

An Evaluation of the Impact and Sustainability of the ‘Young Heroes Programme’: A Physical Education Intervention for Public Primary Schools serving Marginalised Communities in KwaZulu-Natal and Gauteng

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Executive Summary

Background

Physical Activity (PA) should permeate every facet of children's lives. The reality in South Africa is that children and youth in marginalised communities have limited access to sports facilities and institutions. It is important to employ Physical Education (PE) as an institutionalized mechanism to promote healthy lifestyles and positive behaviour change among primary school learners. There is a need to support and promote PA and PE in public primary schools due to the declining status of PE in the curriculum and the lack of essential inputs (i.e. sports fields, teaching skills and basic equipment).

Objectives

The aim of this study is to evaluate the impact and sustainability of the 'Young Heroes Programme'. In doing so the subjects explored in this study include: 1) Understanding the strengths and weaknesses of the programme from different stakeholder perspectives; 2) Designing and testing a customised Programme Sustainability Index (PSI); 3) Analysing the programme within the theoretical framework of Multi-Stakeholder Partnerships in Education (MSPE).

Intervention

In response to the need to address PE in public primary schools and as part of its Corporate Social Investment (CSI) strategy, the Mr Price Group and its RedCap Foundation (PBO) collaborated with their implementing partners and government to develop the 'Young Heroes Programme (YHP)' – A schools-based physical education intervention (i.e. teacher training programme) designed to increase PA and promote healthy lifestyles among primary school learners (grades R-7) from low income communities.

Methodology

To evaluate the YHP empirical evidence was gathered by a combination of qualitative and quantitative data collection methodologies. Firstly, semi-structured interviews were conducted to capture the perceptions of the different stakeholders, including: the sponsor and its CSI foundation, the implementing partners, government and schools. Secondly, a detailed survey questionnaire was designed to capture educators' (teachers and principals) perceptions concerning the impact and sustainability of the YHP.

Findings and recommendations

The short term gains of the YHP are proven, yet the medium to long term sustainability of the programme is uncertain. The key recommendations include: 1) Stricter restrictions on school selection criteria; 2) Re-designing the Monitoring and Evaluation (M&E) system; 3) Concentrating resources; 4) Developing a continuous and reflective training model; 5) Building knowledge networks; 6) Strengthening Multi-Stakeholder Partnerships for Education (MSPE); 7) Creating partnerships with relevant Community-based Organisations (CBOs) and Non-Governmental Organisations (NGOs); 8) Undertaking further research and development.

Introduction

The increase in the prevalence of chronic, non-communicable diseases (NCD) in developing countries has been attributed to changes in lifestyle associated with development and urban migration, including obesity, unhealthy/unbalanced diets, smoking and inactivity (WHO, 2004). These risky behaviours track from childhood, hence it is imperative to address these risk factors in Early Childhood Development (ECD). In South Africa physical inactivity is becoming an important public health concern; research suggests that 40% of children and youth are getting little or no moderate to vigorous activity each week (McVeigh, Norris, Cameron and Pettifor, 2004). Furthermore, recent studies suggest that South African children demonstrate unhealthy eating habits.

Educational institutions and community settings should provide the infrastructure for promoting physical activity. Primary schools play a critical role in improving the health and well-being of children, especially through their physical education, sports and recreation programmes. PE in schools provides learners with opportunities to participate in PA, in turn making positive contributions towards their health and motor skills development. In addition, research illustrates that PA positively influences concentration, memory and classroom behaviour (Tomprowsi, 2003). School-based PA interventions can promote positive short-term effects on learners exercise participation by integrating PA during lessons and lunch-breaks (Naidoo and Coopoo, 2010). Furthermore, school-based PA interventions are favourable since programmes can become institutionalised into the regular school curriculum, staff development and other infrastructures (Stone, Mckenzie, Welk and Booth, 1998).

In South Africa, the public education system is acutely under-funded, teaching capacity is under threat and infrastructure is a major concern. In short, the public education system is in a state of crisis. The vast inequities between the public schooling (serving low-income communities) and private schooling systems are highlighted by the limited opportunities that public school learners (from low-income groups) have to access sports codes, infrastructure, equipment and coaching. A recent study by Narsigan and Ramiah (2010) on the effects of frequency and duration of PE on the fitness level of 6th graders, revealed that learners from private schools had superior health related fitness levels

compared to learners from public schools. They argue that this can be attributed to better facilities and the retention of formalized PE in the most private schools.

The declining status of PE in South African public schools reflects the complexities of an education system in a process of transition, entwined within a broader socio-economic development challenge. The majority of South Africa's children live in poverty, most of which live in townships on the periphery of the cities, many under inadequate living conditions in informal settlements. Many children come from big families, where regular meals, healthy nutrition, and appropriate leisure activities (i.e. sport) are unknown luxuries (Keim, 2006).

In the South African National Curriculum Statement, PE is referred to as 'Physical Development and Movement' and is only one of five components built-in to the learning area classified as 'Life Orientation (LO)'. This reduced status of PE as a stand alone subject has posed critical challenges to the delivery of quality PE (Kazi, 2010). The decision by the Department of Education (DoE) to remove specialist PE educators from schools and integrate Physical Development and Movement into the LO Curriculum was a major contributory factor in the decline in PA among learners in South African schools (Naicker, 2008). Recent suggestions from the National Department of Education indicate that the curriculum will be revised to include PE as a stand alone subject, resulting in more time allocated and a focus in educator training.

Currently, there is a need to support and promote PA and PE in public primary schools serving low-income communities. Improving basic education and reorienting the existing education system is government's responsibility, but corporations can and should get involved under the mandate of Corporate Social Investment (CSI). Partnerships for Education (PfE) an initiative by UNESCO and the World Economic Forum Global Education Initiative (GEI), proposes that the private sector should engage with government through multi-stakeholder partnerships. Within this systemic framework the Mr Price Group and its RedCap Foundation (NPO) collaborated with its implementing partners and government to develop the 'Young Heroes Programme' (YHP) – A school-based PE intervention (i.e. teacher training programme) designed to increase PA and promote healthy lifestyles among primary school learners (grades R-7).

Objectives

The aim of this study is to evaluate the impact and sustainability of the YHP. In doing so the subjects explored in this study include:

- Understanding the strengths and weaknesses of the programme from different stakeholder perspectives
- Designing and testing a customized Programme Sustainability Index (PSI)
- Analysing the programme within the MSPE theoretical framework

Multi-Stakeholder Partnerships in Education (MSPE)

The Partnerships for Education (PfE), a joint initiative between UNESCO and the World Economic Forum was developed to promote MSPE involving the private sector. The main objectives of the PfE is to identify principles and models for successful educational partnerships, promote the value of multi-stakeholder partnerships and the benefits of private sector involvement, enhance the capacities of key stakeholders to establish their own partnerships and implement them, and contribute to a greater global understanding and coordination of MSPE (Cassidy and Paksima, 2007). Since 2003 the World Economic Forum Global Education Initiative (GEI) has been engaging with educational projects involving the private sector in Jordan, India and Egypt. From these learning experiences the GEI model emerged, designed to facilitate engagement between government and private sector and other key stakeholders in developing win-win partnerships for education.

The GEI model of effective partnership initiatives for education is composed of twelve interrelated components as illustrated in the schematic model (see Diagram 1). Each component is comprised of a number of subcomponent elements/criteria important to ensuring the development and sustainability of an effective partnership initiative. The model provides a systemic framework for planning and analysing MSPE.

General lessons learned and promising practices identified across the three current GEI projects in Jordan, India and Egypt are listed below (Cassidy and Pakisma, 2007):

- Multi-stakeholder partnerships can be effective in supporting ongoing education reform efforts and adding value to the activities and public images of partners
- Strong, systemic management is essential for a successful initiative
- Broad and balanced partnership involvement on initiative leadership and management teams is very important
- Changing teaching practices in schools and classrooms is considerably more complex and challenging than is typically understood or planned for
- Teachers and principals are at the heart of the change process and their active participation critical to initiative success
- Sustained partnership involvement is critical to the long-term success of initiatives
- Monitoring and evaluation as well as considerations of scale-up and sustainability are essential to the long-term success of initiatives and have yet to be given the attention required

MSPE are necessary to pool resources and to leverage outcomes of innovative programmes. Each stakeholder has a key role. The involvement with private sector actors (sponsors and implementing partners) allows for the risk of programme innovation to be incurred by smaller projects like the Young Heroes Programme (YHP). A defining feature of the YHP is the functional multi-stakeholder partnerships between the sponsor and its CSI foundation, implementing partners and government. Hence, in this report the systemic nature of the YHP is analysed within the GEI framework. Like the GEI projects in Jordan, India and Egypt, the YHP is a South African case study of MSPE. In this regard, the YHP can consult lessons and theoretical recommendations extrapolated from the development of the GEI model. Furthermore, lessons learned from the YHP can add to the body knowledge in this area.

The Role of Corporate Social Investment in Education

The majority of public schools require radical improvement to become institutions providing learners with quality education. The challenge is enormous, but not insurmountable. Interventions are urgently needed to ensure that South Africa develops a public school system capable of meeting the demands of a 21st-century knowledge economy. To effectively address this national challenge it is imperative to garner support from different actors in society. Hence, it is essential to expand the role of the private sector and promote further CSI in schooling.

In an effort to address the vast shortcomings of the public education system in South Africa, the private sector invests around R2 billion per annum in education, which representing approximately 37% of total national (and annual) CSI expenditure (Dialogue, 2010). This includes expenditure on all types and levels of education, including Early Childhood Development (ECD), schooling and post-school education. On the whole ECD and primary-level capacitation should inform long-term CSI intervention strategies, while secondary and tertiary schooling support is imperative to national development in the short-term. Recent research indicates that companies are aware of the importance of supporting ECD and primary school education. In addition, rural schooling projects have also been earmarked to receive more support from the private sector (Dialogue, 2010). In this study, the YHP illustrates how CSI is being directed to address shortcomings in the delivery of physical education in public primary schools.

The Young Heroes Programme

The Young Heroes Programme (YHP) was piloted as a joint youth development initiative between the Mr Price Group, Sportstec (Sports Development Agency), and five public schools in the greater Durban area in 2005. The original six month pilot was then extended to a further four schools over the following six months. The main objective of the project was to encourage learners (from disadvantaged communities) to become physically active and to play sport by facilitating PE lessons in schools (Naicker, 2008). The project is currently managed within the RedCap Foundation, which is a registered non-profit and public benefit organization funded by the Mr Price Group. In turn, the RedCap Foundation develops and implements Corporate Social Investment (CSI)

initiatives for the Mr Price Group. The YHP is one of a portfolio of youth development projects that the RedCap Foundation currently undertakes.

In 2009, Mr Price and the RedCap Foundation were awarded the overall corporate award in Mail&Guardian's annual *Investing in the Future Awards*, which acknowledges best practices in CSI in South Africa. Although CSI practice in South Africa is still in its infancy this award highlights the importance of partnerships for education involving the private sector. The YHP is a promising practice and an example of a constructive MSPE. Furthermore, the programme illustrates the productivity of channeling CSI funding to explore innovative solutions to education challenges. It is envisioned that future involvement with the national DoE will provide an opportunity to apply/transfer the knowledge from the YHP to develop national programmes which address PA and PE in public primary schools.

The motivation for the focus on PA stemmed from involvement in the Charter of Physical Activity, Sport, Play and Well-Being for all Children and Youth in South Africa (2005), which was based on research of South African youth. The research inferred that there was a lack of PA in public primary schools; with the Youth Risk Behaviour Survey (2002) suggesting that more than a third of South African school children did not participate in sufficient PA to have a positive health benefit, and only 54.3% of learners had PE or an equivalent) in school.

To date, the YHP has been implemented in 68 schools (throughout Gauteng and KwaZulu-Natal), reaching approximately 73 669 learners and 2172 educators. Through the process of continuous engagement with schools, the DoE, the Department of Health (DoH) and relevant subject experts the intervention strategy of the YHP has gained the support of key role players in South Africa. In 2007, an impact assessment of the YHP was conducted. In sum, the findings suggested that in the short-term the programme made a positive contribution to the intended beneficiaries (teachers and learners).

Implementation Model

This programme is aligned with Life Orientation (LO) of the outcomes based education curriculum. The implementation of this project includes transfer of theory and practical

skills to teachers, resources in the form of manuals and lesson plans and the supply of necessary equipment to implement PE in their schools. Phase one is focused on experimenting with innovative solutions that can assist primary schools to effectively implement PE in their schools, despite infrastructural challenges. Phase two is focused on taking knowledge and experience gained from phase one, to partner at a systemic level (government) in assisting a national roll-out plan to improve the implementation and monitoring of primary school children's physical development (RedCap Foundation, 2009).

The programme is designed for public primary schools situated in low-income communities. Project implementation is focused on a community approach where selected schools are in close vicinity of one another. Before the project is implemented, consent and approval is necessary from the DoE and the relevant school management. The schools are allowed to decline to participate in the project and should they feel they do not have the organisational will or do not need the intervention, they are allowed to choose not to participate. Programme managers encourage the active participation of district and provincial management from DoE in all schools where the Young Heroes programme is implemented (RedCap Foundation, 2009).

The current M&E system is somewhat 'ad hoc'. It is based on a feedback mechanism implemented by DoE at a district level and includes the use of informal interviews and survey questionnaires to gather data from educators. The implementing partners (Sportstec and ETA) conduct independent assessments in order to gather feedback from educators regarding their respective training models.

Research Methodology

Research Design

This evaluation study assesses the sustainability and impact of the YHP. The primary research included both quantitative (survey questionnaire) and qualitative (semi-structured interviews) methods of data collection and assessment.

Sample

Interviewees (stakeholders) and survey respondents (educators – teachers and principals) were selected through purposive sampling, rather than probability selection. A purposive sample of 326 educators was selected, representing 15% of the target population of 2172 educators who have participated in the Young Heroes training programme since 2005. The 326 educators were drawn from 37 urban schools – 20 primary schools in KZN (Durban and surrounding areas) and 17 primary schools in Gauteng (Soweto and Tembisa). Due to logistical research constraints, schools were selected on the basis of accessibility and close proximity to each other. Across the 37 schools, 350 survey questionnaires were distributed among educators who had participated in the Young Heroes training programme, of which 212 questionnaires were completed and returned.

Nine interviewees representing the different stakeholder groups were purposively selected to inform the comprehensive stakeholder analysis. The interviewees comprised key informants who were knowledgeable about their institutions/organisations involvement in the design and delivery of the programme. The diversity of the sample, the regional distribution of interviewees and survey respondents, and the interaction of qualitative with quantitative data provides a concrete level of confidence upon which to draw meaningful inferences and recommendations. The fieldwork was conducted between September and November 2009, data was concurrently entered and analysed in December 2009.

Ethical Considerations

A high ethical standard and accepted degree of sensitivity was exercised when interacting with respondents/participants. Mechanisms were in place to provide them with adequate information about the evaluation study, what is expected of them, how their anonymity will be assured, as well assuring them that the information they provide will be treated in confidence, and that they have the right to withdraw from the process at any stage (Blaikie, 2000). The data collected in this study is solely for the purpose of evaluating the YHP.

Assessment Tools

To evaluate the YHP empirical evidence was gathered by a combination of qualitative (primary data) and quantitative (primary and secondary data) data collection methodologies. Firstly, semi-structured interviews were conducted to capture the perceptions of the different stakeholders, including: the RedCap Foundation; the implementing partners, Sportstec and Exercise Teachers Academy (ETA); DoE; school principals and UNICEF South Africa.

Secondly, a detailed survey questionnaire was designed to capture educators' (teachers and principals) perceptions concerning the impact and sustainability of the YHP. The questionnaire was composed of: 1) Impact Assessment – a seven variable measure; 2) Programme Sustainability Index (PSI) – a composite index comprised of a customized 47 variable measure within a seven-factor sustainability framework (Marek and Mancini, 2007). The questionnaire also included various ordinal measures, including ranking and rating scales. Open-ended questions were used to capture qualitative responses on specific themes, such as strengths and weaknesses.

Statistical Methods

A sub-sample of 212 (n) completed and returned questionnaires was analysed. The data was analysed with the Statistical Package for the Social Sciences (SPSS) Version 15. Descriptive statistics (means and standard deviations) and inferential statistics (correlations, regressions and ANOVA, Analysis of Variance) were used. The data was analysed at 95% Confidence Interval at a level of significance of $p < 0.05$. The validity of the data was tested and the Cronbach value was equal to 0.87, implying that the data is of a high precision hence allowing for substantive generalisation in regard to the entire population.

Data captured in the interviews was coded to determine common themes. Similarly, qualitative responses in the survey questionnaire were coded using SPSS and then summarized to portray common themes. A theme is an outcome of coding,

categorization, and analytical reflection. Furthermore, thematic analysis allows patterns to emerge from the data.

Data Presentation, Analysis and Interpretation

Demographics

The demographic data of all the educators (i.e. teachers and principals) captured in the survey questionnaire are portrayed in Table 1. It indicates that 58% of the respondents are from KZN while 42% are from Gauteng. Notably, 70.8% of respondents are females while 29.2% are males. The average age of the educators is 43 years, with 77.6% above 30 years and 71.6% with more than 10 years of teaching experience. Based on the low quintile ranking of the target schools (poverty ranking for South African schools), it is prevalent that a majority of the learners range from low-to-middle-income groups.

Survey Questionnaire

Impact Assessment

To maintain a certain degree of uniformity the 'statement evaluation' in the 2009 survey questionnaire was based on the 'statement evaluation' instrument used in the 2007 Impact Assessment. Furthermore, the six schools evaluated in the 2007 study were included in the 2009 sample in order to provide a base for a comparative analysis. In this regard, Fig. 1 presents a graphically representation of the results from the 2007 Impact Assessment vs. the 2009 Post-Impact Assessment. Respondents were presented with a five-point rating scale, where 'five' meant 'strongly agree' and 'one' meant 'strongly disagree'. In 2009 lower mean scores are evident for each statement in comparison to the high mean scores in 2007 (see Fig. 1). Educators from the sub-sample (2007) exhibited high levels of confidence in the YHP during the implementation year of the programme, however two years later (in 2009) it is evident that their level of confidence in the impact of the programme has waned. Thus, inferring there is an overall decline in the level of educators' confidence in the ability of YHP to fulfill its objectives in the medium to long-term. Fig 3 ranks the programme needs as perceived by all the educators in sample. The findings suggest that educators' rank funding and training as

the two most important inputs required to sustain the programme and consequently the delivery of formalised and structured PE lessons.

Programme Sustainability Index (PSI)

The PSI is a 47 variable measure within a seven-factor conceptual sustainability framework (Marek and Mancini, 2007). For the purposes of this study each factor is a customized sub-index measured by variables on a five-point rating scale, where 'five' meant 'strongly agree' and 'one' meant 'strongly disagree'.

The seven sustainability factors and their respective responses are presented below:

- 1. Leadership Competence** – 61.3% of educators feel that principals provide adequate support. More than half (54.3%) consent that stakeholders are committed to ensuring the sustainability of the programme.
- 2. Effective Collaboration** – 76.5% believe that multi-stakeholders partnerships involving the private sector are necessary to enhance the education system. 71.2% agree that partnerships with the private sector are necessary to foster innovation in education practices.
- 3. Service Delivery** – A majority (68%) of the educators feel that programme developers and sponsors did not fully understand learners' needs. Nearly half of the educators (44%) feel that stakeholders do not understand programme strengths and weaknesses.
- 4. Funding** – 31.6% of educators express that funding is insufficient for programme operations and 61.4% identify the need for additional funding from other sources (public and private).
- 5. Staff Involvement and Integration** – 53.3% of educators affirm that they are fully committed to the programme. On the other hand 45.8% indicate they do not have enough time to devote to the programme. 50.4% state they participate in the training of new teachers in order to sustain the delivery of structured PE.

Furthermore, 57.5% state that educators at their schools are active in organizing school sporting activities and events.

6. Programme Responsiveness – Over 60% feel the programme is responsive to staff needs and is aligned with the Department of Education's strategy and policy framework.

7. Monitoring and Evaluation – 34.4% disagree that there is a monitoring and evaluation system in place to measure programme effectiveness. In addition, 41% think that the programme successes and failures are not communicated to key stakeholders and potential sponsors.

The composite index of 3.44 infers that respondents/educators consider the programme to be only 'partially sustainable'. For the purpose of triangulation, other tools were employed in the survey questionnaire to assess sustainability – three independent sustainability indicators (see Table 2) were used to capture a more succinct perception. Findings from these indicators present a somewhat different picture than the PSI, in short inferring that the programme is 'mostly sustainable'. However, this comparison should be interpreted with caution, seeing as the PSI is a detailed composite index comprised of 47 variables, whereas the independent sustainability indicators presented in Table 2 are simply based on general four point rating scales. Overall, the findings extracted from the analysis of the survey data provide indicatory evidence to infer that the medium to long term sustainability of the YHP is uncertain.

Strengths

Many of the strengths mentioned by the respondents in the 2007 impact assessment are reiterated in this study. The following list of strengths was extracted from the qualitative responses in the 2009 survey questionnaire, which was conducted among educators who had participated in the YHP:

- Improvement in learners' physical fitness
- Learners develop basic sports skills
- Both learners and educators are actively involved

- Discipline and team spirit is fostered among learners
- Learners are motivated and eager to participate in sports and class activities
- Learners demonstrated an improvement in listening skills and concentration
- Programme facilitators are qualified and experienced facilitators
- Training provides educators with the basic skills to conduct P.E. lessons

Weaknesses

The following list of weaknesses was drawn from the qualitative responses captured in the survey questionnaire. More than half of the educators (54%) cited training time as too short and 30% recommended that the training programme should be continuous. Approximately 18% of respondents expressed a 'lack of M&E' as a systemic weakness. Other weaknesses expressed included:

- No provision for physically handicapped learners
- No handouts/training manuals supplied to the educators
- From an educators perspective the programme schedule is too short
- YHP only caters for urban schools – no rural schools involved
- Long-term sustainability of the programme deliverables is questionable and therefore requires more continuity
- Funding, equipment and facilities are inadequate to sustain the programme in the long-term

Stakeholder Interviews

Semi-structured interviews were conducted to explore the strengths, weaknesses and sustainability of the YHP from different stakeholder perspectives: 1) Schools communities – principals; 2) Implementing partners – Sportstec and ETA; 3) Government – DoE; 4) CSI Foundation – RedCap Foundation; 5) International Organisation – UNICEF South Africa. As mentioned previously, thematic analysis was used to code common themes from the interview data.

Common themes and perceptions are presented below:

Strengths

- YHP proves that a CSI initiative has the potential to be integrated into a component of a greater national education strategy
- YHP is an innovative physical education intervention with a functional project model developed over four years of implementation and experimentation
- Programme is aligned with national policy and curriculum
- Programme design is based on input from key subject matter experts
- Training is complementary with a combination of disseminating theory and transferring practical skills to educators
- Good quality teaching materials which are “aligned with the revised national curriculum statement”
- YHP model (“under revision”) possesses the combined strengths of fitting within the institutional frameworks but still managing to provide dynamic solutions to an intricate problem

Weaknesses

- From a government (DoE) perspective the programme is too long (8 weeks) and too costly
- Training system and schedule is “not conducive to the continuous skills development of educators”
- Some educators are neither fully committed nor motivated
- Lack of systematic M&E
- Lack of equipment
- Need for new/updated teaching materials (i.e. lesson plans)
- No follow-up training workshops
- Current capacity and outreach of the programme is limited
- YHP model is currently not suitable for a large scale national roll-out
- Department of Education (DoE) “does not have the capacity to implement the YHP on a national scale”
- Dependency on the private sector for funding

- Sponsor's and implementing partners' exit strategy is inappropriate – “the exit strategy is too abrupt”
- Existing partnership with UNICEF South Africa has been unproductive – “no communication, no feedback and no input from UNICEF South Africa,” in short the partnership has added no value to the YHP
- Lack of systematic information sharing between the implementing partners, sponsors and government
- Long-term programme sustainability is questionable?

Sustainability

- Short term gains of the YHP are proven, yet the medium to long term sustainability of the programme is uncertain
- Committed and motivated educators and an involved school governing body (SGB) are critical factors for programme sustainability
- Need for stricter selection criteria for schools – main criteria being committed principals and teachers
- Developing and maintaining a close relationship with government departments is vital to ensure the sustainability, evolution and expansion of the programme
- M&E is a central component of sustainability and the current system is somewhat ‘ad hoc’ and evidently inconsistent, thus requires urgent attention and re-design
- It is important to be aware of best practices both nationally and internationally for continual programme development and innovation
- Issues of sustainability are addressed in each growth phase of the project cycle – hence a need for continuous M&E
- Effective multi-stakeholder partnerships are necessary to sustain and furthermore expand the YHP

Conclusions and Recommendations

In South Africa children from marginalised communities have limited access to sports facilities and institutions. It is important to employ PE as an institutionalized mechanism to promote healthy lifestyles and positive behaviour change among learners in public schools. Some international studies suggests that children should participate in at least 30 minutes of moderate to vigorous physical activity on most days, while other consensus panels have recommended one or more hours of physical activity per day for children (Corbin and Pangrazi, 1999). Clearly, this issue cannot solely be addressed via narrow specialised PE intervention programmes within the schooling curriculum. There is a need to conceptualise holistic multilevel intervention programmes involving a multiplicity of actors – including schools, government, communities, private sector and civil society. In sum, to effectively address physical activity in a sustainable manner, there is a need to deepen and broaden communication and integration among all stakeholders.

Recommendations to improve the YHP

The following recommendations and suggestions to improve the YHP were extracted from the stakeholder interviews and qualitative responses from educators in the survey questionnaire:

- **Monitoring and Evaluation (M&E)** – re-design the YHP current M&E system
- **Stricter selection criteria for schools** – motivated and committed educators should be the main criteria for selecting schools to participate in the YHP
- **Concentrating resources** – targeting investment towards ‘selected’ (fewer) teachers in a larger number of schools
- **Evolving the training model** – research and develop a continuous and reflective training model
- **Multi-Stakeholder Partnerships for Education** – need for more extensive communication, collaboration and cohesion between key stakeholders
- **Community collaboration** – cluster schools and foster partnerships with local CBOs and NGOs to address extra-curricular (after school) physical activities for children

- **Building knowledge networks** – sharing experiences and promising practices with other organisations (in the public, private and NGO sectors) operating in this niche area of PE and sport both nationally and internationally

With the impending change in the school curriculum, the lessons learnt in the implementation of the YHP will be vital in informing the DoE's future planning and methodology of achieving the aims of the new curriculum in regard to PE. The custodians of the YHP more have an obligation to improve its implementation model, and improve methods of transferring teaching skills and lesson plans. The established partnership with the DoE and the relationship with the Department of Sport and Recreation will be an important guide in the way forward for the YHP.

Future research

- Undertaking a best practice benchmarking study to learn lessons from local and international best practices, thereby informing future programme design in the area of school-based PE and PA interventions
- Understanding the inherent complexities of MSPE in the South African context: What are the challenges faced by private sector partners (i.e. CSI Foundations and their implementing partners) when collaborating with government departments to deliver school development programmes (i.e. teacher training programmes)?

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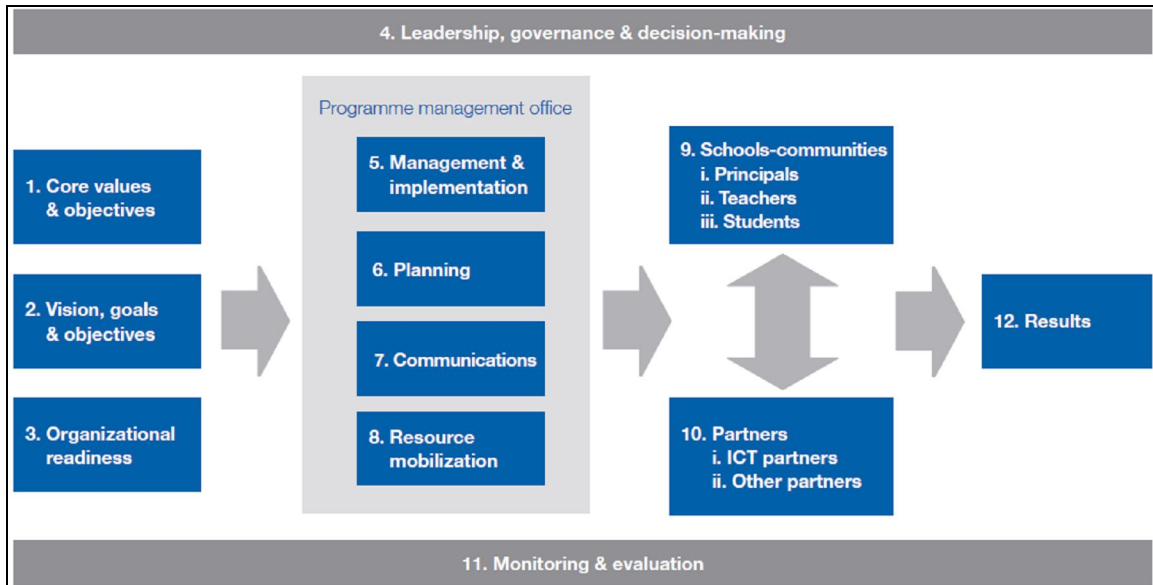
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List of Abbreviations

ECD	Early Childhood Development
ETA	Exercise Teachers Academy
DoE	Department of Education
DoH	Department of Health
GEI	Global Education Initiative
LO	Life Orientation
KZN	KwaZulu-Natal
M&E	Monitoring and Evaluation
MSPE	Multi-Stakeholder Partnerships for Education
NCD	Non-Communicable Diseases
NGO	Non-Governmental Organisation
NPO	Non-Profit Organisation
PE	Physical Education
PA	Physical Activity
PBO	Public Benefit Organisation
PfE	Partnerships for Education
PSI	Programme Sustainability Index
SGB	School Governing Body
SPSS	Statistical Package for the Social Sciences
UNICEF	United Nations Children's Fund
UNESCO	United Nations Education, Scientific and Cultural Organisation
WHO	World Health Organisation
YHP	Young Heroes Programme

List of Diagrams

Diagram 1: The GEI model for effective partnership initiatives for education



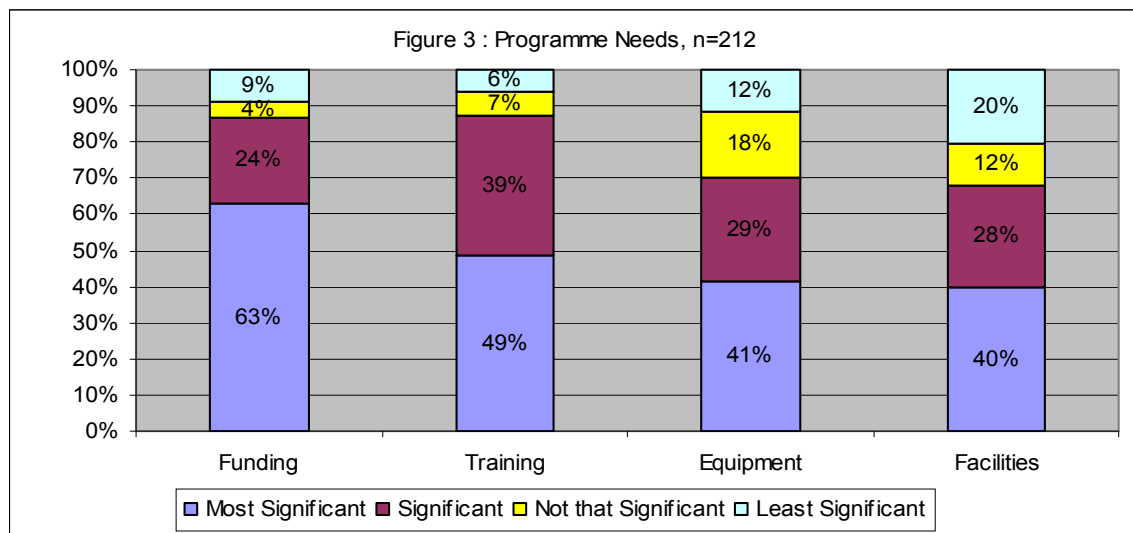
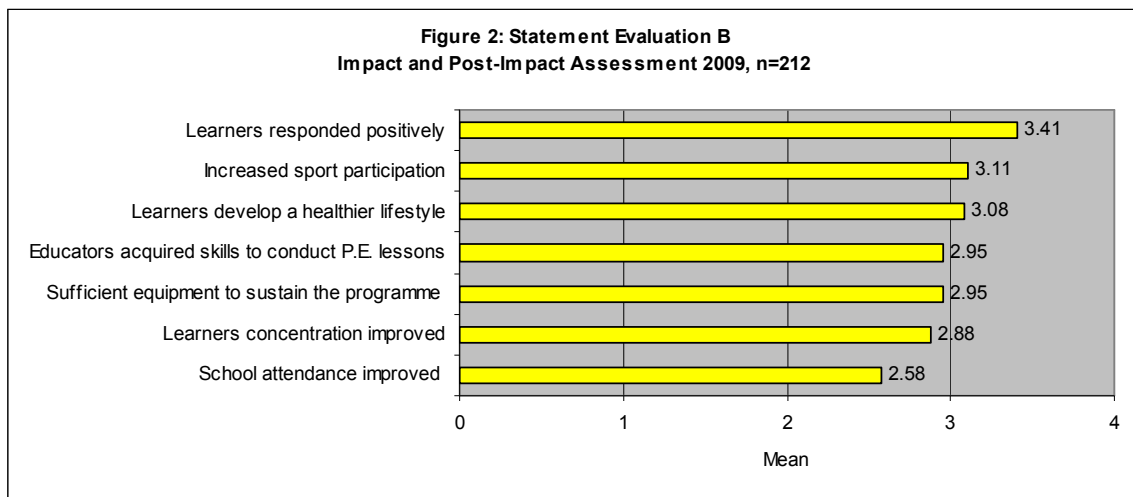
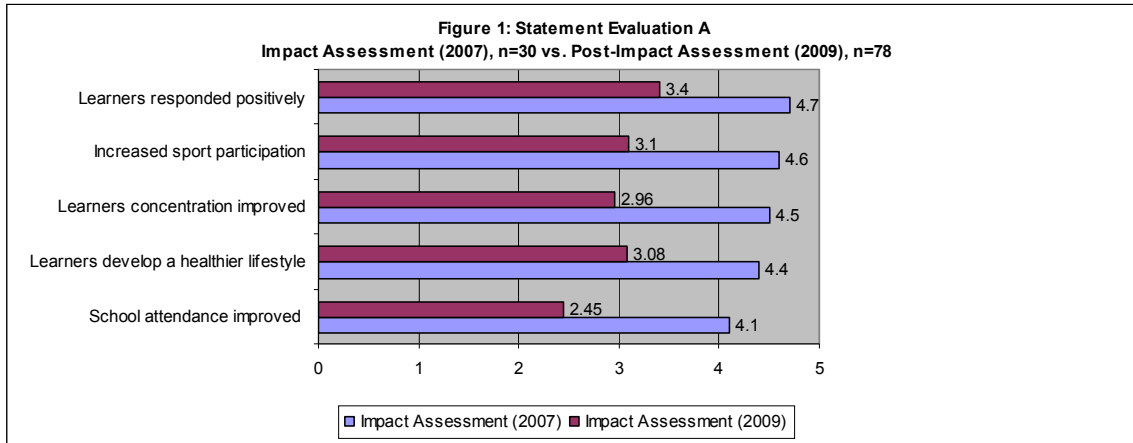
(Source: Adapted from Cassidy and Paksima, 2008)

List of Tables

Table 1. Educator Demographics, n=212		n	Percentage
Province	Gauteng	89	42.0
	KZN	123	58.0
Gender	Female	150	70.8
	Male	62	29.2
Age of Teachers	21-30 years	14	6.7
	31-40 years	75	35.7
	41-50 years	88	41.9
	51-60 years	30	14.3
	Above 60 years	3	1.4
Years of teaching experience	<2 years	12	5.7
	2-5 years	22	10.5
	5-10 years	26	12.4
	>10 years	150	71.4

Table 2. Sustainability Indicators, n=212		n	Percentage
Current level of programme activity:			
Expanded activities		68	32.10
Activity levels maintained		130	61.30
Reduced activities		7	3.30
Activities terminated		7	3.30
Ability of the programme to fulfill the objectives:			
Fully		62	29.20
Mostly		113	53.30
Somewhat		34	16.00
Not at all		3	1.40
Sustainability of the programme:			
Activities completely sustained		40	19.00
Mostly sustained		126	60.00
Partially sustained		37	17.60
Not sustained at all		9	4.20

List of Figures



Authors' Profiles

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