

Monitoring and evaluation report for POP programme 1 January 2018 – 31 December 2018

Introduction

This report looks at way in which output and outcome has been measured in 2018. It was a year of experimenting with different ways of measuring especially the outcome. The Care for the Planet team has been incorporated into the POP programme and by next year their measurements will be included into this report. We are currently in the process of finalising a new Monitoring Evaluation and Learning framework, which will make measurements more consistent, clear and professional. The Learning aspect needs a lot of attention therefore meetings will be utilise to share the data and analysis with various levels of the POP team in order to facilitate discussion and better understanding of what is happening in our programme and how to improve on it.

1. Output – number of attendees afterschool

Number of children in afterschool programme

1.1 Calculation of results

The biggest number for attendance per week is selected, then an average per month is calculated. The biggest number per month is calculated.

POP CENTRE	TOTAL NUMBERS
POP 1 (Goedgedacht Farm)	63
POP 2 (Riebeek Kasteel)	153
POP 3 (Riebeek West)	148
POP 6 (PAARL)	85
POP 8 (Prince Albert)	144
POP 10 (Riverlands)	164
POP 11 (Koringberg)	224
POP 12 (Porterville)	120
POP 18 (Chatsworth)	62
TOTAL NUMBER	1163

1.2 Discussion

This measurement method has been in use for some time and is useful in the sense that it does not double count, but still is not as accurate as a head count. Head counts often is difficult due to names that are spelled incorrectly and are therefore double counted and children who attends irregularly. This measurement does not indicate how regular children attend.

We are currently working on a system of counting registration forms that would have cut out double counts. We only used the current system for comparability within reporting cycles.

1.3 Way forward

- Implement head count method for afterschool centres.
- Determine a method of Calculation of results

- regular attendance

2. Outcome – Educational achievements

Percentage growth in school marks between Q1 and Q3 or Q4 for children attending afterschool centres

2.1 Calculation of results

Some children haven't submitted the fourth quarter reports therefore we compare the latest mark being it third or fourth quarter with the first quarter by the Calculation of results of percentage growth in marks in maths, home language and first additional language individually for all the children.

Growth is calculated :

$$\frac{\text{Latest mark} - \text{first mark}}{\text{First mark}} \times \frac{100}{1}$$

An average is calculated of the individual growth percentages for each centre.

	% growth in Maths marks Q1 to Q3/4 2018	% growth in Home Language marks Q1 to Q3/4 2018 (Afrikaans)	% growth in Additional Language marks Q1 to Q3/4 2018 (English)
Riebeeksrivier	25,3	37,5	32,04
Riebeek Kasteel	15,1	20,3	47,86
Riebeek Wes	9,8	0,0	13,10
Paarl	12,8	1,1	41,48
Prince Albert	10,3	-4,3	-2,04
Riverlands	0,0	0,9	5,08
Koringberg	18,6	9,4	5,37
Porterville	60,2	23,3	31,26
Chatsworth	3,6	22,0	15,02

2.2 Discussion:

This Calculation of results show improvement in results and not achievements. Fail and pass information only comes at Q4 results. There has been the greatest increase in results from Riebeeksrivier and Porterville. Riebeeksrivier had an intake of a majority new children, who clearly benefitted from the programme. Porterville is a new centre and shows that the children benefitted from the input of the afterschool centre terms of improving their numeracy. There is an improvement at all centres except Prince Albert. What could influence these results the school results in general i.e. there might be an increase generally from Q1 to three/four for all children at the school. Furthermore, at some centres the reports are collected from the children themselves and some centres from the schools. It might be that those collected from the children would be more likely to be more positive. Children who fail might opt not to submit their results out of embarrassment.

2.3 Way forward:

- Standardise method of collection of results
- Find way of all getting yearend report for fail/ pass results

3. Outcome – Health

3.1 Calculation of results

It is hard to measure health but one indication is measuring Body Mass index. This is done by measuring the height and length of children once a month and then using an online calculator to determine the Body Mass Index (<https://www.childrenbmi.com/?gclid=EAlaIqobChMIkKCOh Wx3AIVDJ3tCh2ZDQCnEAAYASAAEgL6d D BwE>). This internet tool also indicates in which percentile each BMI measurement falls and that a percentile over 85 indicates the child is overweight a percentile of less than 5 indicates a child is underweight. The weight scales were serviced and replaced where necessary and measuring tapes and triangle rulers were provided for each centre.

	Below 5 percentage	Above 85 percentage
Chatsworth	1	2
Riebeeksrivier	3	2
Koringberg	5	1
Riebeek Wes	2	1
Paarl	4	5
Porterville	9	2
Prince Albert	3	5
Riebeek Kasteel	3	4
Riverlands	5	11

3.2 Discussion:

The measurements of weight and length is difficult for staff. Training has been provided and a demonstration video posted. Still there are too many mistakes in especially measurement of length. The data could be used to determine an overall state of health, nevertheless it could be used to alert to children being over or underweight or suddenly gaining and losing weight. It has to go with further observation and maybe a conversation with the parents on healthy eating and a referral to Care for the Planet team. Children could be supported with fortified porridge.

3.3 Way forward:

Visits and demonstrations to Centre Managers. Broaden the time for measurement to the last week of the month and not just the last Monday.

Give names to the Centre Managers to determine share pamphlets on eating habits and to visit parents to offer support with referral and fortified porridge

4. Outcome Behaviour of children at afterschool centre

4.1 Calculation of results

Behaviour of children are measured once a week as part of their sports activities.

The Centre Managers identified negative and positive behaviour of which the frequency is noted in a session.

Negative behaviour - point system	
	Weighting/ Importance
Swear	20
Fighting	20
Chewing Gum	5
Run in hall	10
Back chat	15
Talk when someone presents	20
Moving of chairs	10
Positive behaviour - point system	
Willing to help	30
On time	20
Leadership	40
Complete activities	30
Keep hall clean	30
Caps/hats off in hall	20

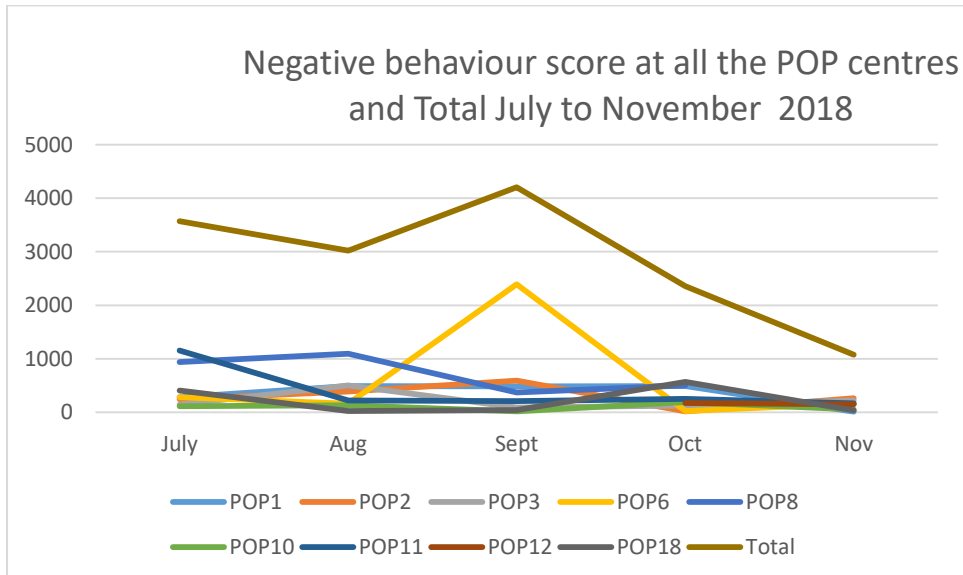
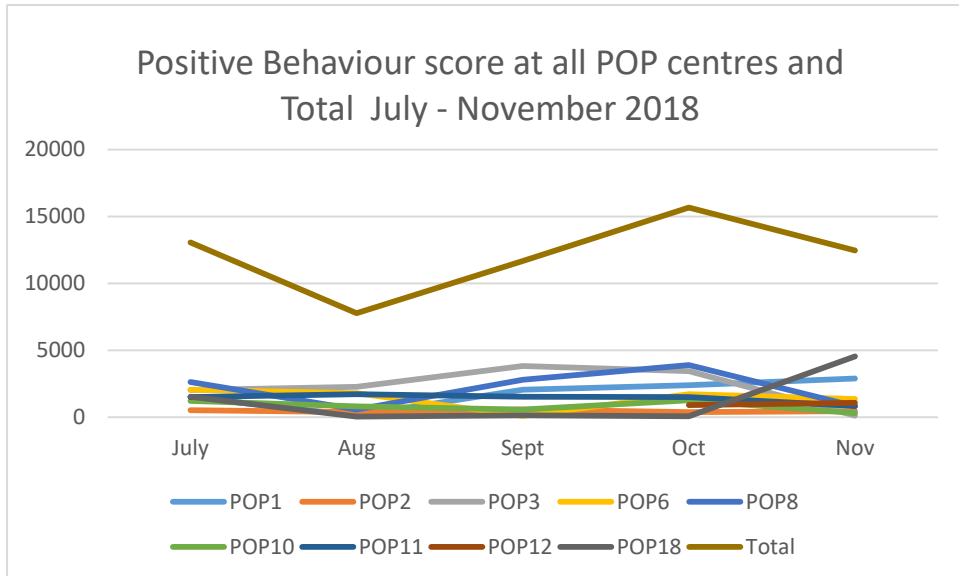
Each behaviour has a different weighting according to seriousness or importance of the behaviour.

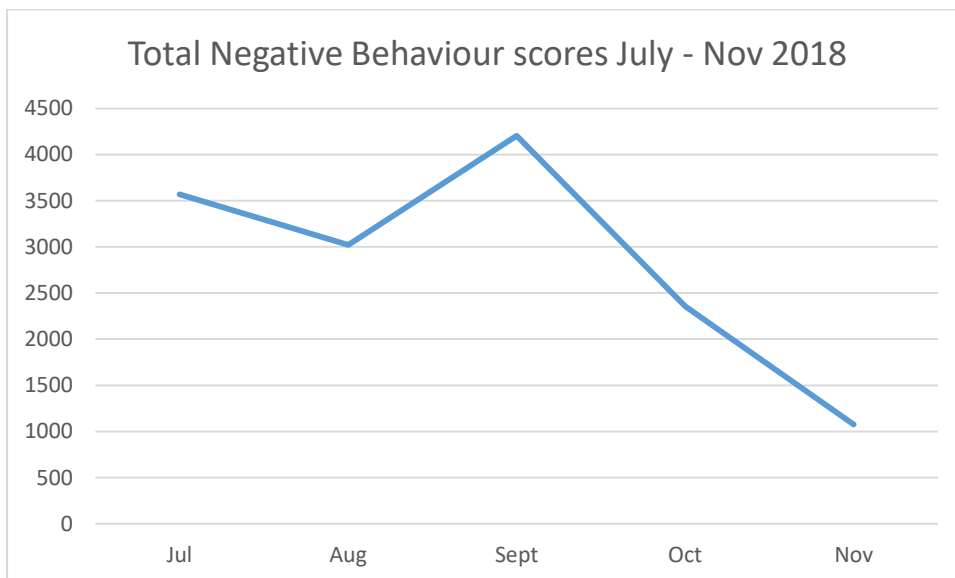
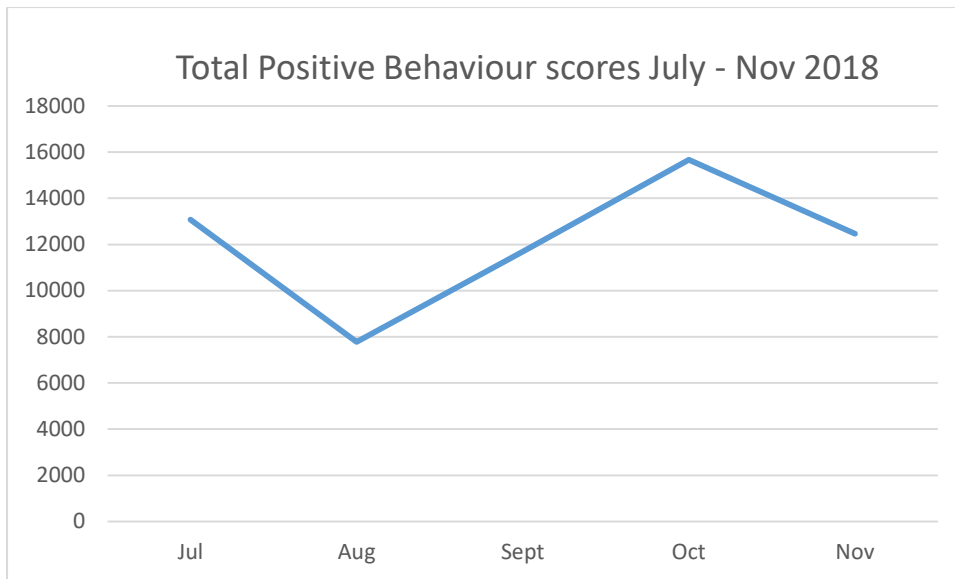
The frequency is multiplied with the weighting and then added up to get a score per session. The median of all values of sessions are then calculated to get a score per month. The median and not average has been used in order for the not to be swayed by outliers.

Positive and negative behaviour get their own monthly value.

Positive Behaviour										
	POP1	POP2	POP3	POP6	POP8	POP10	POP11	POP12	POP18	Total
July	1515	540	2030	2065	2645	1220	1515		1545	13075
Aug	133,5	390	2270	1800	585	815	1730		54	7777,5
Sept	2075	590	3835	102,5	2810	585	1550		141	11688,5
Oct	2390	395	3450	1725	3915	1280	1525	910	83,5	15673,5
Nov	2905	465	124,5	1370	815	310	840	1090	4550	12469,5
Negative Behaviour										
	POP1	POP2	POP3	POP6	POP8	POP10	POP11	POP12	POP18	Total
July	280	247,5	142,5	280	940	115	1155		410	3570
Aug	490	390	505	165	1092,5	130	220		27,5	3020

Sept	485	590	92,5	2395	370	20	212,5		40,5	4205,5
Oct	492,5	19	127,5	25	502,5	192,5	252,5	175	567,5	2354
Nov	10	265	222,5	165		55	167,5	152,5	38,5	1076





4.2 Discussion

The method of scoring is not the most objective method, but it is an indication and at most a good tool for stimulating discussion about managing behaviour of children. Intrinsically it could also influence children's behaviour and be regarded as a disciplining tool. Children could be motivated to increase their positive scores and negative scores and some staff used the tool to motivate positive behaviour and discourage negative behaviour. Looking at the graphs it could be an indication that there has been a decline in negative behaviour.

4.3 Way forward

Have a discussion with Centre Managers about

- using the tool and how they view the trends shown from the measurements.
- revise the behaviour that is measured
- emphasise the truthful completion of templates and value of results
- emphasise the importance of using the same person every time to do scoring to improve reliability

5. Output and Outcome Leadership programme

5.1 Calculation of results

The students fill in a pre and post questionnaire to determine if students got some idea during the course of what they want to do with their lives, furthermore to determine changes in attitudes and behaviour through a self-assessment interview. The long term outcome of the course will be determined by tracking students.

November 2017 Intake

Total students start course = 24

Total students finish course = 21

Student drop-out for intake = 3

Career path post The Bridge	Start	Finish
Start own business	1	2
Further studies	1	6
Community Service	1	7
Full time employment	4	16
Not sure	6	0
Questionnaire not completed	0	3

May 2018 Intake

Total students start course = 23

Total students finish course = 20

Student drop-out for intake = 3

Career path post The Bridge	Start	Finish
Start own business	3	2
Further studies	8	7
Community Service	2	1
Full time employment	3	3
Not sure	2	0
Work and Study	1	3
Other	2	0

October intake

Total students start course = 24

Total students finish course = 22

Student drop-out for intake = 2

Career path post The Bridge	Start	Mid term
Start own business	0	0
Further studies	6	1
Community Service	2	
Full time employment	3	3
Not sure	7	2
Study and work	1	13
Other		1

After a three months a follow up with students showed that six students were working four were studying and 13 were still at home. We will stay in contact with them to see further changes in their status

5.2 Discussion:

It is clear that the students are more certain of their future after the course and that most are concerned with getting financial means. The option of work and study at the same time is an ideal solution for the students. The last intake did not do a finish questionnaire but the mid-term

questionnaire already showed a change in focus and the three-month feedback after the course, that just below half reached their goals.

5.3 Way forward:

- Follow up with Intake Oct 2018 students after six months
- Follow up with Intake Nov 2017
- Follow up with Intake

6. Output and Outcome Early Childhood Development

6.1 Calculation of results

Goedgedacht has two preschools (Riebeeksrivier, Paarl) that we run and one which is operating from our premises (Koringberg).

The number of ECD children reached are as follows:

ECD facility	Total	Type of service	Age groups
Riebeeksrivier	130	Full time Early Childhood Development Centre	Grade R (6) Toddler 3-5 Baby unit 0-3
Paarl	35	Full time Early Childhood Development Centre	Grade R (6) Toddler 3-5 Baby unit 0-3
Koringberg	16	Sport outreach activities	Pre School
Chatsworth	58	Sport outreach activities	Pre School
Riebeek Kasteel	20	Sport outreach activities	Pre School
Total ECD children reached	262		

Outcome of the two ECD facilities Goedgedacht managers is measured by looking at the amount of grade R students who pass the school readiness test. There were 20 out of 29 children at Riebeeksrivier Valley Preschool who passed the school readiness test. The 9 who did not pass, did not pass because they were too young to progress to grade 1. Out of the 11 students at Paarl ECD all passed the school readiness tests.

6.2 Discussion

The standard of both ECD centres run by Goedgedacht are very good. The outreach programme to outside ECD was part of funds which unfortunately reached their end.

6.3 Way forward

Make the centres available for playgroups and outside ECDs to make use of the space in the mornings.

Conclusion

Measurements above will be included into the new Monitoring and Evaluation Framework which will enable comparisons between results every year. Templates must be finalised to ensure all formulas are set. This will simplify the organisation and analysis of data. Better communication with teams will help with interpretation of data and identifying problems and success stories.

