation faced by young adults in South Africa and, in particular, the Western Cape when it comes to education, training and employment. For these individuals the only successful way out of the poverty trap is educational opportunities (Cloete & Butler-Adam, 2012).

One often cited solution to the problems of mismatch, lack of resources, motivation, and skills is vocational educational training (VET). Many argue that VET provides the

necessary skills for entry into the labour force which improves chances of long term meaningful careers (Quintini & Martin, 2006). In a recent OECD review (in collaboration with the Department of Higher Education and Training of the Republic of South Africa), it was made clear, based on a wide range of evidence, that effective VET can be part of the answer to South Africa's NEET challenge (Field, Musset, & Alvarez-Galvan, 2014).

Experiential learning underpins the current delivery model of the VET sector (Williams, 2009) and there exist three main types of vocational systems: school-based education; dual system (where school-based education is combined with firm-based education), and informal training. The latter type remains a major form of employment and training in low- and medium-income countries such as South Africa (Eichhorst, Rodriguez-Planas, Schmidl, & Zimmerman, 2012). The fact that most informal training activities are provided by NGOs (Rioust de Largentaye, 2009) often means that there is a lack of certification and accreditation that results in poor transferability of skills. It is therefore essential that providers of such training provide effective and transferable VET or work in conjunction with accredited programmes in order to increase their trainees' chances of successful meaningful employment.

It is clear that in low-income communities in the Western Cape there is a definite need for access to funded local vocational training. As Waves for Change is an NGO and cannot provide accreditation for their in-house training, it is prudent that they enroll their trainees on the accredited NACCW course. In addition, the child participants at Waves for Change reap the benefits of having mentors who are enrolled in vocational youth care training. The trainees reap the benefits of gaining access to funded local vocational training and accreditation (with various added incentives) in the youth care field.

2. Is training based on experiential learning theory (ELT) appropriate and is W4C training truly aligned with ELT?

Experiential learning is a broad term used by educators to describe a series of practical activities arranged in such a way that it is thought to boost the educational experience of the learner (Clark, Threeton, & Ewing, 2010). Literature on this topic has revealed that researchers use the term in varying contexts. Kolb's (1984) publication of his learning styles model brought with it the term Experiential Learning Theory or ELT. ELT sets out four distinct phases of learning where *'immediate or concrete experiences'* provide the platform for *'observations and reflections'*. These *'observations and reflections'* are assimilated into *'abstract concepts'* which produce new implications for action which can be *'actively tested'* which in turn creates new experiences (See Kolb, 1984, for a more thorough description of the theory).

The context for this evaluation is as Smith describes it: "the sort of learning undertaken by students who are given a chance to acquire and apply knowledge, skills and feelings in an immediate and relevant setting" (Smith, 2001, p.1). According to leading education researchers, this type of learning in this type of context can naturally prepare students for "advanced level occupations in the workplace or post-secondary education" (Clark et al., 2010, p. 47). As increased employability and higher education are two of the objectives of the Waves for Change Coach training programme, and as the Coaches practice their skills while working with Waves for Change child beneficiaries, it seems plausible that a training curriculum based on ELT is an appropriate means by which to meet these objectives.

Now that appropriateness has been established, it is important to see whether the Waves for Change training is in fact being delivered according to the principles of ELT. Knobloch (2003) raised the point that, whilst many teachers equate their 'hands on' learning with ELT, many of them fail to recognise that their teaching does not actually constitute the principles of experiential learning. In order to determine whether Waves for Change is aligned with ELT, one can start by assessing the

activities of the coach training programme in terms of their being Conventional Learning-Based (CLB) or Experiential Learning-Based (ELB). Table 1 shows the evaluator’s assessment of W4C components as being either CLB- or ELB-based.

Table 1.

Alignment of the Waves for Change approach with conventional and experiential training. Adapted from Chapman (2013).

Conventional training	Experiential learning	Waves for Change
training-centered/focused – theoretical	learner-centered/focused - really doing it	ELB, the majority of the curriculum is practical
prescribed fixed design and content	flexible open possibilities	The curriculum is developed yet flexible
for external needs (organisation, exams, etc.)	for internal growth and discovery	ELB, W4C have no exams and heavily focused on personal development
transfers/explains knowledge/skills	develops knowledge/skills/emotions via experience	ELB, W4C training involves interacting with the children from the outset
fixed structured delivery/facilitation	not delivered, minimal facilitation, unstructured	Training is somewhat structured but minimally facilitated
suitable for groups and fixed outcomes	individually directed, flexible outcomes	Directed at the individual and group level. Outcomes are fixed but flexibility is inherent
examples: PowerPoint presentations, chalk-and-talk classes, reading, attending lectures, exam study, observation, planning and hypothesising, theoretical work, unreal role-play.	examples: learning a physical activity, games and exercises, drama and role-play which becomes real, actually doing the job or task, 'outward bound' activities, teaching others, hobbies, pastimes, passions.	W4C activities: PowerPoint presentations, learning a physical activity, games and exercises, drama and role-play which become real, actually doing the job or task, mentoring others, hobbies, pastimes, passions.

Based on this assessment Waves for Change training is judged as mostly ELT-based except for the curriculum being more structured and facilitated than ELT-based programmes usually prescribe. In this evaluator's opinion, based on findings from the youth development literature that linked positive outcomes to appropriate programme structure (e.g. Eccles & Gootman, 2002; Henderson, Bialeschki, Scanlin, Thurber, Whitaker & Marsh, 2007), a certain level of structure is necessary when dealing with young people who have relatively unstructured backgrounds and who are trying to instill a level of stability in the young at-risk surfers' lives.

3. Is NACCW accreditation likely to increase opportunities for gainful employment in the youth care sector?

Due to recent amendments, individuals wishing to work as Child and Youth Care Workers (CYCWs) are required by law to register with the SACSSP (South African Council for Social Service Professionals). In order to do so the individual needs to have a recognised qualification. The FETC (Further Education and Training Certificate) in Child and Youth Care is the recommended qualification for entry-level registration.

The National Association of Child Care Workers (NACCW), in response to the government's demand for community-based services in poor areas, has rolled out training for CYCWs across the country and offers the FETC in Child and Youth Care. It is thus vital for W4C Coaches wishing to become registered and employed CYCWs to complete the NACCW course and to become accredited.

The roll-out highlights the need for skilled and qualified individuals in the field. The most recently released figures estimated that roughly 1,500 CYCWs were employed in provincial departments and 800 in community-based organisations (NDSO, 2012). The total of 2,300 is far below the estimated 10,000 CYCWs that were said to be required in 2011 (NDSO, 2011). This figure was calculated by dividing the 1.4 million children in need by the average caseload of a CYCW, which, as determined by the

Department of Social Development, was 38-45 children per case worker (NDSD, 2011).

In terms of compensation, however, there is much variety. CYCWs in NGOs earn about R3000pm whereas their counterparts in the public sector earn between R7,308 and R9,735 per month (Jamieson, 2013). The discrepancy is due to the fact that Occupation Specific Dispensation (OSD) for CYCWs only applies to CYCWs within an institution and not community-based CYCWs (Jamieson, 2013). One does, however, have to be cognisant of the fact that 74% of households in Khayelitsha (W4C's largest target community) have a monthly income of R3,200 or less (Statistics South Africa, 2013). The salary of a CYCW, even one earning R3,000 per month, will make a significant contribution to the income of many households.

In sum, it is clear that there is likely to be a demand for CYCWs and that employment levels in the field are high. Currently the only way to become gainfully employed as a CYCW is to complete the CYCW FETC and then to register with the SACSSP. It is thus essential, if W4C is aiming to provide opportunities for gainful employment in the youth care sector, that they enroll their Coaches on the NACCW course.

Conclusion. There is strong evidence for the plausibility of the W4C Coach training programme's change model. There definitely exists a need for local access to vocational training in youth care work which could improve (albeit on a small scale) local NEET rates. Individuals and the local community could benefit through improved access to child care if the W4C trainees stay in the programme, enroll in the NACCW course, get accredited, register with the SACSSP and then remain in the local community as employed community child and youth care workers.

Type of Evaluation

The newly developed Waves for Change Coach training programme is the target of this *formative* evaluation (Schriven, 1967). This formative evaluation focuses on the implementation of the Coach Training component of W4C and is intended to have utilization value for the client (Patton, 1997). It may therefore be termed a utilization-focused formative evaluation. Its aim is to assist the organisation in developing and improving the Coach training programme and compliments the outcome evaluation being conducted by Snelling (2015).

At the commencement of this evaluation a new cohort of Coaches had been employed and was experiencing the initial implementation of the training programme. Coaches who had been employed by W4C for longer period(s) and who were already enrolled on the NACCW course also attended the training. As W4C Coaches are the primary personnel delivering the programme to children in the surfing programme, W4C management saw it as vital for the quality of the Coaching programme to be of a high standard and for Coaches to be monitored appropriately.

The evaluation sought to enhance to capacity of the organisation to deliver a Coach training programme of a high standard that could ensure maximum benefit to child beneficiaries. Due to the unorthodox and complex nature of the programme an evaluation approach was necessary that allowed for innovation and flexibility. Fortunately the programme decision-making rested mainly on the shoulders of three individuals, all of whom were open to suggestion, high in critical thinking and adaptable. The evaluator's approach to working with W4C stakeholders is informed by O'Sullivan's (2004) *Collaborative* approach, and Patton's (1994) *Developmental* approach. The following sections serve to provide background on the approaches that have informed the evaluation.

Utilization-focused evaluation.

It is no secret that evaluation utilization remains one of the field's biggest concerns. For decades evaluation specialists have tried to find ways to increase the utility of their work. One such attempt was made by Patton and is known as utilization-focused evaluation (UFE). The foremost premise of UFE is that evaluations should be judged by their utility and actual use (Patton, 1997). Use concerns "how real people in the real world apply evaluation findings and experience the evaluation process" (Patton, 1997, p.20). The focus, then, of UFE is on intended use by intended users. The evaluator's focus moves from the generalised and abstract audience to the actual primary users of the programme. The evaluator becomes a facilitator and coach rather than a distant judge and works with the intended users to help them determine the type of evaluation they will need. This requires negotiation of the type of evaluation, the level of engagement (role) of the evaluator and stakeholders, and the means in which the findings will be used.

Initial meetings between the evaluator and W4C management confirmed that a high degree of usability was expected of the evaluation and that its aim was primarily to improve the Coach training programme during its initial implementation. Due to its relatively small size, flexibility, and openness to the evaluation process observed during initial consultations with management (and thereafter), W4C was regarded as likely to be responsive to evaluator information/feedback provided on an ongoing basis. This meant that the programme would be able to adapt and develop over the course of the evaluation (from February 2015 to October 2015).

After considering different options early on in the engagement between the evaluator and management, it was agreed that a formative utilization-focused evaluation would best suit their need to develop, monitor and improve the Coach training programme. This approach seeks to be innovative, as it is complimented by collaborative (O'Sullivan, 2004) and developmental perspectives (Patton, 1994).

The formative utilization-focused evaluation was designed to serve the constructive function of “providing information for improving a program” (Chen, 2015, p.10). See Figure 6 for the conceptual framework of the Waves for Change utilization-focused evaluation.

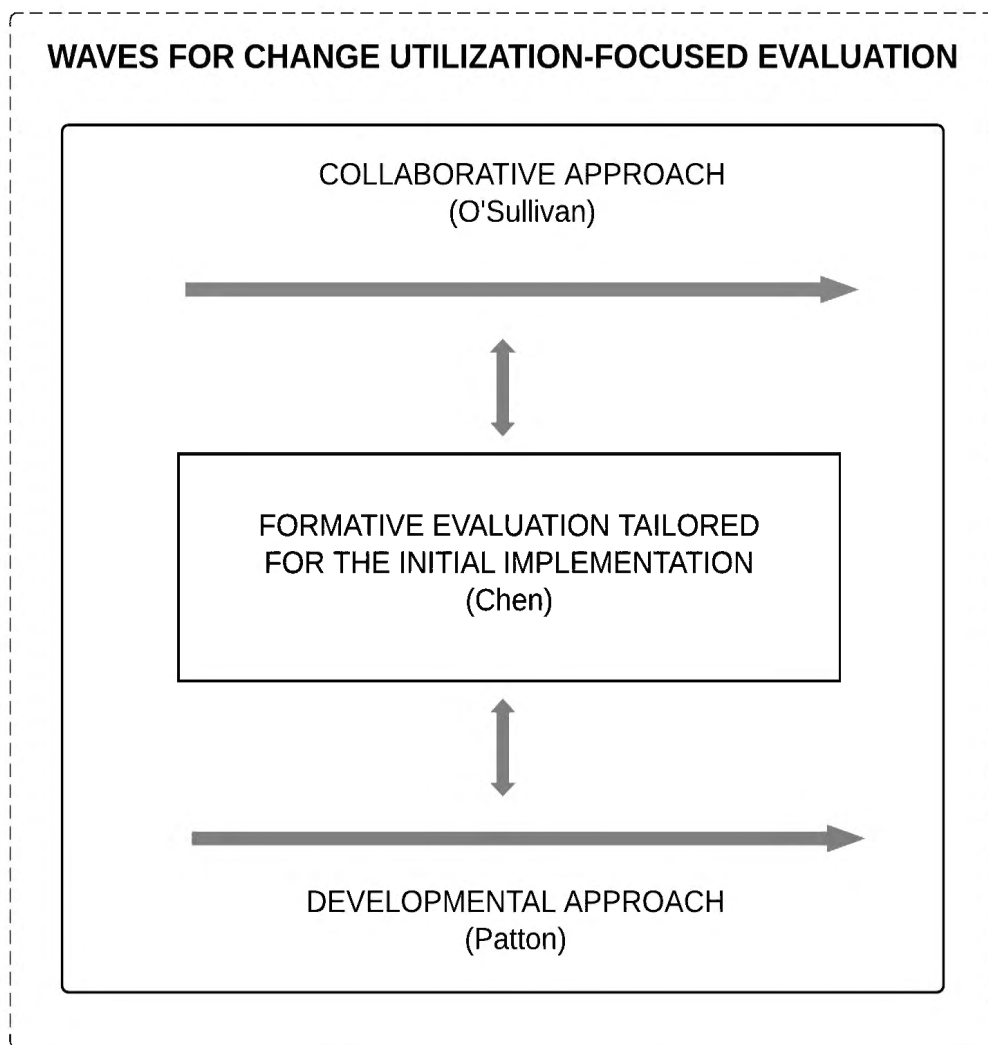


Figure 6. Conceptual framework of the Waves for Change evaluation.

O’Sullivan’s (2004) collaborative approach.

A collaborative approach is a proven way of promoting utilization (O’Sullivan & D’Agostino, 2002), data quality and report writing (O’Sullivan, 2004). The term is often used interchangeably with participatory and/or empowerment approach(es) (see Fetterman, Rodriguez-Campos, Wandersman, & O’Sullivan, 2014) and is defined by Cousins and colleagues as:

“...any evaluation in which there is a significant degree of collaboration or cooperation between evaluators and stakeholders in planning and/or conducting the evaluation” (Cousins, Donohue, & Bloom, 1996, p.210).

Evaluators who act collaboratively are in charge of the evaluation (that is they are not programme staff members and maintain an objective distance), but create an ongoing climate of collaborative engagement between evaluator and stakeholders (Fetterman et al., 2014). Some collaborative oriented evaluations tend to focus on programme utilization whilst others focus on empowering participants. Although collaborative evaluation is often empowering to participants in that it could enhance their understanding of evaluation and teach them new skills (Fetterman, 1996), it is not an intended outcome of this W4C Coach training programme evaluation. The main focus of conducting this evaluation in a collaborative manner is to increase the likelihood that it will be used for programme improvement.

Another way of making usability more likely (especially in programmes that are developing and adapting) is to incorporate a developmental approach. This approach is not only linked to utilization improvement but also places particular focus on organisational development for the purpose of learning rather than external accountability. Such an approach fits in well with the needs of W4C.

Patton's (1994) developmental approach.

Michael Q. Patton uses the phrase *developmental evaluation* to describe "...certain long-term, partnering relationships with clients who are, themselves, engaged in ongoing program development" (Patton, 1994, p.311).

He suggests that developmental programming calls for the evaluator to become part of the programming team in an attempt to monitor what is happening in an evolving, rapidly changing environment of constant feedback and changes (Patton, 2011). The developmental evaluator can apply developmental evaluation principles to any type of evaluation by seeing problem solving as an ongoing cyclical process rather than a logical sequence of progress. Figure 7 shows the traditional logical process and Figure 8 the more innovative developmental approach to problem solving. In the more complex process it is acknowledged by evaluators that not all solutions, even if they initially appear ideal, have in fact solved the problem without possibly overlooking critical stakeholders or creating new problems or contexts (Gamble, 2008).

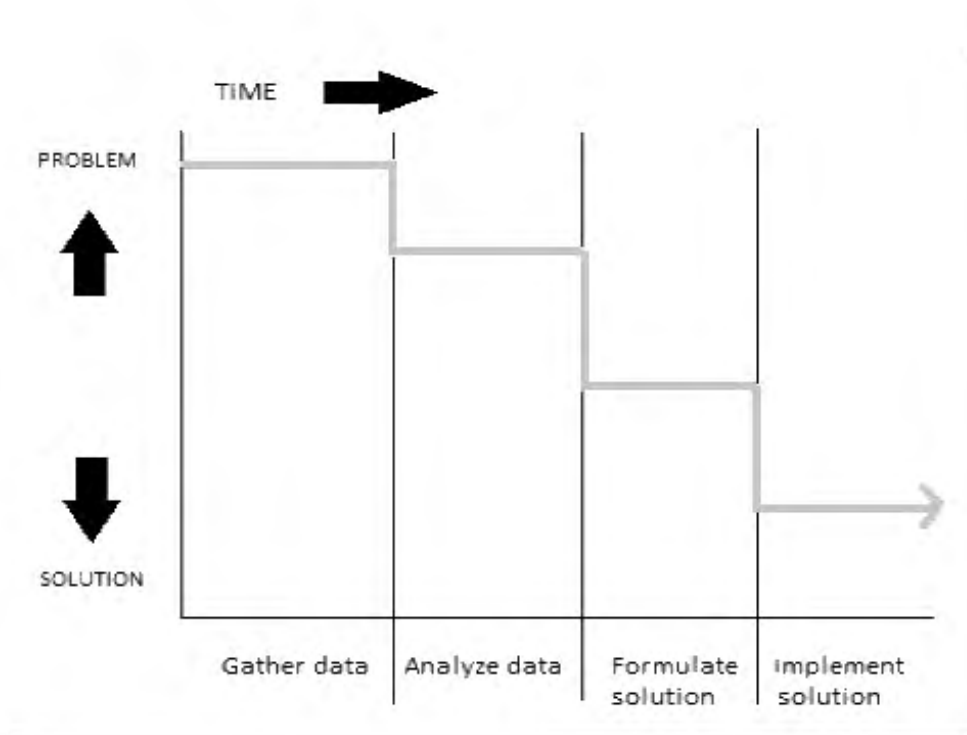


Figure 7. Traditional approach to problem solving (Gamble, 2008).

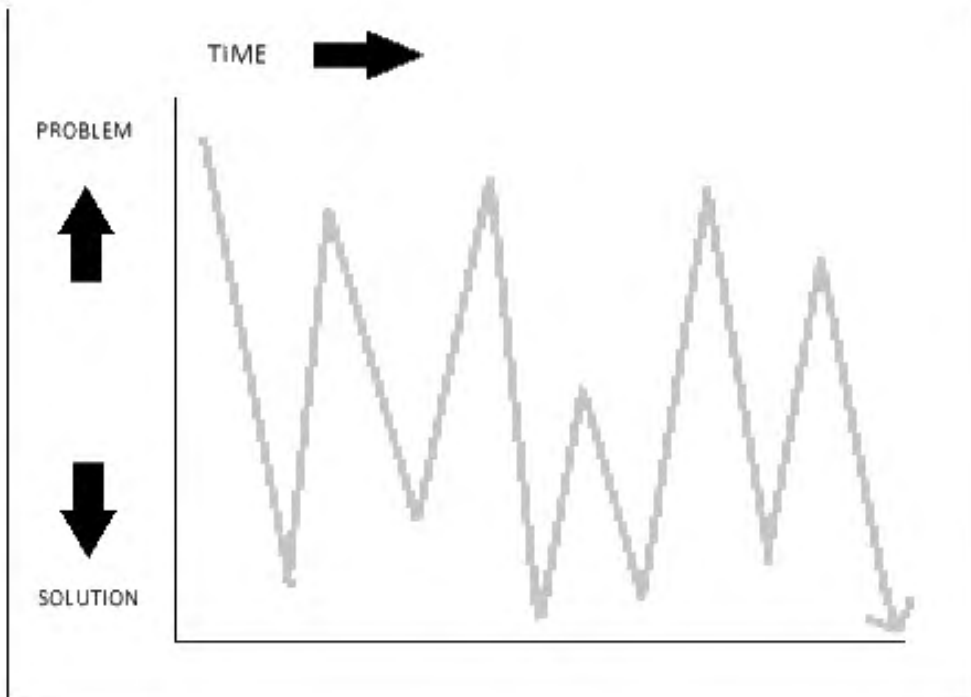


Figure 8. Developmental approach to problem solving (Gamble, 2008).

This evaluation draws on the developmental approach yet is not a developmental evaluation (DE). It departs from a traditional DE in that it has a clear goal (programme improvement) but draws on the key feature which allows for data collection and feedback that can inform action before damage is caused to stakeholders or the programme. As the purpose of this evaluation is to improve the ongoing Coach training programme, the evaluator and primary stakeholders saw little use in an evaluation that was limited to only delivering information at the end of the evaluation.

The high level of internal critical thinking and decision-making capability of W4C (two vital conditions of developmental evaluation, Gamble, 2008) meant that W4C was a prime candidate for an evaluation that draws upon a developmental approach.

Due to the nature of this evaluation, the evaluator felt it was paramount to have in place some sort of structured method. Based on the high degree of appropriateness she decided to be guided by Chen's (2005) steps in conducting a formative evaluation tailored for the initial implementation.

Chen's (2005) formative evaluation tailored for the initial implementation.

According to Chen (2005), it is important to note the distinction between *formative* evaluation and *formative research*. "Formative research provides background information to further stakeholders' design of a program, whereas formative evaluation is a development-oriented evaluation applicable once a program is formally implemented" (Chen, 2005, p.133). Good formative evaluation must meet two criteria: timeliness and relevancy. Formative evaluations are valued for their ability to provide information to stakeholders quickly and its ability to identify crucial problems likely to influence implementation and the programme overall. Chen applies the formative evaluation approach in six steps:

1. Review programme documents and note underlying assumptions.
2. Identify the programme elements crucial to successful implementation and determine which may be vulnerable.
3. Select well-suited data collection methods.
4. Identify problems.
5. Probe for sources of problems to help stakeholders choose remedial action.
6. Submit findings to stakeholders and document changes they make based on the findings.

The current evaluation then, draws on a collaborative developmental approach and is guided by Chen's steps for evaluating the initial implementation of the Waves for Change coach training programme.

CHAPTER 2: METHOD

This evaluation called for a flexible approach that would allow the process to unfold in relation to the enquiries along the road and that would not constrain its collaborative developmental approach. The method employed was guided by Chen's steps in conducting a formative evaluation of the first implementation (Chen, 2005). Figure 9 shows how Chen's steps were applied to the evaluation and the chapters of this report.

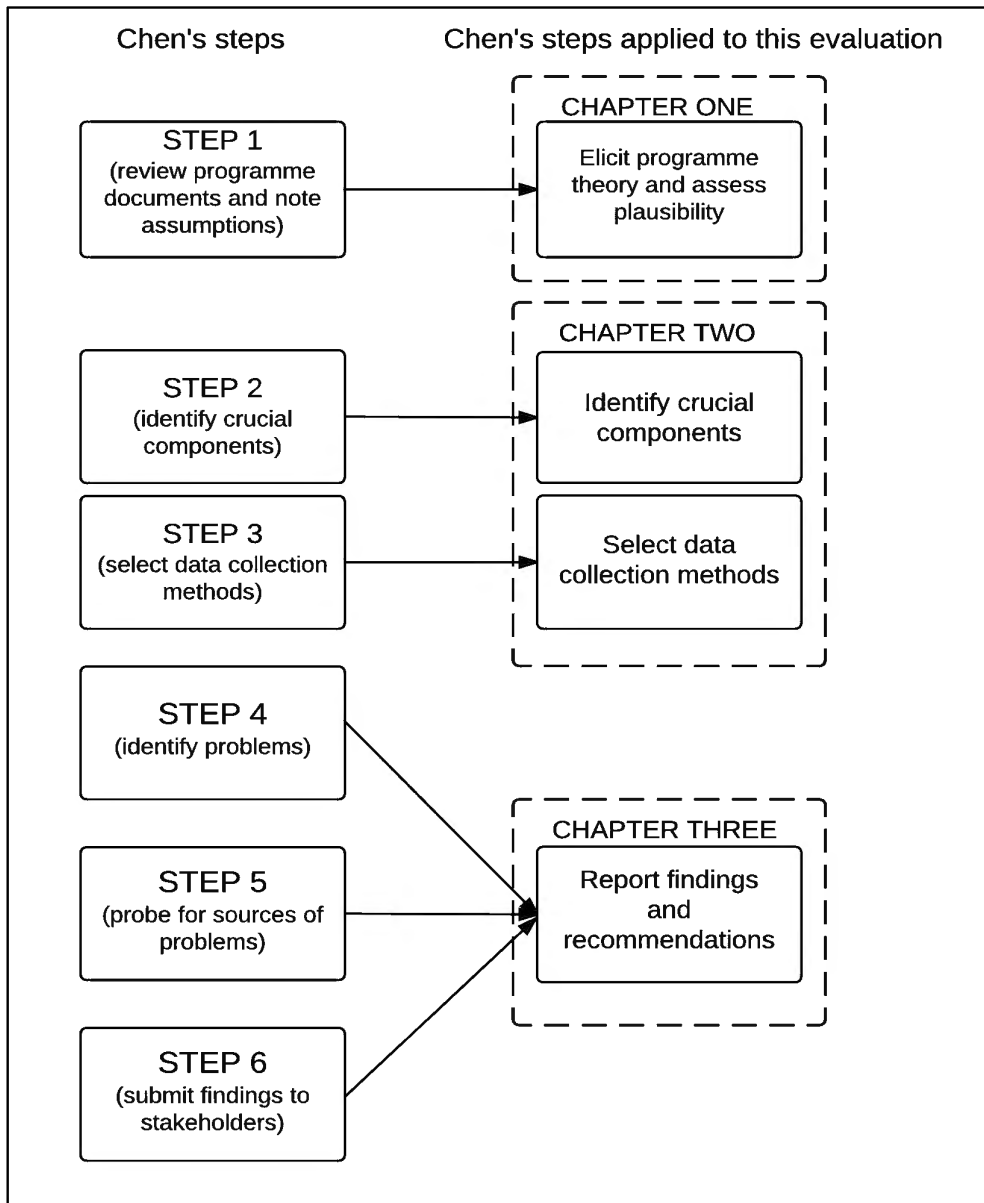


Figure 9. Chen's steps as applied to this evaluation.

Firstly, Chen's *Step 1* (review program documents and note underlying assumptions) had been completed in the programme theory section of this dissertation (Chapter One) where programme documents were reviewed, programme theory elicited and depicted and plausibility had been assessed. *Step 2* (identify the programme elements crucial to successful implementation and determine which may be vulnerable) and *Step 3* (select well-suited data collection methods) formed part of the procedure of this method section. Due to the developmental collaborative approach taken by the evaluator *Step 4* (identify problems), *Step 5* (probe for sources of problems to help stakeholders choose remedial action) and *Step 6* (submit findings to stakeholders) were combined and are reported in the Findings section of this dissertation (Chapter Three).

Participants

The participants in this evaluation included Waves for Change management and Coaches who were employed during the period February 2015 to October 2015. Participants changed slightly over the course of the evaluation (to be discussed in more detail in the next chapter) making it impossible to provide fixed descriptive data of the participants. Over the course of the evaluation, staffing varied: there were between 14 and 17 Coaches aged 18 to 38, and three to six staff members.

Procedure

A memorandum of understanding was signed by the evaluator and the Director of Waves for Change. The two parties came to a mutual agreement on the type of evaluation that would best suit the organisation. The evaluation commenced following approval by the University of Cape Town's Ethics Committee. The organisation obtained parental/guardian consent (see Appendix A) for the evaluator

to observe programme activities which involved the children whilst Coaches provided written consent (Appendix B).

The next section describes the procedure for identifying the components crucial to implementation and areas which may be vulnerable². This vital step determines the focus of this evaluation.

In his model Chen suggests that the evaluator use the conceptual framework as a starting point to “facilitate brainstorming by stakeholders” (Chen, 2015, p.156) to identify crucial components and areas they feel may call for an intensive check. In order to do so the evaluator held a meeting with programme management (Director, Curriculum Designer and Strategy Manager), presented them with Chen’s conceptual framework and asked the following question:

“What parts of the programme do you consider crucial? i.e. Which parts could the programme not function without?”

There was agreement that the following components were crucial and deserve the evaluator’s attention: *implementing organisation; programme protocol; target population; and programme implementation*. Figure 10 depicts Chen’s Action Model in which components that W4C management identified as crucial to success are highlighted (in broken line boxes).

² For the purposes of this evaluation the term vulnerable is taken to refer to features that are not sufficiently developed and therefore render the programme at risk to not achieving its goals for its beneficiaries.

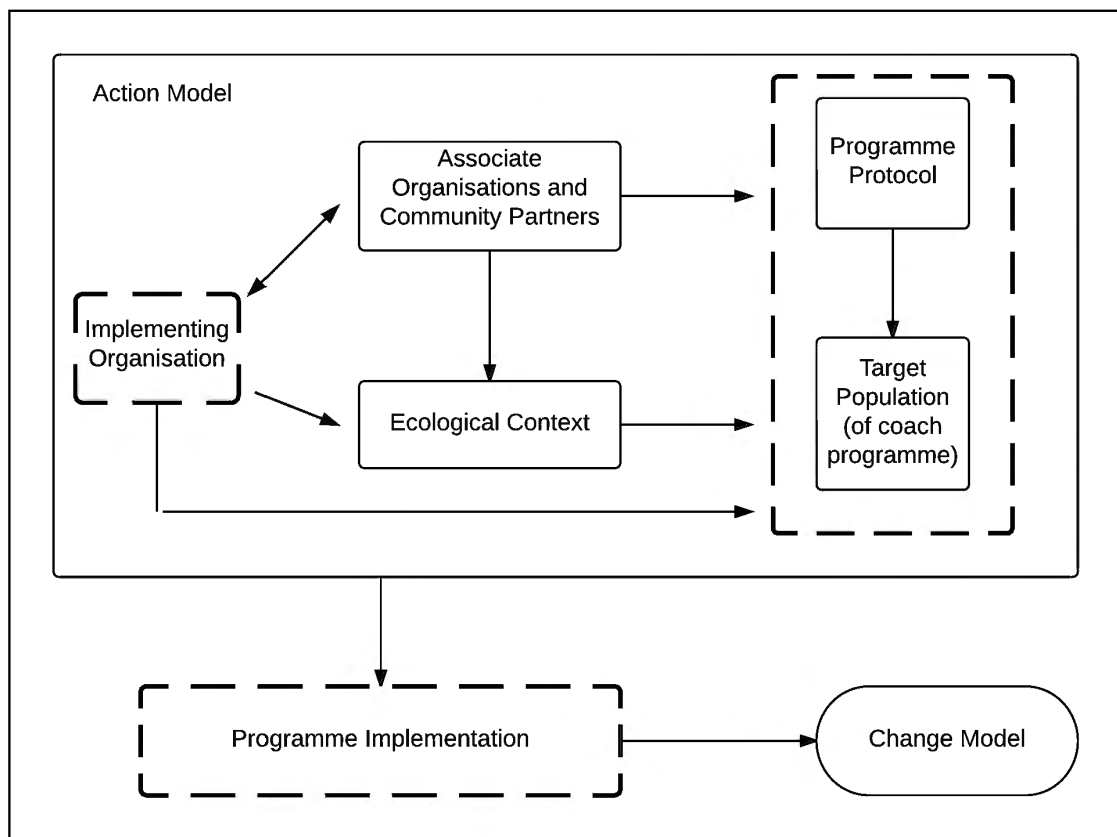


Figure 10. Crucial Components within Chen’s conceptual framework as identified by management.

Next, the evaluator needed to determine which areas within these components management considered vulnerable. As discussed in the programme theory section of this thesis, each programme component includes several areas of focus. The evaluator’s knowledge of each should inform the evaluation design (Chen, 2005; 2015).

In order to establish the areas management considered vulnerable, the evaluator asked management the following question:

“What do you think threatens/could threaten the success of this programme?”

The consensus was that staff, the content/curriculum, Coaches, and oversight (monitoring) were elements of concern.

Further to the discussion with management and guided by Chen (2005; 2015) as well as Rossi, et al., (2004) the evaluator selected areas of focus for this evaluation. Crucial Components with related Areas of Focus are shown in Table 2.

Table 2

Crucial Components and their Areas of Focus to be investigated during the course of this evaluation.

Crucial Component	Area of Focus
1: Implementing Organisation	1.1 Organisational structure 1.2 Funding 1.3 Equipment
2: Programme Protocol	2.1 Coach pathway 2.2 Content of Coach programme
3: Target Population	3.1 Eligibility criteria and recruitment strategy 3.2 Barriers to retention and strategies to address them
4: Programme Implementation	4.1 Monitoring of Coach programme

Due to the developmental nature of the evaluation the areas of focus were investigated on an ongoing basis using a variety of data collection methods. These will be discussed in the next section.

This section describes the data collection methods that were selected for evaluating the *areas of focus* for problems and sources of those problems.

In this evaluation, as per Chen's recommendation, data collection methods were selected once Crucial Components and Areas of Focus had been determined. In order to ensure timeliness and relevance, formative evaluations employ research methods that are flexible. Through these methods relevant feedback can be provided in a timely fashion and due to the not-yet-firm programme structures modifications can be implemented with relative ease (Chen, 2005). What follows is a list of the selected data collection methods and their descriptions as they related to this evaluation:

Programme documentation.

Existing programme documents were mainly used for descriptive purposes. These included information from the Waves for Change website and documents that the Director shared with the evaluator through email.

Programme monitoring documentation (records).

These included documents such as the coach Weekly Self-Assessment (WSA) and the Site Coordinator Reports. These were completed by the Coaches and Coordinator, scanned by programme staff and uploaded to a secure online storage drive to which the evaluator was given access to.

Email correspondence.

The evaluator kept a record of all email correspondence between herself and programme staff.

Meetings.

These included notes from meetings the evaluator had with programme staff and Coaches. She was also provided access to electronic notes of weekly meetings the organisation conducted internally which were stored in a secure online storage drive.

Interviews.

Interviews were conducted with management in February 2015 and Coaches in May 2015. The interview with management was unstructured and the individual interviews with the Coaches were semi-structured (see Appendix C for the interview schedule). Participants were informed of their right to withdraw and confidentiality was guaranteed. All participants signed an informed consent form (Appendix B) before commencement of the interviews. All interviews were audio recorded, transcribed by the evaluator and securely stored.

Small scale survey.

This method was employed during the Coach interviews in May 2015 and the focus group in October 2015 to determine Coach satisfaction and qualifications. The survey is attached as Appendix D.

Focus group.

The evaluator led a focus group with Coaches in October 2015. The focus was on developments that had taken place in the previous six months. Coaches were informed that due to the nature of a focus group confidentiality could not be guaranteed but were asked to remain respectful of one another and to not talk outside the group. The focus group was audio-recorded and the evaluator took detailed notes which were securely stored.

Table 3 lists the data collection methods, the schedule of collection and the participants who provided the data.

Table 3

Data collection methods, schedule and data providers (participants)

Method	Date	Participants
Evaluator-led meetings	Ad-hoc from February 2015 to October 2015	Management Coaches
Internal meetings	Weekly from February 2015 to October 2015	Management
Individual interviews	February 2015 May 2015	Management Coaches
Focus group	October 2015	Coaches
Programme records	Weekly from February 2015 to October 2015	Coaches Site Coordinators
Small scale survey	May 2015 and October 2015	Coaches

CHAPTER 3: FINDINGS AND DISCUSSION

This chapter will adopt the same format for each Crucial Component and associated Areas of Focus. The same question is addressed to each Area of Focus identified in Table 2, namely:

What was the status of this area of focus at the commencement of the evaluation and how had it developed over the course of the evaluator's involvement?

Following the evaluator's findings on the question, key developments and remaining concerns within that area will be discussed. Where appropriate, the evaluator has made recommendations for future programming as clear links between findings and recommendations were seen as enabling utilization by the client.

Crucial Component 1: Implementing Organisation

A programme's success is dependent on how well the implementing organisation is structured and resourced (Chen, 2015). The areas of focus for this component of the evaluation included the organisational structure of the Coach training programme, the funding available to the Coach programme and the equipment available. The next sections will examine how these areas had developed over the course of the evaluation.

Area of Focus 1.1: Organisational structure (Coach training programme).

To evaluate this area the evaluator met management in February 2015, she interviewed the Coaches individually during May 2015 and conducted a follow-up focus group with the Coaches in October 2015. The evaluator also observed training sessions, Coach interactions with the children at the beach, and staff meetings between management and Site Coordinators and noted key changes in the structure of the organisation as they took place over the evaluation term.

In what follows, changes in organisational structure and function that were informed by the evaluator's collaborative developmental approach (using regular feedback to management) will be described.

In February 2015, the staff of the organisation consisted of a Director, a Curriculum Designer, a Strategy Manager, a Site Coordinator and 17 Coaches. Headquarters were in Muizenberg.

Early on in the evaluation (February 2015) (in fact, after the first day spent observing programme activities), the evaluator noted that the Director and Curriculum Designer fulfilled several roles: among others, they were also the trainers, the operational managers, the programme coordinators, and additional drivers transporting children. Upon reflecting this back to the Director and Curriculum Designer, they acknowledged that they were trying to do too much and that the organisation's capacity needed to grow.

This was echoed during the evaluator's first meeting with the Coaches in March. Coaches voiced an overall unhappiness with the lack of time-keeping, that the schedule was not being kept to and that they did not feel heard when they raised concerns. This was further compounded when a child's personal item had been stolen during one of the sessions led by the Coaches. There had been a plan to buy a lock for a safety box for the children and Coaches to lock their valuable possessions away but the lock was not purchased. The child's parents wanted to withdraw him from the programme. There was consensus that if this issue were not addressed in a serious and timely manner there could be definite repercussions for successful programming.

Based on all of the above, the organisation decided that they needed additional staff in order to improve their organisational functioning and accomplish essential tasks. The organisation also needed to improve its cultural diversity and competence. A

black social worker³ who is able to speak English, Afrikaans and isiXhosa, was hired as the Coach Coordinator at the end of March 2015. This was important as the Director, Curriculum Designer and Strategy Manager were all white foreign nationals whilst the Coaches were black (English, Afrikaans and isiXhosa-speaking) South Africans. The Coach Coordinator also acted as the Site Coordinator for the Masiphumelele and Lavender Hill teams.

Based on individual interviews with Coaches in May 2015 the evaluator could report back to management that the Coaches were very satisfied with the Coach Coordinator and felt that they could trust her to look after their concerns. During this time an M&E intern was also appointed on a part-time basis to assist in the monitoring and evaluation of the children's surf therapy programme. The organisation also appointed a volunteer psychologist who was available to any Coach who felt they needed psychological support. As confirmed by the Coach Coordinator via email to the evaluator in October 2015, and for reasons not known, none of the Coaches ever took up this opportunity.

It was in July 2015, when the Director and a senior Coach were both overseas that evidence emerged that the organisation required another staff member. During the monitoring of the weekly coach Self-Assessments and Site Coordinator reports it became evident to the evaluator that there was discontent amongst the Coaches at one of the programme sites. The Coaches reported feeling bullied by their team leader and that some Coaches were receiving preferential treatment. The evaluator relayed the information to the Director who responded in the following manner in an email:

³Unless otherwise indicated, and mindful of the pejorative connotations of apartheid era race terms, in this dissertation I avoid the use of apartheid race terminology. I use the term "*black*" as a generic term for all persons of colour. The term "Coloured" is not used.

“Very frustrating staff issues when I am away. I think I am still too central to the HR process on the ground - which makes it hard for [the site coordinators] to assert authority in this area. Something to be addressed when I get back.” (email correspondence, 24 July, 2015).

Based on several electronic discussions between the evaluator and the key staff members it was decided that in order to separate the Director from the HR process, an Operations Manager position needed to be created. The organisation advertised and appointed a new Operations Manager (in August 2015) who is highly qualified and black (adding to the diversity of the organisation) and can speak Afrikaans, English and isiXhosa.

Overall, feedback from Coaches during the final focus group in October 2015 regarding the newly appointed staff members was positive. They did, however, voice their confusion surrounding the structure of the organisation. They were unsure of who reported to whom. Figure 11 illustrates how the organisational structure of the coaching programme has developed over the course of the evaluation:

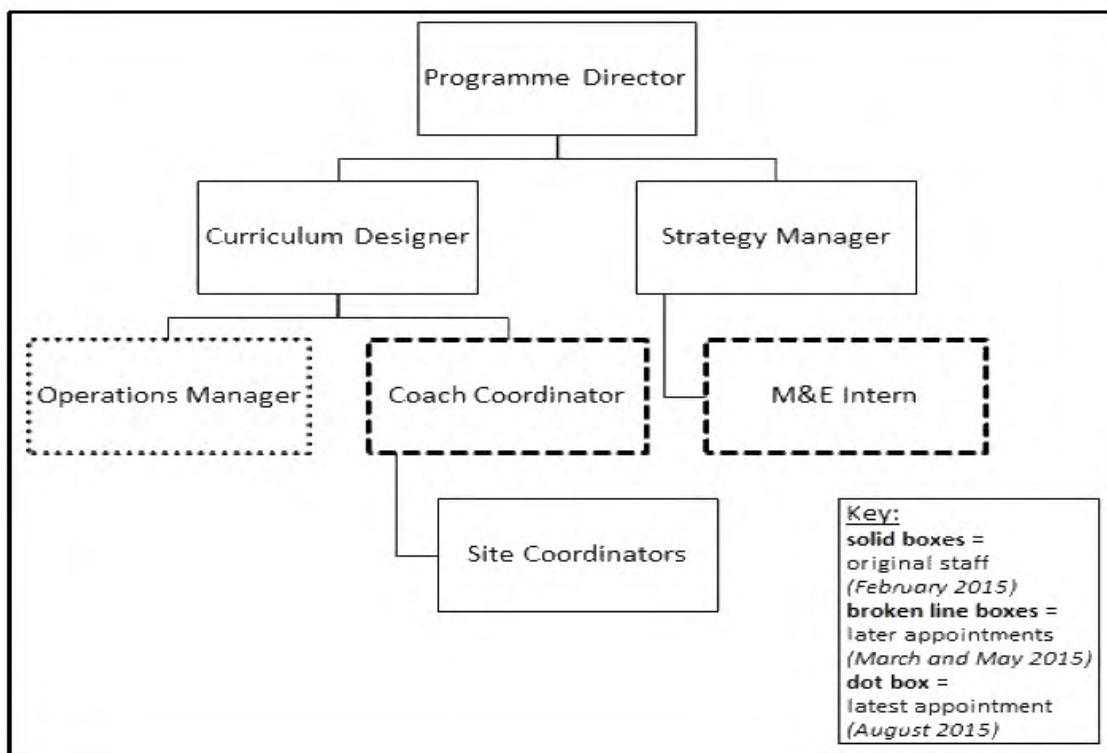


Figure 11. Waves for Change organogram.

The development of this organisational structure also led to changes in communication channels. Initially, based on data obtained from Coaches that their concerns were not being heard, the evaluator and Director met (in May 2015) and decided that a better system was needed. They agreed that the evaluator needed to be careful of becoming a fixed communication channel which would end once the evaluation was completed. Instead, a systemic change was required in which the Coaches were advised by the evaluator to raise their concerns in their weekly paperwork and with their Coordinator. Only if the evaluator observed that the Coordinator did not address the issue (either personally or escalated it to the level of the Director) she could raise the issue/concern with the evaluator. This new system had been approved by management and, according to a communication from the Director (email 25 July 2015), this channel of communication had begun to work well.

Discussion and recommendations. It was clear from evaluator findings that a lack of staff in key positions was a threat to successful implementation. Through ongoing feedback from the evaluator the organisation had addressed this threat by systematically increasing their staff as well as its cultural diversity and competence. This also led to changes to communication channels and the organisational structure. Although Coaches are more satisfied with the organisation's human resource capacity, they remain confused with its structure. Arguably they do not need to concern themselves with this. In a programme that is still being developed the organisational structure is sure to change from time to time. What is important from a Coaches' perspective is their channel of communication via their superior (the Coach Coordinator) and it is apparent that (for now) that channel is functioning successfully.

It is evident that attention to staffing is a matter that requires ongoing attention from the organisation. One solution does not necessarily solve all problems. This mirrors the innovative developmental approach to problem solving (Gamble, 2008).

The evaluator recommends that management continues to monitor this area of focus closely as it affects key areas of programming.

Area of Focus 1.2: Funding.

During a management meeting held in March 2015 the Director presented management and the evaluator with the organisation's budget. It was evident that the organisation would be able to keep delivering the intended services to Coaches for the next year.

Over the course of the evaluation the evaluator observed that more funding had been secured from several large international and domestic funders. In October 2015 the Director (in an email to the evaluator) confirmed that the organisation's financial position was secure for the next three years.

Discussion and recommendations. Partnering with various global and local funders has grown over the last seven months. This is positive in terms of the organisation possessing the financial resources to be able to deliver the intended services to users yet challenging in terms of reporting. Admittedly not all funders require the same level of reporting but partners such as Comic Relief demand high standards of monitoring and evaluating. The evaluator recommends that the organisation reflects on the requirements of each funder and makes certain that W4C is able to deliver on each of these. It might be prudent to increase staff levels in-line with funder demands.

Area of Focus 1.3: Equipment.

From interviews (in May 2015) and the focus group (in October 2015) with the Coaches it is clear that there was enough equipment for the current numbers of child participants. Occasionally, when the weather was particularly good and almost double the number of children attended the sessions, the Khayelitsha site had a shortage. According to information gathered through an internal focus group run by

the organisation in August 2015 and shared with the evaluator, this had made it challenging for the Coaches to manage the session(s). This occasional shortage of equipment could possibly be a future threat to implementation as the wait-list participants from the feasibility trial (Snelling, 2015, see page 26 of this document for more information) enroll as participants later this year. It was unclear how the programme intended to address this.

Discussion and recommendations. As the organisation relies on surfing to attract the at-risk children to the W4C child surf therapy programme, surfing equipment is vital to successful implementation. For the current number of children on a regular day equipment did not seem to be a concern. It was a problem, however, when the weather was sunny and more child beneficiaries engaged in programming. This is a concern as summer approaches and numbers are projected to increase. The inclusion of the wait-list participants of the feasibility trial adds additional concern according to Snelling (2015). A lack of equipment will mean that Coaches will be unable to deliver intended programme services to the child beneficiaries. The evaluator recommends that the organisation increase its number of surfboards and wetsuits to accommodate growing demand.

Crucial Component 2: Programme Protocol

A programme protocol should include a detailed prospectus of the activities and the delivery of said activities (Chen, 2005; 2015). At the start of the evaluation (February 2015), no formal/complete protocol existed as the various areas of focus were still in development. The next sections will examine how these two areas had developed over the course of the evaluation.

Area of Focus 2.1: Coach pathway.

In February there was no programme documentation which clearly mapped out the coach pathway from initial recruitment to subsequent levels. Meetings with

management established that the Coach training programme ranged from 2-3 years and different Coaches were at different stages of the training programme. The evaluator collaborated with management to develop a graphical representation of their conceptualisation of the Coach pathway. Figure 12 is the output and illustrates the different stages of the Coach training programme.

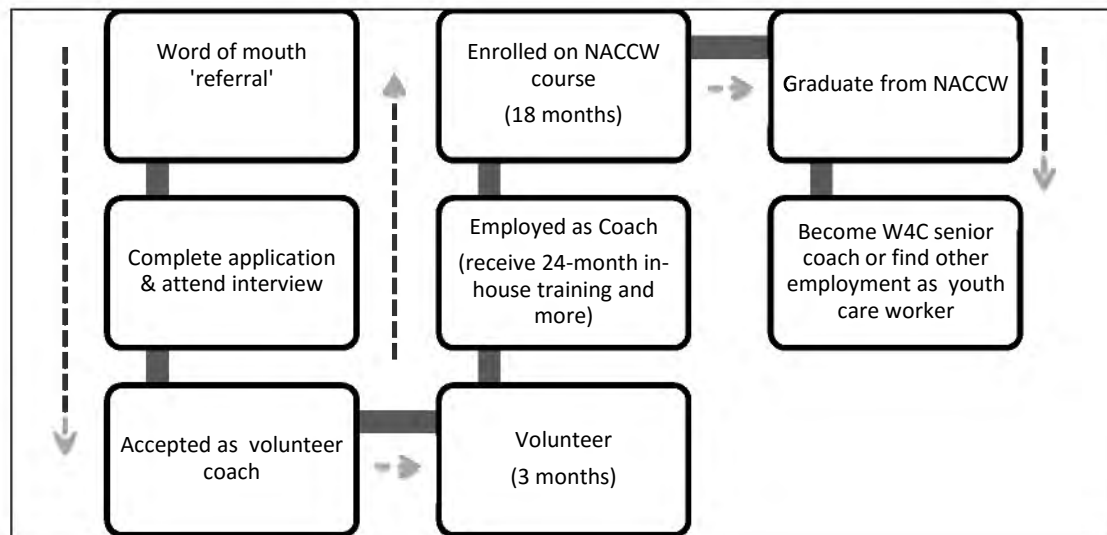


Figure 12. Management’s view of the Coach pathway in February 2015.

What follows is a short description of the recruitment process. The development of this area is investigated in more detail in Area of Focus 3.1. Essentially, individuals interested in becoming W4C Coaches were ‘referred’ by existing Coaches or leaders of other organisations. After applying and having been interviewed by management, the applicant was appointed as a volunteer coach at one of the sites.

It was apparent from early on in the evaluation that the 3-month volunteer period was not being strictly enforced. Due to the high number of children in the surf therapy programme, the organisation seemed keen to employ Coaches as soon as they showed consistent positive behaviour and were ‘unofficially’ referred by other Coaches from that particular site. This referral was based on the site coordinator’s opinion of the volunteer Coach’s competence working with the children.

After this period the volunteer coach is employed as a Coach. The Coach would then be enrolled on the NACCW course during the next course cycle. During this time Coaches work as full-time W4C employees whilst attending NACCW training. Upon completion of the 18-month long NACCW course the Coaches are meant to either stay on at W4C or to find work at another organisation or to study further.

During the individual interviews in May 2015 the evaluator learnt that none of the Coaches who were meant to graduate from the NACCW in June 2015 were planning on leaving the organisation. Coaches wanted to remain in the programme. The majority wanted W4C to assist them in completing a degree in Child and Youth Care. This was an unintended consequence of the current pathway that would result in too many Coaches becoming senior Coaches without enough senior roles to fill.

The evaluator fed this information back to management and in collaboration it was decided that mid-year performance reviews should be introduced for the first time in July 2015. The aim of the reviews was to track the performance of the Coaches. This information would then be used to determine which Coaches should be up for promotions and which should not.

After the reviews took place the programme introduced a new Coach pathway (in August) which is dependent on the performance review. The new pathway (Figure 13) was designed without evaluator involvement and illustrates the different stages of the Coach training programme in August 2015.



Figure 13. New Coach pathway (August 2015).

Discussion and recommendations. Originally, there was no defined coach pathway from volunteer to programme completion and exit from the organisation, or to a more senior position in the organisation. They either left the programme through a disciplinary process or by obtaining other employment in the youth care field. Furthermore, all Coaches were guaranteed NACCW enrolment regardless of performance or suitability. The evaluator in her developmental collaborative role with management helped to elicit the pathway that was in place but not previously systemised by management.

In reality, the Coaches face limited comparable employment opportunities. Those who have the NACCW qualification (FETC in child and youth care) can register as an Auxiliary Child and Youth Care Worker. It is reported that auxiliaries are often exploited (Loffell, Allsopp, Atmore, & Monson, 2008), some earning less than R800 per month and working up to 100 hours per week. At W4C NACCW qualified Coaches earn R2 600 per month and work roughly 40 hours per week. This is most likely the reason why most Coaches expressed a desire to the evaluator to remain at W4C and continue their studies in order to become fully qualified CYCWs.

As noted, W4C did not have a process in place to select employees for NACCW training based on performance. One perverse consequence was that Coaches who were not intent on qualifying as CYCWs were funded to the tune of R16,000 each to attend the NACCW course while earning a relatively good salary in comparison to others. This is a major expense for an NPO. After evaluator-led discussions with management the decision was taken for NACCW enrolment to become dependent on the coach's performance review. This meant that individual coach performance, rather than simply being an employed coach, determined NACCW enrolment. Performance review also provided the organisation with the right to terminate the employment of Coaches who do not reach targets or levels of required competence.

In this way, the Coach pathway developed in such a way that at the end of the evaluation it was performance rather than time-based. This meant that of the six Coaches who had started working as Coaches in January 2015 and who had been

promised NACCW enrolment in June 2015 only four were enrolled. The remaining two are set to enroll in January 2016 subject to their performance review results due in December 2015.

Understandably, not all of the Coaches were happy with the new conditions. Essentially, the organisation had changed the terms of employment without providing the Coaches with notice or new contracts. In a larger organisation there may have been legal consequences.

It is recommended that the organisation review its Coach contracts to reflect the new pathway as dependent on performance. As the Coach programme remains in development, it would also be prudent to include an appropriate legal clause which allows for the organisation to make changes to the Coach training programme to that effect. In addition, seeing that Coach progression is now based on performance, it is essential that monitoring of Coach performance is conducted and is accurate.

Area of Focus 2.2: Content of Coach programme.

Programme documents and meetings with programme staff made it clear that the content of the Coach training programme included the in-house psychoeducation curriculum, NACCW training, lifesaving training, first aid training, and surf instructor training.

The psychoeducation curriculum. This in-house curriculum is delivered over 24-months and divided into four six month blocks (see Appendix E). One month into the evaluation (March), and to assess the viability of the W4C curriculum to train child and youth care workers, the evaluator presented the Curriculum Designer with the National Collaboration for Youth's (NCY) Youth Development Worker Competencies (Astroth, Garza, & Taylor, 2004). The evaluator observed that, although the NCY is American-based, these competencies mapped well to the majority of the core competencies of the NACCW course. Mapping to the NACCW competencies is important as most Coaches attend NACCW training concurrently with W4C training. There were also additional competencies on the NCY list such as

“respects and honours cultural and human diversity” (Astroth et al., 2004, p.31) that the evaluator felt were appropriate for the W4C setting.

The Curriculum Designer compared the NCY competencies to the W4C curriculum and stated that:

“... I would say that it is spot on with the objectives of our coach competencies” (email correspondence, 23 March 2015).

All Coaches (except for those who enrolled on the NACCW course who missed 1 session per month) attended weekly in-house training based on the psychoeducation curriculum. The evaluator was concerned about those who missed in-house training as the support group sessions and teachable moments conducted with the children are based on this particular training session. These sessions are central aspects of the W4C theory of change for effecting positive outcomes in beneficiary children. Correspondence with the Curriculum Designer confirmed that this was a disruption but that it would be less so now that only four of the Coaches are enrolled in NACCW. The evaluator had subsequently been informed that two more Coaches were to be enrolled in February 2016. That would mean that 6 of the 15 current Coaches would miss the in-house training once a month.

NACCW training. Six of the Coaches were due to complete the Further Education and Training Certificate in Child and Youth Care (FETC in CYC) in June 2015. The other Coaches were promised (at the commencement of their employment) that they would be enrolled in either June or July of 2015. During interviews conducted in May 2015 some of the Coaches were skeptical that this would take place:

“They promised they would send me to college [NACCW] this year but I don’t know.”

“We keep getting promised things but they haven't happened.”

Their skepticism was well-founded as, despite this promise, in August 2015 the programme designers decided that NACCW bursary eligibility should be based on performance reviews conducted in July 2015 (see Area of Focus 2.1).

Lifesaving, first aid and surf instructor certification. Due to the issues surrounding eligibility criteria and recruitment (to be discussed in Area of Focus 3.1), Coaches had different qualifications and various levels of competencies. During interviews in May the evaluator learnt that some Coaches were not able to swim, most were not certified in first aid, whilst some were fully qualified life guards and surf Coaches. There was consistency in how the Coaches expressed their concerns regarding this issue:

“And we need first aid! We can't work with kids in the water and not know what to do when things go wrong.” (Coach interview, May 2015)

“I want be learn how to be a Life guard and to get my First aid- mine expired long time ago...” (Coach interview, May 2015)

“[we need] for all Coaches to have a skill in water. Some of us Coaches they cannot swim but they are Coaches. They cannot even surf. But we must all have the skills in the water. Because we are like lifeguards to these kids so the kids trust us and if they are drowning we need to be able to save them.” (Coach interview, May 2015)

Following the developmental collaborative approach, this information was rapidly fed back to the programme Director who agreed that first aid was a priority. First aid training was scheduled for the following week (June 2015). However, not all Coaches participated as at the end of the evaluation (October 2015) four Coaches still reported not having a current first aid qualification.

Unfortunately the management response to providing swimming lessons to Coaches was not so rapid. There were plans for lessons to start in July 2015 but this did not materialise. Most recently the programme has involved a WP surf champion from Lavender Hill to lead non-compulsory surf lessons on Thursday mornings. During the final focus group conducted in October 2015 one Coach still admitted to not being able to swim. At this same meeting, information from the 15 currently employed Coaches in the form of a small survey (Appendix D) was collected in order to ascertain whether the Coach training programme had led to gains in skills and qualifications. The findings are shown in Figure 14.

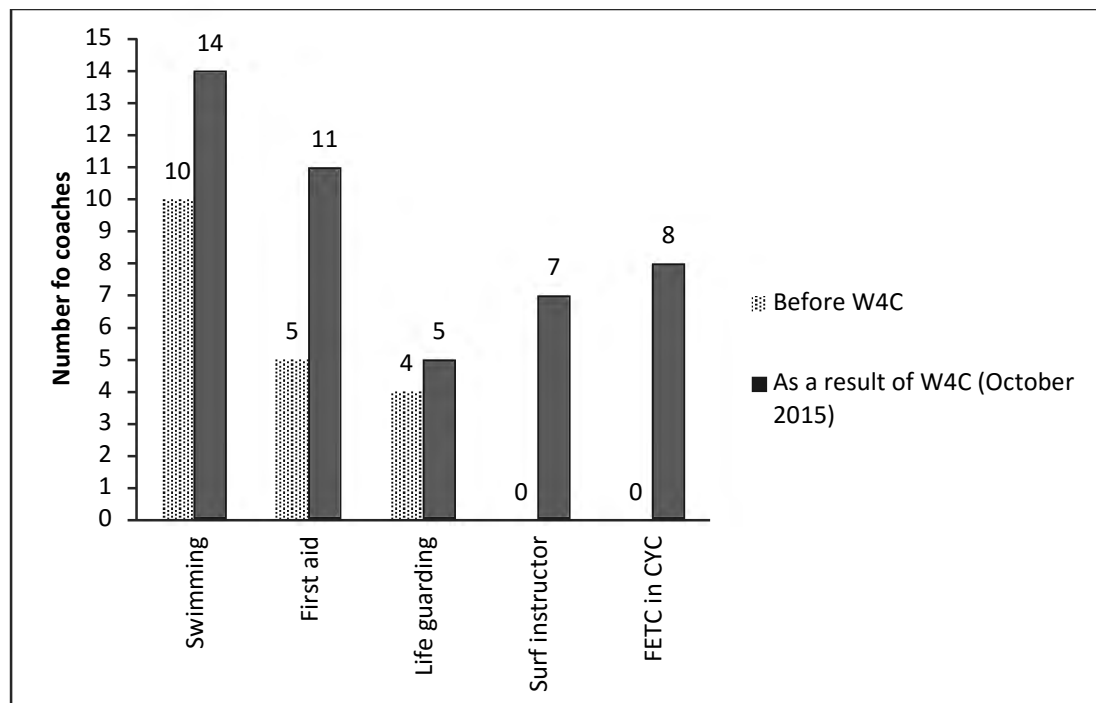


Figure 14. Gains in Coaches' skills and qualifications since joining Waves for Change.

In interviews in May and their weekly self-assessments, Coaches repeatedly spoke to the evaluator expressing their desire for computer skills training, training on their rights and responsibilities as a Coach and more team building. In the new Coach pathway (see Area of Focus 2.1) computer training is scheduled to take place during the second and third year along with first aid level 3 and the NACCW course. The Coaches' request for team building materialised into a week-long coach retreat.

Discussion and recommendations. The Coach training programme has increased Coach skills and qualification (albeit not equally). The differences are due to Coaches being on different levels of the pathway and also due to skills at recruitment. Not all Coaches enter the programme with the same baseline skills and qualifications. It is realistic though to expect Coaches on the same level to have the same skillset. This is not yet the case.

The evaluator had highlighted certain components such as first aid and swimming training which required immediate action. Although the issue of first aid was addressed by management, four Coaches remain without certification. The Children's Act [No. 38 of 2005] set out national norms and standards for staff who work with children. One of these standards is for staff to be trained in first aid. It is imperative that all Coaches hold a first aid qualification. The evaluation indicates that this failure is due to a lack of monitoring and oversight and the organisation needs to determine whether this responsibility falls within the Coach Coordinator or Operations Manager's role.

In sum, the content of the Coach training programme has not changed significantly over the course of the evaluation. What has changed is the monitoring of the implementation of the content. This has the potential to contribute to improved programme delivery. Coaches need to possess the necessary skills to successfully implement the child surf therapy programme, and compulsory skills and qualifications such as swimming and first aid cannot continue to be overlooked. Management needs to address deficits as those without the requisite skills compromise the quality of the surf therapy programme.

Crucial Component 3: Target population

Two *areas of focus*, programme eligibility criteria and recruitment practices, and the willingness of beneficiaries to commit and remain committed to the programme were the focus for this Crucial Component. The next section will examine how these two areas of focus had developed over the course of the evaluation.

Area of Focus 3.1: Eligibility criteria and recruitment strategy.

Due to the fact that the Coaches work with at-risk youth and that a large number of resources are employed to run the Coach training programme, it is necessary for W4C to recruit the most appropriate individuals onto the Coach training programme. The organisation therefore requires a “clear boundary for eligibility” (Chen, 2015, p.78). In order to investigate whether this was the case, the evaluator reviewed programme documentation and then interviewed Coaches in May to determine whether they met the criteria as stipulated by W4C. The W4C coach application form listed the following criteria:

- Passion for improving their community
- Passion for working with young people
- Responsible, organised and able to take initiative
- Previous experience with youth/child care work/volunteering or community service.
- Aged between 18 and 28.
- Skills in swimming/surfing (desirable)
- Matric qualification (desirable)

It was apparent that all 17 of the Coaches were passionate about working with children and improving their communities. When asked the question, “*Why do you coach?*” every Coach declared their passion for working with children. When asked

what their future goals were 15 of the 17 answered that they wanted to play a role in improving their community.

All of the Coaches had some experience of working with children. This varied as some were life-guards, some had their own children, some had been elders in the W4C organisation and others had volunteered at local organisations who dealt with children. Only two of the Coaches did not fit the age requirement. Two of them were older than 28. Ten claimed to be able to swim and six had a matric qualification.

Next, the evaluator investigated the recruitment strategy. A meeting with management in March 2015 informed the evaluator that the organisation mainly employed three main strategies: recruiting from the Fish Hoek Surf Lifesaving Club, internally from the elder pool and through word of mouth. The Coach cohort of May 2015 consisted of four Coaches who had been recruited from the lifesaving club, four who had previously been elders and nine through word of mouth.

During interviews the evaluator conducted with the Coaches in May 2015 several issues became apparent with regards to recruitment. These were: swimming ability, first aid training, and English proficiency. Firstly, Coaches voiced concern that not all of them were able to swim. Those who could swim, felt that swimming should be a compulsory requirement for Coaches working in a surf setting. They suggested the organisation implement some form of swimming assessment during the recruitment process.

As part of the developmental collaborative approach taken by the evaluator, this information was fed back to management. The outcome was noted briefly in Area of Focus 2.2. above. The Director acknowledged that this was a serious issue and made plans to incorporate swimming lessons in future for those currently unable to swim. In the meantime these Coaches would only work with the children out-of-water.

The second issue arising from the interviews was the fact that not all of the Coaches had first aid training. In most organisations this is a requirement when working with

children. Again, this was fed back to management who arranged first aid training for the following week (this is also discussed in Area of Focus 2.2).

The third issue arising from the interviews was that of language. Two of the Coaches could barely understand the questions posed in English by the evaluator. This in itself would not be an issue as many children and Coaches converse in isiXhosa but it becomes a concern with regard to training. The in-house training and the weekly documentation that the Coaches have to complete are in English. The NACCW course is also delivered in English. When the evaluator broached the subject during the focus group with the Coaches conducted in October 2015 there was agreement that a certain level of English proficiency should be expected of Coaches.

Differences between Coaching teams. In addition, issues with recruitment came to the fore across the three Coaching teams. In April 2015 it became apparent that there were problems at Lavender Hill. Interviews with child beneficiaries had been conducted internally by W4C and some of the children were complaining that some of the Coaches were rude, got angry and swore at the children. None of these issues were reported with the other two Coaching teams. The Masiphumelele and Khayelitsha children were very happy with how their Coaches treated them.

The main difference with Lavender Hill, as explained by management, was the recruitment strategy that had been employed. All of the Coaches there had been recruited through word-of-mouth. None of them were from the local life-saving club or from the W4C elder pool. The evaluator also discovered that since July 2015 there were no male Coaches in the Lavender Hill team. This could be problematic for young males in Lavender Hill looking to relate to W4C male role models.

During the focus group in October some of the Coaches voiced their dissatisfaction with the recruitment strategy. One Coach summed it up like this:

“We are not equal in terms of skills. Some of us are lifeguards plus surfing instructors plus first aiders whilst others cannot even swim. How can they be Coaches too? How must we work together as a team?” (Coach, Focus Group, October 2015)

Another difference between Coaching teams was that not all had been checked against the Child Protection Register as required by the Children’s Act [38 of 2005]. According to email correspondence from the Curriculum Designer, whilst all of the Coaches in the Khayelitsha team had been checked, only one from Masiphumelele and Lavender Hill respectively, had been referred for screening. This constitutes a breach in the law which places W4C at risk for prosecution.

Discussion and recommendations. As Coach interaction is crucial to improved outcomes in at-risk youth and due to new Coaches interacting with this population even during their volunteer period, it is essential for the organisation to recruit individuals with the appropriate attributes and skills. At the end of the evaluation period no significant changes had been made to the eligibility criteria or recruitment protocols to be used in future. This area remains a major threat to the successful implementation of both the Coach training and the child surf therapy programme.

The selection of Coaches is integral to the organisation’s success as Coach actions and interactions with the child beneficiaries significantly influence the extent to which the young people experience the potential positive aspects of sports (Bailey & Dismore, 2004). Evidence suggests that when a youth care approach is adopted in sports programmes, it adds value to the sports practices (Coalter & Taylor, 2009). This means that programmes which are more youth work oriented than sports coach oriented tend to be more effective. It has been suggested that the reason for this is that sports coaches are not necessarily equipped to deal with the problems they face when working with at-risk youth. Some authors have even suggested that it would be more effective and easier for youth workers to learn sports coaching skills than for sports coaches to learn youth work skills (Robins, 1990). This is congruous with

research that has established that improvements in the socio-psychological well-being of participants were more dependent on the social interactions and psychological climate than the actual sporting activities (Biddle, 2006).

The W4C organisation does emphasise the youth worker aspect in its psycho-education curriculum and by enrolling Coaches on the NACCW course. The organisation also allows for Coaches to refer vulnerable children to the social worker; and they provide a daily meal to all participants. This aligns with Coalter's (2012) recommendations that Coaches have an attitude which places children's physical needs and life situations before abstract ideas about positive development through sports. In-line with the evidence and recommendations it could be advantageous in future for the organisation to focus its eligibility criteria on the youth work aspect and to consider recruiting auxiliary CYCWs who fit the other eligibility criteria of W4C.

Area of Focus 3.2: Barriers to retention and strategies to address them.

During interviews with the Coaches in May 2015 they recognised that there were no consequences for not carrying out their responsibilities. Some felt that they were not being treated equally and that some were being favoured by management, having gotten away with not doing what was expected of them. The evaluator fed this back to the Director who explained that, although the organisation had reward and disciplinary options, they had never implemented them. He committed to starting processes which would incentivise improved Coach conduct. A 13th cheque was offered to Coaches who had 100% attendance and satisfactory performance. A flag system was implemented for disciplinary actions that worked as follows: a blue flag represented a verbal warning; a yellow flag a written warning and a red flag meant that the Coach had to leave the programme. These flags were issued for underperformance, unexplained absence and misconduct.

Following this development, over the period from May-July 2015, four of the Coaches who had been recruited in January left the programme as a result of the flag

system; two had left on their own accord after being placed on yellow flag status and two had been dismissed for red flags. In a cohort of 17 Coaches this meant that almost a quarter of the Coaches had left⁴. The main barriers to retention as determined by the evaluator through observation and interviews were dissatisfaction with management and inappropriate recruitment.

Upon feedback from the evaluator the Director instructed the Coach Coordinator to provide the Coaches with a weekly debrief session where they could share issues they had with management in an attempt to find solutions. This seemed to be successful as satisfaction ratings collected from the Coaches during the focus group in October showed an increase in satisfaction with overall management (see Area of Focus 4.1).

As management could not do anything about the recruitment strategy until the next recruitment phase, they decided to introduce a review system. Coaches' performance and attendance were reviewed in July. During the reviews Coaches were shown how they were performing in terms of compliance, engagement and attendance and then targets were set for the next review which is to occur at the end of the year. The results of these reviews formed the basis for eligibility of the 13th cheque and for future employment and training opportunities (see Area of Focus 2.2). Coaches who pass their review would be enrolled on the NACCW course, while Coaches who fail to reach their targets would have to wait until the next round of reviews to be considered for this opportunity. It was unclear what happens to Coaches who were already NACCW qualified and who fail their review.

⁴ During this time four candidates had started volunteering as Coaches. One of them became employed as a coach in June 2015 and the other in September 2015.

A final potential barrier to retention that the evaluator became aware of during her weekly auditing of the site reports was Coach burnout - an experience common in child care workers described as exhaustion resulting from excessive demands (Whitehead, 1984). Coaches worked with children who experienced a whole range of traumatic experiences and the children often shared these with the Coaches during the 1:1 sessions. Coaches also conducted home visits and were often deeply concerned by what they experienced. The introduction of a psychologist to the W4C organisation (see Area of Focus 1.1) was management's attempt at providing professional support to the Coaches. As mentioned in Area of Focus 1.1 none of the Coaches ever made an appointment with the psychologist. Correspondence with the Coordinator confirmed that the Coaches are using the weekly debrief session to debrief not only about management but also about their experiences with the children. This is a positive development that may reduce the need for the additional psychological service.

Discussion and recommendations. High turnover rates can threaten not only the successful implementation of youth programmes but also the development of the beneficiaries served by the programme (Yates, 2015). Possible causes of high turnover rates include burnout, low pay, few rewards and a perceived lack of respect for their work (Yates, 2015). The findings of an investigation into best practices in the retention of youth workers by the National Collaboration for Youth in the United States highlighted the fact that good recruitment is the cornerstone of successful retention of youth care workers (NCY, 2006). This underlines the importance of the need for W4C to address their eligibility criteria and recruitment strategy as mentioned in the previous section.

The NCY study found that stable workforces can only come about when the right people are recruited for the right reasons; when the organisation is clear about their expectations; and when staff are trained, supported and fairly compensated. In order to do this the authors suggested a list of recommendations for organisations wishing to retain youth workers: adequate compensation and opportunities for

advancement, support, training opportunities, clear work roles and perceived competence to perform the role, networking opportunities and a sense that work is valued. A study by Davidson and colleagues (Davidson, Evans, & Sicafuse, 2011) used these factors as predictors in a multiple regression with 495 youth care workers. The authors found that job efficacy, clarity of work roles and benefits significantly predicted the competency of youth care workers to enhance the youth care worker's commitment and to form positive relationships with programme beneficiaries.

In terms of W4C: the compensation is within industry standards; the new coach pathway provides opportunities for advancement and training; the 13th cheque provides incentive and support is provided by the Coach Coordinator during weekly debrief sessions. Coach work roles need to be clarified, networking opportunities need to be provided and there remains a sense from some of the Coaches that their work is undervalued.

Key insights from the Davidson study were that improved communication between management and staff about roles and ongoing training to maintain competence should improve job-efficacy. This, paired with management showing that they value the Coaches' work, should improve Coach confidence. Management should be alert for Coach burnout and should provide (on an ongoing basis) support and evaluation of retention strategies. This is particularly important for the W4C cohort where Coaches face challenges due to their living in communities with significant social problems.

Crucial Component 4: Programme Implementation

Part of assessing how well a programme is operating is to evaluate its implementation (Rossi et al., 2004). When programme implementation is measured repeatedly it is referred to as *monitoring* (Rossi et al., 2004). As repeated measurements were possible during this evaluation it was plausible to evaluate the monitoring of the Coach programme.

Area of Focus: 4.1 Monitoring of Coach programme

It is important to monitor the implementation of a relatively new and innovative programme as unexpected results and unintended side-effects often arise during this phase (Rossi et al., 2004). It is also essential that monitoring information is of good quality. Accurate and timely information on programme implementation can be vital to management in addressing problems before they cause too much damage to the programme.

Rossi et al. (2004) recommend that when monitoring implementation it is necessary to track (amongst other things) who the beneficiaries of the services are; their compliance and engagement with the services and whether beneficiaries are satisfied with the services. The next section will examine developments in the quality and accuracy of *programme monitoring documentation* before then turning to look at who the *beneficiaries* were, their *compliance/engagement* and finally, their *satisfaction* with services received.

Programme monitoring documentation. Initially, Coaches were expected to complete a Weekly Self-Assessment (WSA) (Appendix F) and a Problem, Assessment, Intervention, and Plan note (PAIP note) (Appendix G). The WSA was used to collect information from Coaches about programme activities for that specific week, including: their last 1:1, their next 1:1, and to reflect on what they had learnt that week. The WSA also provided the Coaches with the opportunity to refer the child to a social worker. The PAIP note was used to collect information on the 1:1 session and the child's address for a home visit.

After meeting with the Coaches in March 2015 the evaluator learned that they did not feel compelled to complete their documentation (there were no consequences for non-compliance). It was also too easy to answer the documentation in “automatic mode” with monosyllabic responses.

Based on this information the evaluator suggested to the Director that the WSA be amended. She also suggested that the individual WSAs be collated into weekly Site Coordinator reports (completed by the two Site Coordinators- one for the Khayelitsha team and another for the Masiphumelele and Lavender Hill teams) which are then electronically inputted to the Monitoring Information System (MIS). The organisation had an existing Site Coordinator Report (Appendix H) that could be amended in order to reflect the revisions made to the WSA. The suggestion was accepted and the evaluator worked in collaboration with her supervisor and the programme staff (see Appendix I for an excerpt of suggested changes to the Site Coordinator Report) to create the revised WSA (Appendix J) and Site Coordinator Report (Appendix K). The revised WSA included fields for the following: the previous week’s 1:1 and home visit; next week’s 1:1; referrals; rating of the usefulness of the weekly training session; a top story of how that coach had implemented the training; and a section for programme feedback to management. The Site Coordinator Report had been amended to reflect the changes to the WSA.

After the introduction of the new documents (May 2015) the evaluator thought it prudent to audit a handful of Site Coordinator reports to see whether the new system worked. This exercise showed that errors were occurring during the Coordinators’ transfer of data from the Coaches’ individual Weekly Self-Assessments to the Site Coordinator reports. For instance, a random selection of reports showed that the reported number of WSAs submitted did not tally with the actual number of submitted WSAs. Also, there were instances where Coordinators reported that all Coaches had conducted home visits when, in fact, the individual WSAs showed that only half of them had. The evaluator fed back this information to the director and it was agreed that the evaluator would continue to audit the reports on a weekly basis

until the error rate improved. She would compare the information in the two Site Coordinator reports with the information in the WSAs and report any inaccuracies to management and the two Site Coordinators. By the end of June 2015 the evaluator's audit showed the first no-error transfer and there was an increase in confidence in the accuracy as noted below:

“Your data audits have been very successful in bringing the standard of data quality up.” (Director, electronic correspondence, 14 August 2015)

Amendments to the monitoring documentation continued to be suggested by the evaluator throughout the evaluation term based on her auditing and feedback from Coaches. Some of the suggestions were implemented and others were not. Crucially, the programme is yet to record which children received 1:1 sessions and home visits from Coaches. The Coaches submit this information on their WSA but it is not transferred to the information database. At the end of the evaluation term, it remains the case that there is no tracking of how many 1:1 sessions or home visits a particular child has received. This could mean that some children will receive more 1:1 attention and home visits than others. As it stands, it is possible that some children could complete the surf therapy programme having received no 1:1 sessions or home visits.

In the next section we look at the first of the three aspects important to monitor during implementation as recommended by Rossi et al. (2004), i.e. who the beneficiaries of the programme were, referred to here as *Beneficiaries*.

Beneficiaries. An important part of monitoring the beneficiary cohort is to determine whether bias exists in programme participation (Rossi et al., 2004). Bias could be present in the form of sex, race, language, age, etc. and could be due to a variety of conditions (Rossi et al., 2004). In March 2015, the Coach cohort consisted of 17 Coaches aged between 18 and 38 years. All of the Coaches identified as black. Seven of the Coaches were male whilst 10 were female. All of the Coaches spoke English (some fluently and other much less so), most spoke isiXhosa and five Coaches were

able to speak Afrikaans as well. At the end of the evaluation term (October 2015) there were 15 black Coaches aged between 18 and 38. Six of the Coaches were male.

In terms of bias, all of the beneficiaries are black. All of the child beneficiaries are also black. This is a reflection of the racial make-up of the W4C recruitment areas rather than racial bias and is therefore not a cause for concern. In terms of sex, there are currently more female Coaches than male (40%) and no male Coaches in the Lavender Hill team.

Four of the Coaches are younger than 20, three are older than 30 and the remaining eight Coaches are in their twenties. The Coaches share the common language of English with most able to converse in isiXhosa as well. The Khayelitsha team is the largest with eight Coaches followed by Masiphumelele with four and Lavender Hill with three. Khayelitsha does have almost twice as many child participants so it is necessary for that team to be larger than the other two.

Rossi and colleagues (Rossi et al., 2004) suggest that another way to assess bias is to examine differences between beneficiaries and those who have dropped out. Of the four Coaches who had left the programme during the evaluation term two were male and two were female. All four had been from the Lavender Hill team and all were in their early twenties. This shows that the current recruitment strategy (as discussed in Area of Focus 3.1) is not successful at employing and retaining good quality Coaches in Lavender Hill.

In sum, the coach cohort has changed over the course of the evaluation. Although the individuals have changed there has been no marked change in the demographics of the cohort. The only real cause for concern is the all-female Lavender Hill team. Future recruitment strategies should address this bias.

In the next section we look at the second the three aspects important to monitor during implementation as recommended by Rossi et al. (2004), i.e., beneficiaries' compliance and engagement with services referred to here as *Coach compliance and engagement*.

Coach compliance and engagement. This was actively monitored throughout the evaluation. This was accomplished by collecting data from Section 2 of the weekly Site Coordinator Report. Section 2 had remained unchanged in both versions of the Site Coordinator Report (see Appendices H and K). Section 2 reports on Coaches' submission of Weekly Self-Assessments (WSAs) and completion of 1:1 sessions and home visits.

It is important to note that only negative data is recorded by the programme. Thus: submission of Weekly Self-Assessments (WSAs) are recorded in terms of Coaches who had *not* submitted their WSA that week; completion of 1:1s and home visits are recorded for Coaches who had *not* conducted these respective activities.

In the figures that follow it is not possible to know the proportion of Coaches who are engaging in the activity as the total number of Coaches employed at each data point is not captured by the organisation. For this reason raw negative numbers are reported in each figure rather than proportion. During the course of the evaluation the number of Coaches employed and responsible for submitting WSAs and conducting 1:1s and home visits were never less than 14 or more than 17.

The first measure of monitoring compliance and engagement was Coaches' submission of the Weekly Self-Assessment (WSA). Figure 15 shows the number of Coaches per week who had failed to submit their Weekly Self-Assessment (WSA).

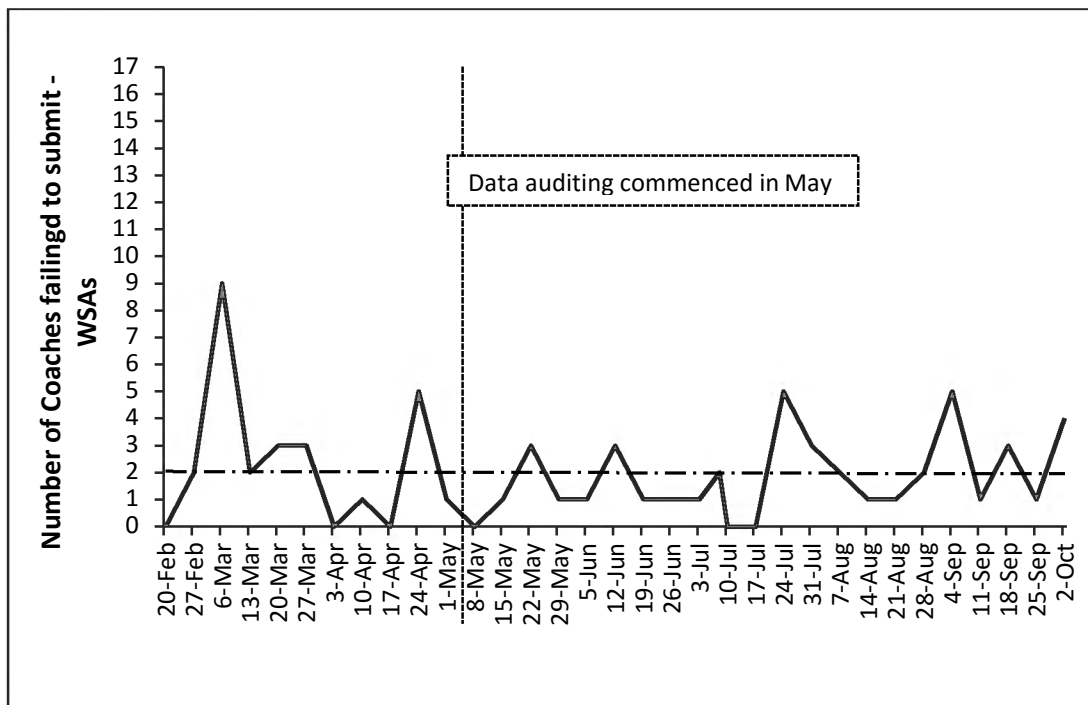


Figure 15. Number of Coaches per week who had failed to submit a Weekly Self-Assessment.

As is clear from the regression line there was little overall change in how many Coaches completed their weekly documentation. On average two Coaches did not complete their WSA each week. There were five weeks where all of the Coaches completed their WSA. Spikes in the record (increased incidence of failure to complete WSAs) occurred specifically around the weeks of 6 March, 24 April, July 24 and 4 September. This will be discussed below in the *Discussion and recommendations* section.

The second and third measures of monitoring compliance and engagement were 1:1 sessions and home visits. Each Coach was expected to conduct at least one 1:1 session and one home visit per week. The 1:1 session involved choosing a private moment with a child beneficiary to gently elicit a discussion about the child’s home or school life. The home visits involved the Coach visiting the home of a child beneficiary in an attempt to learn more about the child’s life space and how parents felt about their child attending W4C. Figure 16 shows the number of Coaches per

week who had not conducted a 1:1 session with any child whilst Figure 17 shows the number of Coaches per week who had not conducted a home visit.

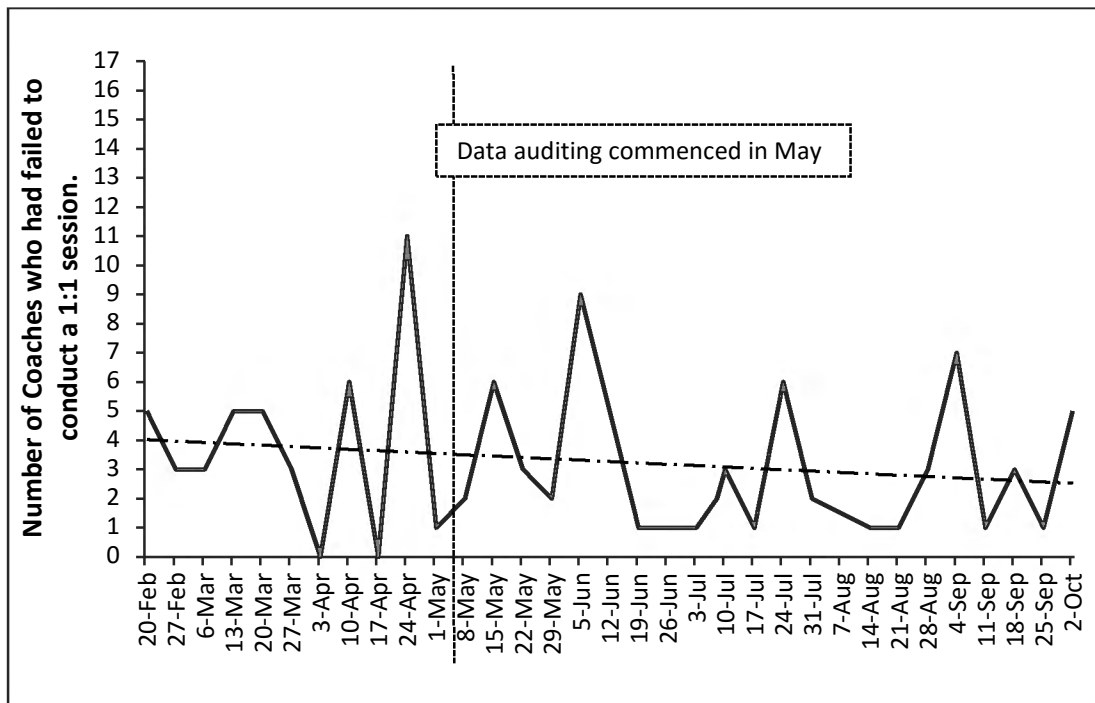


Figure 16. Number of Coaches who failed to conduct a 1:1 session in a particular week.

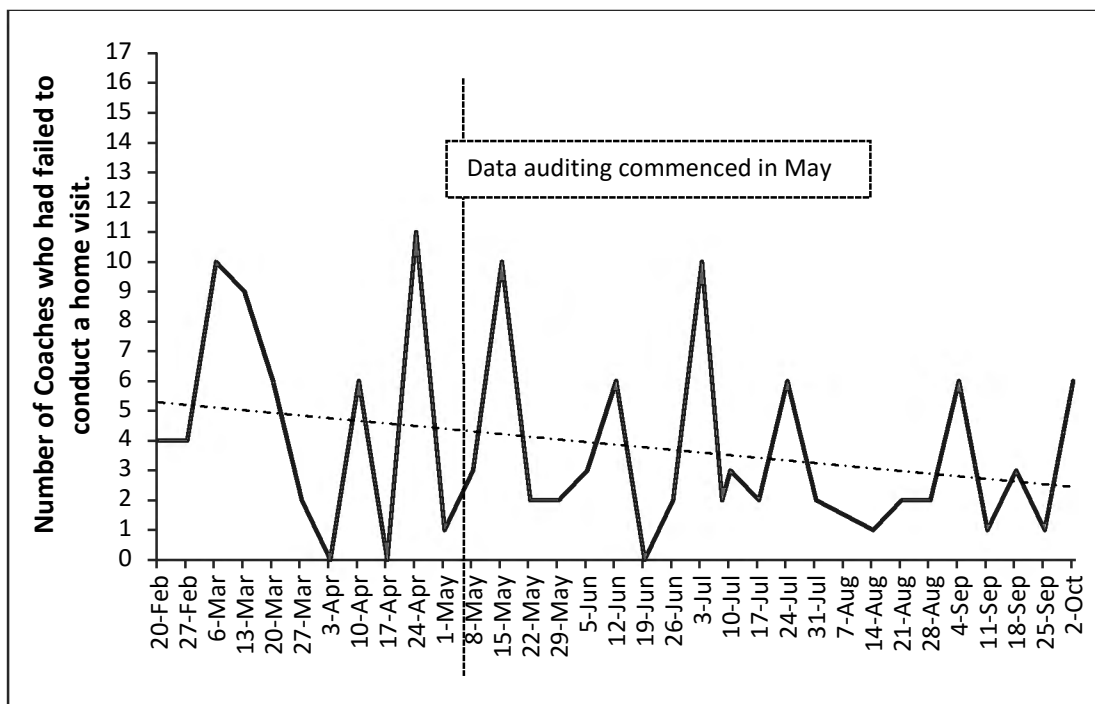


Figure 17. Number of Coaches who failed to conduct a home visit in a particular week.

In both figures the regression line showed that over time compliance/engagement had improved. More Coaches were conducting 1:1s and home visits per week. Also evident from all the peaks and valleys in both figures was the fact that this coach behaviour was erratic. Of particular concern in terms of 1:1s were the weeks of 24 April, 5 June, and 4 September where almost half of the Coaches (or in some cases more than half) had not conducted a 1:1 with a child during that week. For home visits there were only three weeks where all Coaches conducted home visits (A3 April, 17 April and 19 June) and during the weeks of 6 March, 24 April, 15 May, and 3 July more than half of the Coaches had not conducted a home visit. This too will be discussed below in the *Discussion and recommendations* section.

Discussion and Recommendations. The findings indicate that monitoring of Coach performance had improved. The format of programme documentation such as the WSA and Site Coordinator Report had been revised and the evaluator's auditing had increased accuracy. W4C need to continue to focus on what matters most- the accuracy and reliability of their monitoring system (Rossi et al., 2004). This is especially crucial now that coach progression and benefits are performance-based.

Overall compliance and engagement had improved over the evaluation period. There remains much room for improvement with regard to the number of Coaches who, on a weekly basis, complete their expected tasks. The evaluator hoped to show that the various interventions such as the introduction of the Coach Coordinator and performance reviews might show a clear change in the trends of engagement but this was not the case. Engagement, although showing overall improvement, remains inconsistent. The evaluator investigated the spikes across certain dates (e.g., 6 March, 24 April, 24 July and 4 September) by checking against school holiday term dates, protest action and Coaches being absent due to NACCW commitments. School holidays and NACCW do not seem to play a role. It is worth noting that the Director had been overseas during the week of the 24th of July and that there had been protest action in one of the communities during September. Data auditing commenced in May 2015 and the evaluator had picked up on a lot of errors in the

Site Coordinator Reports. It is possible that recording errors, and not actual events, had caused the spikes.

This inconsistency in home visits was partly explained by Coaches during the interviews in May 2015 and the focus group in October 2015. The Coaches often felt uncomfortable visiting some of the homes. This was as a result of the homes generally being located in informal settlements where social unrest and crime is particularly high. They also found it difficult to physically locate the home as not all of the homes had visible house numbers. During the last week of July 2015 the Coaches agreed that they would conduct home visits as a group on Sundays. From Figure 16 above one can see that this had a positive effect for more than a month before another series of spikes occurred. Upon enquiry the evaluator learned that a spate of violent protests had occurred in some of the communities during September 2015 and Coaches had not felt comfortable conducting home visits.

It is important to note that the Coaches live in communities with significant social problems and that they often times do have valid reasons for being absent (thereby not being able to complete the WSA or conduct 1:1s) or for feeling uncomfortable to conduct home visits. Currently, the only way to collect the weekly documentation is in hard copy format which makes it tricky when Coaches are unable to come to Muizenberg due to protest action, illness or a crime-related incident. Future programming might include more electronic means of collecting weekly record data (say, through mobile devices) which might make it easier for Coaches to submit their weekly documentation but on the other hand it might lead to Coaches or programme sites becoming targets of crime.

In the next section we look at the first of the three aspects important to monitor during implementation as recommended by Rossi et al. (2004), i.e., whether beneficiaries were satisfied with the services they had received, referred to here as *Coach satisfaction*.

Coach satisfaction. This was determined from data collected during interviews (May 2015) and the focus group (October 2015) with Coaches plus the training ratings collated in the two weekly Site Coordinator Reports (Appendix K). A small scale survey (Appendix D) was completed during interviews and the focus group wherein Coaches were provided with a list of programme elements and asked to rate whether they were satisfied or not satisfied. The satisfaction ratings as provided by the Coaches for various elements from May and October were compared in Figure 18.

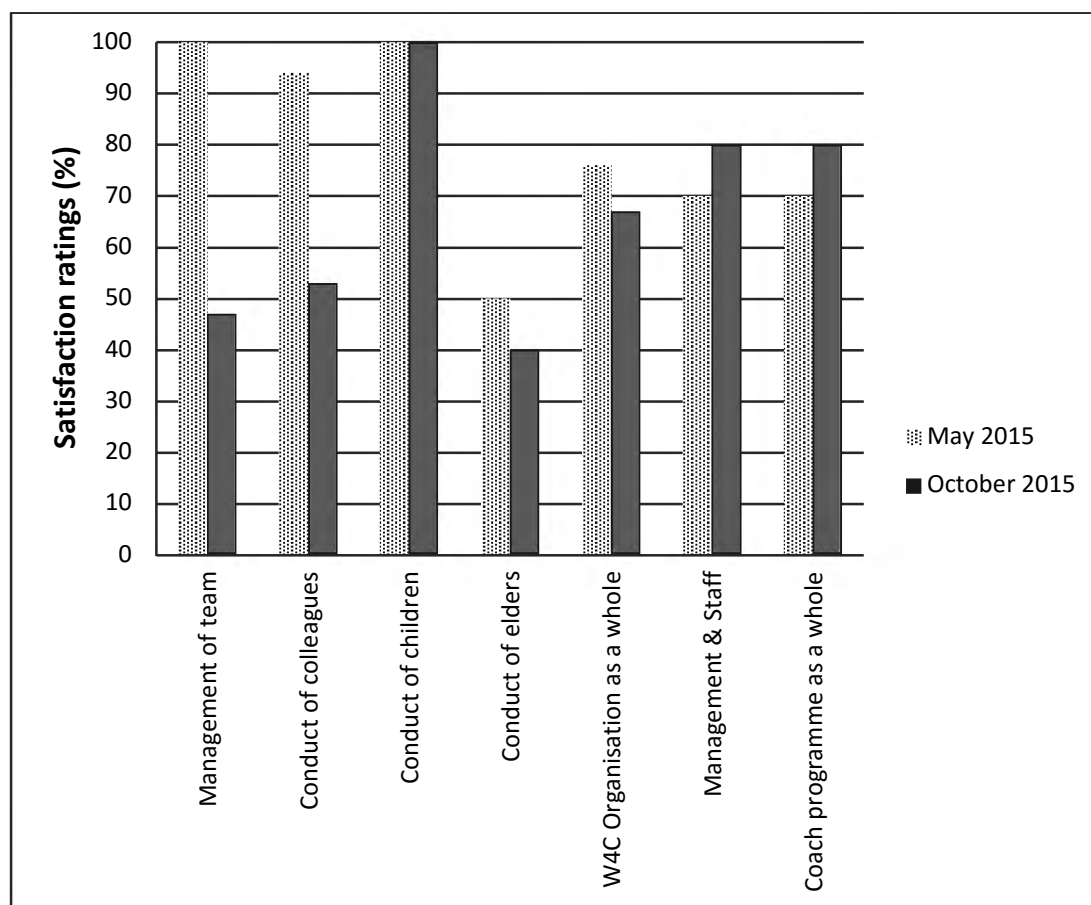


Figure 18. Coach satisfaction ratings of programme elements in May 2015 and October 2015.

Numbers are small and do not warrant statistical analysis, but on inspection, it is clear that there was no change in Coach satisfaction with the conduct of the

children. They were more satisfied with management and support staff and the Coaching programme as a whole at the end of the evaluation period. This could have been as a result of the development of the organisation’s human resource capacity and diversity (discussed in Area of Focus 1.1) and also changes to the Coach pathway and the training content (discussed in Area of Focus 2.1 and 2.2). Coaches were less satisfied with the management of their respective teams and with their colleagues. This might have been the reason for more of them being slightly less satisfied with the W4C organisation as a whole.

In addition to satisfaction ratings average training ratings (on a scale of 1 to 10 where 1 was poor and 10 was excellent) were collected in the revised weekly Site Coordinator Report (Appendix K) (implemented in May 2015) and graphed against time. Figure 19 illustrates the average training rating per week (on a scale of 0-10).

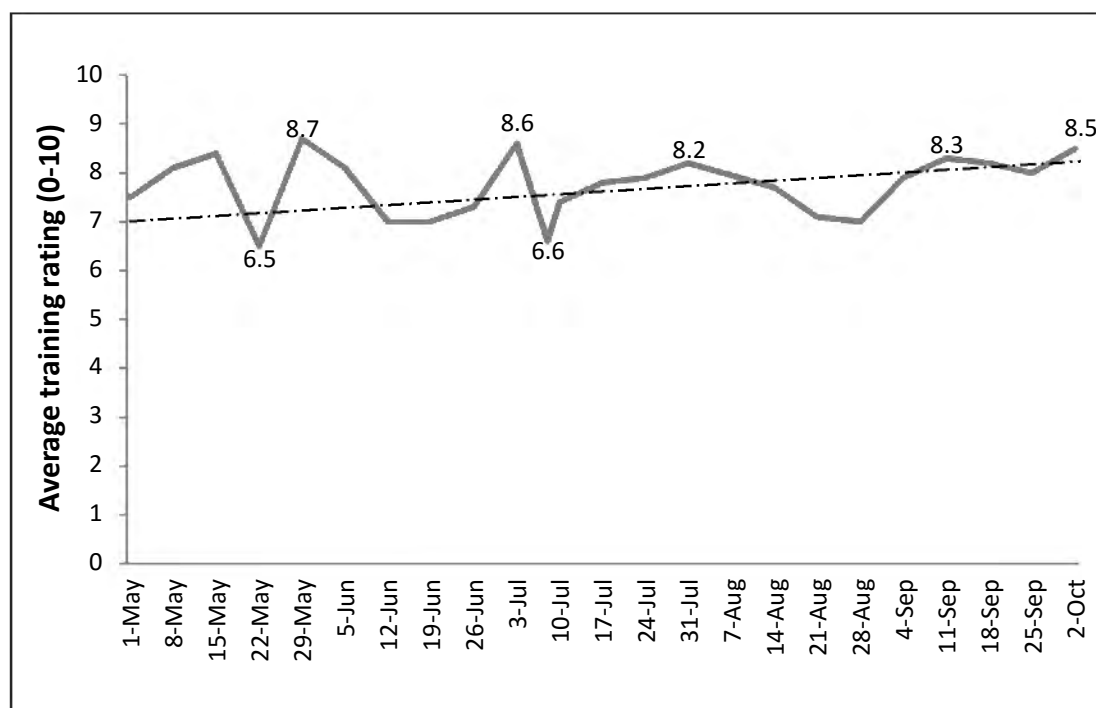


Figure 19. Coaches’ average training ratings over time.

From the figure it is evident that there has been a positive trend in how the Coaches rate the weekly training they received. This was synonymous with interview data from May 2015 and programme data collected from the Weekly Self-Assessments and Site Coordinator Reports as shown below:

“The training is more effective than it used to be. It's not so BORING. Now it is professional.” (individual interview, May 2015)

“The training is awesome. I really enjoyed this week and learned a lot.”(Weekly Self-Assessment, end of August 2015)

“The Coaches are really enjoying the training. They are more engaged.”
(Site Coordinator Report, mid-September 2015)

Discussion and recommendations. In sum, it would seem that Coaches are more satisfied with the weekly training sessions and with management and support staff and with the programme as a whole. They are much less satisfied with their colleagues and the management of their site. This is most likely due to the recruitment issues as mentioned in Area of Focus 3.1. Coaches feel that they are not equal and it is creating conflict within the cohort. This is a real concern and needs to be addressed before it affects implementation. The Coaches are looking to management to step in and provide organisational support. If this does not happen in a timely fashion the perceived organisational support (POS) or the extent to which employees feel valued and cared for will diminish and will affect other areas of programming. Positive POS has been associated with attendance (Eisenberger, Huntington, & Hutchison, 1986), performance (Eisenberger, Armeli, Rexwinkel, Lynch, & Rhoades, 2001), commitment (Farh, Hackett & Liang, 2007) and safety (Eder & Eisenberger, 2008). These are all aspects crucial to the Coach training programme and a perceived lack of organisational support will decrease Coach satisfaction which could lead to diminished engagement and performance and will ultimately affect not only the Coach programme but the surf therapy programme as well.

LIMITATIONS

The central limitation of this evaluation is time. The Coach training programme is a two-year long programme and the evaluation was conducted from February 2015 until October 2015. This meant that the evaluator was involved for just over a quarter of the entire duration of the programme.

A second limitation was the quality of data. Although the evaluator's audits improved data accuracy, these had not been used to correct errors already in the monitoring database. The audits were mainly used to incentivise the Site Coordinators to pay more attention to detail instead of being used to correct errors that had been identified by the evaluator. Future monitoring practices should include data auditing *before* data capturing as auditing post-hoc is too resource-consuming.

A further limitation was that the Coaches were guarded about talking openly about their experiences. Coaches were unconvinced by the evaluator's guarantees that there would not be repercussions from management if Coaches were honest about their experience of the programme. It was hoped that the collaborative developmental approach followed by the evaluator would mean that Coaches felt that their concerns would be heard and acted upon in a timely manner but Coaches seemed to interpret the evaluator's relationship with management as conspirational in nature. This limited the reliability of the data as the evaluator could not be sure that what was reported was truthful. Also, Coaches often switched to isiXhosa when the evaluator entered the room or when a topic became heated. This was arguably a limitation of the evaluator. It might be prudent in future to have interviews and focus groups facilitated by a researcher whose race and background intersects with that of the Coaches.

CONCLUSION

This evaluation has made contributions to the Waves for Change Coach training programme as well as to the field of evaluation. Although the findings of this formative evaluation cannot be used to determine the quality of the programme (Chen, 2005; 2015), they have been useful in developing and fine-tuning the design and providing information on the implementation. According to Coalter (2006) and Levermore (2011), information on the implementation of sport-for-development programmes is vital not only for the improved effectiveness of these organisations but also the broader field.

The evaluator's collaborative developmental approach paired with Chen's method meant that she could provide the organisation with rapid feedback on areas that were working well and those needed to be developed further. This is especially valuable in programmes that include vulnerable populations which can ill-afford to have threats go undetected until it is too late. Patton (1994) described the developmental approach as a process whereby the evaluator becomes part of the team. In this case, the evaluator collaborated with the organisation to determine the type of evaluation to be conducted, the areas the evaluation should focus on, and she participated in discussions and decision-making when problems were identified and solutions were needed. A key ingredient in the success of this evaluation process was the openness of Waves for Change management to the evaluator's evaluation process and her ongoing feedback. This she endeavoured to provide in an appreciative and non-threatening manner. As noted by Rodriguez-Campos (2005), these are vital ingredients of a collaborative evaluation environment.

The organisational structure, the Coach pathway, retention strategies and monitoring had been improved. Other areas such as equipment and recruitment remain areas of concern. Due to the cyclical process of problem solving some of these areas such as data quality, compulsory requirements to work with children and levels of Coach satisfaction need to continue to be actively monitored.

It is expected that the recommendations in this evaluation should lead to improved quality Coach recruitment, which in conjunction with the new performance-driven Coach pathway, should improve retention, satisfaction and overall Coach performance. This should improve the quality of the Waves for Change Coach training programme and also improve outcomes in the Waves for Change child surf therapy programme.

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APPENDIX A: PARENT CONSENT FORM

Dear Parent,

Your child was recently referred by a school faculty member and expressed an interest in joining the Waves for Change programme. The Waves for Change programme is a youth development & mentoring programme which aims to promote child health and healing. The programme is run by trained members of the Lavender Hill community.



By joining the Waves for Change programme, your child will have access to:

1. Weekly Surfing & Mentoring
2. A surfboard and a wetsuit
3. Snack

Waves for Change aims to help children and young adults stay in school, avoid getting involved in gangsterism and drug use and develop new skills that can help them heal and develop healthy lifestyles.

If you consent to your child being involved in the Waves for Change programme, please sign this letter for your child to return to the Waves for Change team.

Who can I call for more information?

If you require any further assistance, please feel free to contact:

1. Elizabeth Benninger (Lavender Hill programme director) on 0826906210
2. Timothy Conibear (programme director) on 0793021531
3. Waves for Change also has a Whatsapp number - 0726394806 - for 24/7 support.

By signing this form I:

- Give consent for my child to attend the Waves4Change afterschool programme
- Give consent for my child to be transported weekly to Muizenberg beach to participate in the surfing programme
- Give consent for my child's photo's to be used for W4C newsletters and marketing purposes
- Give consent for my child's information to be used for ongoing monitoring and evaluation purposes
- Give consent for my child to participate in research conducted on behalf of W4C only if I have been informed of the exact procedures, that my child has the right to withdraw at any stage and that anonymity will be guaranteed in all instances.
- Understand that although all precautions will be taken to ensure the safety of my child, Waves4Change is not liable for any accident or injury which may occur during the W4C programme

Participant Name

Guardian name & signature

Date

Please include any allergies or medical/health conditions we should be aware of:

APPENDIX B: COACH CONSENT FORM



CONSENT FORM

Waves for Change is currently partnering with the University of Cape Town for the purpose of conducting an evaluation of the Waves for Change Coach Training Programme.

*It is important for programmes such as Waves for Change to monitor and evaluate how they are doing. Without monitoring and evaluation, it is difficult to know whether the programme is working well and having the desired effects. Waves for Change management have requested **Lana Rolfe**, who is a postgraduate student at UCT, to assist in this process. This research has been approved by the Commerce Faculty Ethics in Research Committee.*

This document serves to introduce Lana Rolfe and seek your permission for her to observe your training and mentoring sessions as a Waves for Change Coach, as well as observing your activities with children enrolled in the programme. She will also conduct individual interviews with you and may invite you to participate in focus groups as part of this process. These interviews and focus groups will last no longer than one hour at a time.

Your role as a participant is to provide Lana with honest and accurate information about the programme and your experiences of it so that recommendations on improving the programme can be provided to *Waves for Change* management. Your participation in this research is voluntary. You can choose to withdraw from the research at any time.

Anonymity and Confidentiality

Please note that your name will not be provided when providing feedback to *Waves for Change* management so that your comments cannot be linked to you personally (unless you wish to be identified).

It is important for you to remember though, that everything you say in the group meetings will be heard by the other group members. Therefore confidentiality within these groups cannot be guaranteed. Lana will, however, ask members of the group to respect confidentiality. In addition to this, some sessions and interviews will be recorded on a voice recorder. These recordings, however, will be for the researcher's use only and kept locked away at all times. Any information that you share with her may be used in any reports that the researcher writes for academic reasons or publications (you will not be identified).

Questions

Should you at any point have any questions about the project, please do not hesitate to speak to **Lana** directly.

If you have any concerns please inform Elizabeth Benninger on 0826906210.

If you understand all of the above, and do not have objections, please tick the boxes and sign below.

CONSENT (please put an X in the boxes if you agree).

I understand the information provided about Lana Rolfe's role and the procedures to be used.

I have had the chance to ask questions about this process.

I agree to take part.

.....

Name of participant

.....

Signature

.....

Name of researcher

.....

Date

Thank you!

APPENDIX C: SEMI-STRUCTURED INTERVIEW SCHEDULE

Coaches

1. How did you become a coach?
2. What keeps you coaching?
3. Tell me a bit about what it is like when you are at Waves for Change?
What are the other Coaches like?
What are management and the support staff like?
What are the elders like?
And what are the other children like?
4. Would you say that you have learned/are learning new skills at Waves for Change (please describe)?
Perhaps even about yourself?
Is there anything else you would like to be learning?
5. Have you received any education or employment opportunities through Waves for Change? (Lifesaving, bursary, NACCW, surf coaching etc.)?
6. Would you say that your involvement at Waves for Change has an impact on your community? (schools, communities, families, your peers)
7. If you feel that Waves for Change has changed your life in a good or bad way, could you tell me more about that?
8. Can you tell me about your goals for the future?
9. Do you have any suggestions for how Waves for Change can help you achieve those goals?
10. Is there anything you would like Waves for Change to improve on or do differently when it comes to your training and/or working with the children?
11. Is there anything else you would like to tell me about what it is like being a Waves for Change coach?

APPENDIX D: SMALL SCALE SURVEY

Date of Birth	DAY _____ MONTH _____ YEAR _____
Race group	
Role at Waves for Change	
Site	
Month and year you joined Waves for Change	MONTH _____ YEAR _____
Education/skills BEFORE Waves for Change?	<input type="checkbox"/> swimming <input type="checkbox"/> high school--- which grade? _____ <input type="checkbox"/> matric <input type="checkbox"/> college <input type="checkbox"/> university Other? _____ _____ _____ (first aid, life saving, surfing instructing, counselling, etc)
Education/skills SINCE Waves for Change?	<input type="checkbox"/> swimming <input type="checkbox"/> first aid <input type="checkbox"/> life guarding <input type="checkbox"/> surfing instructor <input type="checkbox"/> NACCW <input type="checkbox"/> current <input type="checkbox"/> completed <input type="checkbox"/> driver' s Other? _____ _____ _____
Are YOU satisfied with the following at Waves for Change?	
The management of your site?	<input type="checkbox"/> satisfied <input type="checkbox"/> not satisfied
The other coaches at your site?	<input type="checkbox"/> satisfied <input type="checkbox"/> not satisfied
The children at your site?	<input type="checkbox"/> satisfied <input type="checkbox"/> not satisfied
The elders at your site?	<input type="checkbox"/> satisfied <input type="checkbox"/> not satisfied
The organisation as a whole?	<input type="checkbox"/> satisfied <input type="checkbox"/> not satisfied
Management and support staff?	<input type="checkbox"/> satisfied <input type="checkbox"/> not satisfied
The coaching programme as a whole?	<input type="checkbox"/> satisfied <input type="checkbox"/> not satisfied
What can be done to improve?	_____ _____ _____ _____ _____

Coach Training 24 months: Mentoring Programme

Self compassion, empathy, delivering child care & protection services, understanding mental health

Orientation : Who we are, what we do, and why we do it!



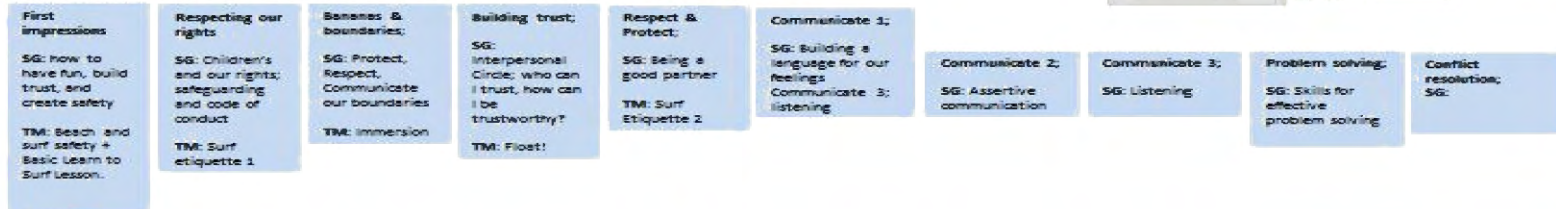
Introduction to Waves for Change surfing and mentoring programme

How to do a 1:1 Mentoring sessions and home visits: Role Play

Building skills for 1:1 Mentoring session: Active listening and perception checking

Building skills for 1:1 Mentoring session: Strengths-based approach

Unit 1: Creating a bananas culture; Respect, protect and communicate!



Unit 2: Reconnecting with our feelings and learning how to cope.



Unit 3: Understand our collective identity at Waves for Change



Unit 4: Personal Development series



**APPENDIX F: ORIGINAL WEEKLY COACH SELF-ASSESSMENT
(FEBRUARY 2015)**

Date:	Coaches Name:
LAST WEEK's 1:1's	
Name of individual you had a 1:1 with last week.	
Have you completed your 1:1 report and stored in the participant information file for your site?	YES / NO
Did you conduct a HOME VISIT for this participant this week?	YES / NO
Did parents see a change in their child? <i>If yes – what is this change?</i>	
Did parents support their child's involvement in W4C?	YES/NO
Do you need to refer any surfer to the site coordinator this week for extra assistance?	
THIS WEEK's 1:1's	
Name of individual you will have a 1:1 and School visit with this week	
ABOUT YOU	
What was your biggest learning experience last week?	
How will you use this experience to develop your role as a youth mentor at Waves for Change?	
AM I IMPLEMENTING WHAT I AM LEARNING?	
On a scale of 1 – 10, rate how you feel you are integrating what you learn each week into your coaching & mentoring.	
1 2 3 4 5 6 7 8 9 10	
Can you write a success story of a time this week where you took your new learnings and used them to make an impact at Waves for Change	

APPENDIX G: PAIP NOTE (FEBRUARY 2015)



1:1 Mentor Report form (PAIP NOTES)

Month and Week	(EG Jan Week 1)
Child Name	
Age	
Coach conducting session	

P: Problem. How did the young person describe their problem/ focus of the session? (This is usually a quote or statement from the young person describing their feeling or description of the problem.)

A: Assessment. What are your general observations about this young person (emotions, physical appearance, body language)? What are the facts you know about this young person's situation?

I: Intervention. What did you do to create safety and assist this young person with their situation?

P: Plan. What will you do next to follow-up?

ADDRESS: WHAT IS THE PARTICIPANT'S ADDRESS SO YOU CAN CONDUCT A HOME VISIT THIS

WEEK _____

APPENDIX H: ORIGINAL SITE COORDINATOR REPORT

SECTION 1: REPORT ON COORDINATORS WEEKLY ACTIVITIES Fill out this section with information on your weekly activities Use notes from your weekly stakeholder visits and weekly 1:1 sessions	
Which School did you visit last week?	<input type="checkbox"/> Zarelda Park <input type="checkbox"/> Christian David <input type="checkbox"/> Ukhanyo Primary <input type="checkbox"/> Masiphumelele High <input type="checkbox"/> PAB
What are the key notes from this visit?	
Are teachers seeing improvements in surfers?	<input type="checkbox"/> Yes <input type="checkbox"/> No
If visit was to prevent a surfer drop-out, will the surfer re-enter programming?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Which home did you visit last week?	
What are the key notes from this visit?	
Are parents seeing improvements in their child?	<input type="checkbox"/> Yes <input type="checkbox"/> No
If visit was to prevent a surfer drop-out, will the surfer re-enter programming?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Have you captured these visits on your weekly stakeholder visit log?	<input type="checkbox"/> Yes <input type="checkbox"/> No
ANSWER THE NEXT QUESTIONS USING PAIP NOTES FROM YOUR WEEKLY 1:1's	
Have you completed PAIP notes for your 1:1 sessions from last week?	<input type="checkbox"/> Yes <input type="checkbox"/> No
How many 1:1 sessions did you lead?	1
Did you make any external referrals for extra support for these surfers this week?	<input type="checkbox"/> Yes <input type="checkbox"/> No Name of program Name of surfer
Have you captured these 1:1's, home visits and school visits on your weekly community engagement log?	<input type="checkbox"/> Yes <input type="checkbox"/> No

SECTION 2: COACH PERFORMANCE REPORT	
Fill out this section by asking Coaches about their weekly self-assessments	
<p>Did Coaches NOT complete a 1:1 and PAIP notes last week?</p> <p>Check Coaches who DID NOT</p>	<input type="checkbox"/> Michaylah <input type="checkbox"/> Monick <input type="checkbox"/> Magmoed <input type="checkbox"/> Chrissy <input type="checkbox"/> Mel <input type="checkbox"/> Liam <input type="checkbox"/> Yanga <input type="checkbox"/> Apish <input type="checkbox"/> Sibongiseni <input type="checkbox"/> Lubabalo
<p>Did Coaches NOT complete their home visit last week?</p> <p>Check Coaches who DID NOT</p>	<input type="checkbox"/> Michaylah <input type="checkbox"/> Monick <input type="checkbox"/> Magmoed <input type="checkbox"/> Chrissy <input type="checkbox"/> Mel <input type="checkbox"/> Liam <input type="checkbox"/> Yanga <input type="checkbox"/> Apish <input type="checkbox"/> Sibongiseni <input type="checkbox"/> Lubabalo
<p>Have Coaches NOT completed their weekly self-assessment sheet.</p> <p>Check Coaches who HAVE NOT</p>	<input type="checkbox"/> Michaylah <input type="checkbox"/> Monick <input type="checkbox"/> Magmoed <input type="checkbox"/> Chrissy <input type="checkbox"/> Mel <input type="checkbox"/> Liam <input type="checkbox"/> Yanga <input type="checkbox"/> Apish <input type="checkbox"/> Sibongiseni <input type="checkbox"/> Lubabalo
<p>Feedback from Home Visits:</p> <p>How many parents:</p>	<p>Visited: <input type="checkbox"/> None <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3+ <input type="checkbox"/> Parents not home (skip other ?s)</p> <p>See changes: <input type="checkbox"/> None <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3+ <input type="checkbox"/> Didn't ask (answer why below)</p> <p>Support W4C engagement: <input type="checkbox"/> None <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3+ <input type="checkbox"/> Didn't ask</p>
<p>Feedback from Home Visits:</p> <p>What are the parents saying?</p>	
<p>Which participants need referral for extra support this week?</p>	<p>ADD NAMES TO YOUR WEEKLY CASE LOG: THESE ARE YOUR SPECIAL 1:1 TARGETS THIS WEEK</p>
<p>How many Coaches have NOT identified participants for this week's 1:1's and Home Visits?</p> <p>Check Coaches who HAVE NOT</p>	<input type="checkbox"/> Michaylah <input type="checkbox"/> Monick <input type="checkbox"/> Magmoed <input type="checkbox"/> Chrissy <input type="checkbox"/> Mel <input type="checkbox"/> Liam <input type="checkbox"/> Yanga <input type="checkbox"/> Apish <input type="checkbox"/> Sibongiseni <input type="checkbox"/> Lubabalo
Section 3: THIS WEEK'S TRAINING	
<p>How did Coaches score themselves for implementing what they are learning?</p> <p>Please mark "0" for no rating</p>	<p>0 Michaylah 0 Monick 0 Magmoed 0 Chrissy</p> <p>0 Mel 0 Liam 0 Yanga 0 Apish</p> <p>0 Sibongiseni 0 Lubabalo</p>
<p>Can you write a top story from your site this week</p>	

APPENDIX I: EXAMPLE OF SUGGESTED REVISIONS TO THE SITE COORDINATOR REPORT

SECTION 1: REPORT ON COORDINATORS WEEKLY ACTIVITIES	
Fill out this section with information on your weekly activities Use notes from your weekly stakeholder visits and weekly 1:1 sessions	
Which School did you visit last week?	<input checked="" type="checkbox"/> Zarelda Park <input type="checkbox"/> Christian David <input type="checkbox"/> Ukhanyo Primary <input type="checkbox"/> Masiphumelele High <input type="checkbox"/> PAB
What are the key notes from this visit?	<i>Handwritten notes</i>
Are teachers seeing improvements in <u>10-11/14</u> surfers?	<input type="checkbox"/> Not sure <input type="checkbox"/> Yes <input type="checkbox"/> No
If visit was to prevent a surfer drop-out, will the surfer re-enter programming?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Which home did you visit last week?	
What are the key notes from this visit?	KEY ISSUES BEHAVIOUR + (CHILD CARE GIVING / HOME VISITS)
Are parents seeing improvements in their child?	<input type="checkbox"/> Yes <input type="checkbox"/> No
If visit was to prevent a surfer drop-out, will the surfer re-enter programming?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Have you captured these visits on your weekly stakeholder visit log?	<input type="checkbox"/> Yes <input type="checkbox"/> No
ANSWER THE NEXT QUESTIONS USING PAIP NOTES FROM YOUR WEEKLY 1:1'S	
Have you completed PAIP notes for your 1:1 sessions from last week?	<input type="checkbox"/> Yes <input type="checkbox"/> No
How many 1:1 sessions did you lead?	1 <i>KIDS? ? Coach / Kid?</i>
Did you make any external referrals for extra support for these surfers this week?	<input type="checkbox"/> Yes <input type="checkbox"/> No Name of program: <i>KIDS</i> Name of surfer:
Have you captured these 1:1's, home visits and school visits on your weekly community engagement log?	<input type="checkbox"/> Yes <input type="checkbox"/> No
ANSWER THE NEXT QUESTIONS USING INFORMATION FROM THE ATTENDANCE REGISTER	
Which participants have missed two week's of programming and require a home visit / school visit to prevent drop-out?	ADD NAMES TO YOUR WEEKLY CASE LOG: THESE ARE YOUR HOME / SCHOOL VISIT TARGETS THIS WEEK
SECTION 2: COACH PERFORMANCE REPORT	
Fill out this section by asking coaches about their weekly self assessments	
Did coaches NOT complete a 1:1 and PAIP notes last week?	<input type="checkbox"/> Michaylah <input type="checkbox"/> Monick <input type="checkbox"/> Magmoed <input type="checkbox"/> Chrissy <input type="checkbox"/> Mel <input type="checkbox"/> Liam <input type="checkbox"/> Yanga <input type="checkbox"/> Apish
Check coaches who DID NOT	<input type="checkbox"/> Sibongiseni <input type="checkbox"/> Lubabalo
Did coaches NOT complete their home visit last week?	<input type="checkbox"/> Michaylah <input type="checkbox"/> Monick <input type="checkbox"/> Magmoed <input type="checkbox"/> Chrissy <input type="checkbox"/> Mel <input type="checkbox"/> Liam <input type="checkbox"/> Yanga <input type="checkbox"/> Apish

APPENDIX J: REVISED WEEKLY COACH SELF-ASSESSMENT

Date:	Coaches Name:
LAST WEEK's 1:1's	
Name of individual you had a 1:1 with last week.	
Have you completed your 1:1 report (PAIP note) and stored in the participant information file for your site?	YES / NO
Did you conduct a HOME VISIT for this participant this week?	YES / NO /Parents not home (how will you follow-up?_____)
Did parents see a change in their child? <i>If yes – what is this change?</i>	Behaviour: Better/ No Change/ Worse Grades: Better/ No Change/ Worse Attendance: Better/ No Change/ Worse Attention: Better/ No Change/ Worse Other notes:
Did parents support their child's involvement in W4C?	Yes / No / Didn't ask Notes:
Do you need to refer any surfer to the site coordinator this week for extra assistance?	Surfer name: Reason for referral: What happened:
THIS WEEK's 1:1's	
Name of individual you will have a 1:1 with this week	
HOW ARE YOU FINDING TRAINING?	
On a scale of 1 – 10 rate how useful you found this week's training.	
Not Useful 1 2 3 4 5 6 7 8 9 10 Very Useful	
Please use 3 WORDS to tell us what topics you learnt this week. For Example: Mentoring / Building Relations / Home Visit.	
What subjects would you like to be included to make training more useful?	
AM I IMPLEMENTING WHAT I AM LEARNING?	
Can you write a success story of a time this week where you took your new learnings and used them to make an impact at Waves for Change	
Additional Feedback for W4C Coordinators and Management	
How can we help W4C continue to improve? (or anything else you'd like to communicate)	

APPENDIX K: REVISED SITE COORDINATOR REPORT

SECTION 1: REPORT ON COORDINATORS WEEKLY ACTIVITIES Fill out this section with information on your weekly activities Use notes from your weekly stakeholder visits and weekly 1:1 sessions	
Which School did you visit last week?	<input type="checkbox"/> Zarelda Park <input type="checkbox"/> Christian David <input type="checkbox"/> Ukhanyo Primary <input type="checkbox"/> Masiphumelele High <input type="checkbox"/> PAB
What are the participant names and key notes this <u>school</u> visit?	Name(s):
What changes are teachers seeing in participants?	Behaviour Change? Grades: Positive/Negative Attendance : Positive/Negative Attention: Positive/Negative Teacher not available <input type="checkbox"/>
If visit was to prevent a surfer drop-out, will the surfer re-enter programming?	<input type="checkbox"/> Yes <input type="checkbox"/> No
What are the participant names and key notes from this <u>home</u> visit?	Name(s): Key notes:
	Behaviour Change? Grades: Positive/Negative Attendance : Positive/Negative Attention: Positive/Negative Parent/guardian not available <input type="checkbox"/>
If visit was to prevent a surfer drop-out, will the surfer re-enter programming?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Have you captured these visits on your weekly stakeholder visit log?	<input type="checkbox"/> Yes <input type="checkbox"/> No
ANSWER THE NEXT QUESTIONS USING PAIP NOTES FROM YOUR WEEKLY 1:1's	
Have you completed PAIP notes for your 1:1 sessions from last week?	<input type="checkbox"/> Yes <input type="checkbox"/> No
How many 1:1 sessions did you lead?	
Did you make any external referrals for extra support for these surfers this week?	<input type="checkbox"/> Yes <input type="checkbox"/> No Name of program: Name of surfer:
Have you captured these 1:1's, home visits and school visits on your weekly community engagement log?	<input type="checkbox"/> Yes <input type="checkbox"/> No

ANSWER THE NEXT QUESTIONS USING INFORMATION FROM THE ATTENDANCE REGISTER	
Which participants have missed two weeks of programming and require a home visit / school visit to prevent drop-out?	ADD NAMES TO YOUR WEEKLY CASE LOG: THESE ARE YOUR HOME / SCHOOL VISIT TARGETS THIS WEEK
SECTION 2: COACH PERFORMANCE REPORT	
Fill out this section by asking Coaches about their weekly self-assessments	
Did Coaches NOT complete a <u>1:1 and PAIP notes</u> last week? Check Coaches who DID NOT	<input type="checkbox"/> Michaylah <input type="checkbox"/> Monick <input type="checkbox"/> Chrissy <input type="checkbox"/> Mel <input type="checkbox"/> Liam <input type="checkbox"/> Yanga <input type="checkbox"/> Apish <input type="checkbox"/> Lubabalo <input type="checkbox"/> Michelle
Did Coaches NOT complete their <u>home visit</u> last week? Check Coaches who DID NOT	<input type="checkbox"/> Michaylah <input type="checkbox"/> Monick <input type="checkbox"/> Chrissy <input type="checkbox"/> Mel <input type="checkbox"/> Liam <input type="checkbox"/> Yanga <input type="checkbox"/> Apish <input type="checkbox"/> Lubabalo <input type="checkbox"/> Michelle
Have Coaches NOT completed their <u>weekly self-assessment sheet</u>. Check Coaches who HAVE NOT	<input type="checkbox"/> Michaylah <input type="checkbox"/> Monick <input type="checkbox"/> Chrissy <input type="checkbox"/> Mel <input type="checkbox"/> Liam <input type="checkbox"/> Yanga <input type="checkbox"/> Apish <input type="checkbox"/> Lubabalo <input type="checkbox"/> Michelle
Feedback from Home Visits: What are the parents saying?	
Feedback from Home Visits: How many parents:	Visited: Parents not home: Positive count: Behaviour : Grades: Attendance: Attention: Negative count: Behaviour: Grades: Attendance: Attention: Support W4C engagement:
Which participants need referral for extra support this week?	ADD NAMES TO YOUR WEEKLY CASE LOG: THESE ARE YOUR SPECIAL 1:1 TARGETS THIS WEEK
How many Coaches have NOT <u>identified participants for this week's 1:1's and Home Visits</u>? Check Coaches who HAVE NOT	<input type="checkbox"/> Michaylah <input type="checkbox"/> Monick <input type="checkbox"/> Chrissy <input type="checkbox"/> Mel <input type="checkbox"/> Liam <input type="checkbox"/> Yanga <input type="checkbox"/> Apish <input type="checkbox"/> Lubabalo <input type="checkbox"/> Michelle

Section 3: THIS WEEK'S TRAINING	
<p>How did Coaches score this week's training?</p> <p>Please mark "0" for absent 1 being "poor" to 10 being "excellent"</p>	<p>0 Michaylah 0 Monick 0 Chrissy</p> <p>0 Mel 0 Liam 0 Yanga 0 Apish</p> <p>0 Lubabalo 0 Michelle</p>
<p>What subjects do Coaches want included in training?</p>	
<p>Can you write a top story from your site this week</p>	