



Cape Peninsula
University of Technology

**FACTORS INFLUENCING THE DELIVERY OF THE CLUB
DEVELOPMENT PROGRAMME WITHIN SELECTED FOOTBALL
COMMUNITY CLUBS IN CAPE TOWN, METROPOLE**

by

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DECLARATION

I, **Jakobo Jacob Moroe (204116414)**, declare that the contents of this thesis represent my own unaided work, and it has not been previously submitted for academic examination towards any qualification. Furthermore, it represents my own opinions and not necessarily those of the Cape Peninsula University of Technology.

A handwritten signature in black ink, appearing to read 'Jakobo Moroe', written over a horizontal line.

Signed _____

Date: 06 July 2013

DEDICATION

I Jakobo Jacob Moroe (the researcher), would like to dedicate this work to Moroe's family especially my dad (Thintho Moroe), biological mom (Mamosiya Moroe) and stepmom (Mittah Moroe) for sacrificing their lives to create a better life for me. I would like to thank them for always striving to ensure that my younger brother (Lerato Moroe) and I have the best education they never had.

ABSTRACT

FACTORS INFLUENCING THE DELIVERY OF THE CLUB DEVELOPMENT PROGRAMME WITHIN SELECTED FOOTBALL COMMUNITY CLUBS IN CAPE TOWN, METROPOLE

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Sport and Recreation South Africa (SRSA) initiated a national Club Development Programme (CDP) in 2006. Its aim is to increase sport participation, physical activity, talent identification and fast-track the development of community clubs in South Africa. The CDP has numerous sporting codes: football, netball, cricket, athletics, rugby and aquatics. Football is the main focus for this study because the majority of clubs in the CDP are football associated.

There is a perception amongst football clubs that some clubs receive more attention and support in terms of development as compared to others in the CDP. Therefore, the aim of the research is to identify key factors that affect the delivery of the CDP within selected football community clubs in the Cape Metropole.

In total, nineteen CDP community football clubs were studied. In each club, key stakeholders such as the chairperson/president, secretary/administrator, captain/vice captain and volunteer/coach were targeted to receive questionnaires, totalling seventy six with fifty seven usable questionnaires returned. Fourteen face-to-face structured interviews were conducted with experienced and key CDP officials representing the three spheres of South African government.

The respondents indicated that the CDP has not exceeded their expectations, mainly because of the following: community clubs are still waiting for equipment; a lack of

experts to identify talent; lack of motivation from the CDP officials; lack of competency of the CDP officials in terms of their capacity to liaise with stakeholders and develop mechanisms to review the programmes' impact.

CDP appears to be largely ineffective within communities due to a lack of communication, qualified and competent personnel, talent identification, motivation from the CDP coordinators, education and training as well a review mechanism system.

Therefore, it is critical for CDP management to ensure that communication systems improve; qualified and suitable personnel are recruited to assist with the programmes' implementation; talent identification programme is developed; there should be incentive programmes and ongoing sustainable activities throughout the year, as well as structured social leagues in communities where people live; all CDP coordinators need to undergo training to improve their implementation skills; the review mechanism system needs to be developed and effectively implemented within the communities; and the mechanism system should be periodically monitored and evaluated to objectively assess the impact of the programme within communities.

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GLOSSARY

AFL	: Australian Football League
ALFC	: Australian Local Football Club
CCT	: City of Cape Town
CDP	: Club Development Programme
CEO	: Chief Executive Officer
CPUT	: Cape Peninsula University of Technology
CRO	: Community Recreation Officer
CSD	: Community Sport Development
DCAS	: Department of Cultural Affairs and Sport
DoRA	: Division of Revenue Act
ILO	: International Labour Organisation
LAGUNYAPHI	: Langa, Gugulethu, Nyanga and Phillipi
MEC	: Member of the Executive Council
MPP	: Mass Participation Programme
NGO	: Non-Governmental Organisation
SDC	: Sport Development Continuum
SDO	: Sport Development Officer
SDU	: Sport Development Unit
SPOs	: Sport Promotion Officers
SPSS	: Statistical Package for the Social Sciences
SRSA	: Sport and Recreation South Africa
SWD	: South West District
UK	: United Kingdom
UN	: United Nations
UNICEF	: United Nations Children`s Fund
USA	: United States of America
VRT	: Voice Recording Sytem
WHO	: World Health Organisation
YDP	: Youth Development Programme
YST	: Youth Sport Trust

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CHAPTER ONE

INTRODUCTION

This chapter aims at providing insight into what the current study is about. Therefore, the chapter is structured as follows: clarification of basic terms; problem statement; background to the research problem; research objectives; ethical considerations; research design and methodology; delineation of the research; significance of the research; and expected outcomes.

1.1 Clarification of basic terms and concepts

1.1.1 Department of Cultural Affairs and Sport (DCAS)

The DCAS, which is the provincial government department for sport and recreation in the Western Cape, is responsible and accountable for supporting, developing and growing all the sport structures in the province. Within the DCAS, there is a Directorate of Sport and Recreation with different components that are responsible for the development and promotion of sport and recreation in the province. The DCAS structure is clearly illustrated in Appendix A on page viii.

1.1.2 Western Cape

The Western Cape is a province in South Africa where the current study took place. Traditionally, the province is comprised of the four regions which are:

- the Cape Metropole;
- the Boland;
- the South West District (SWD); and
- the West Coast.

Among the four regions of the province, the Cape Metropole has been identified as the targeted region for research purpose. This was because the Cape Metropole has the largest number of participants that are only participating in

football and also has the largest concentration of club development initiative participants compared with the rest of the three regions within the province. More than 800 participants are taking part in the targeted CDP community football clubs (Tsolekile, 2013)

1.1.3 Club Development Programme (CDP)

The CDP is one of the Mass Participation Programmes (MPPs) initiated by the Sport and Recreation South Africa (SRSA) aiming to empower, promote and develop the growth of sport clubs within the previously disadvantaged communities. The CDP was established in 2006, in order to provide assistance to athletes and their support staff through which they can progress from the entry level continuum to the highest echelons of participation.

The major intent of establishing the CDP is to facilitate access to sport and recreation for South Africans and also to ensure that those athletes with talent are channelled into the mainstream of competitive sport (South Africa. Department of Sport & Recreation, n.d:3).

This programme is specifically designed to give special emphasis to sport in the in various communities The support of local level athletes and their support staff is rendered to the eventual benefit of the provincial and national sports codes as well as increasing social cohesion within the communities of the Western Cape. (Monitoring & evaluation study. Club Development Programme, 2010:4).

The CDP focuses on the processes of fast-tracking the community clubs and also on facilitating access to sport and recreation for South Africans, as well as on identifying talent and nurturing it. The focal point of the CDP is to establish and to revive sport clubs, as well as to assist those players who are in the mainstream of competitive sport. The six traditional priority codes of the CDP are:

- football;
- netball;

- rugby;
- athletics;
- aquatics; and
- cricket.

1.1.4 Community Sport Development (CSD) programme

Hylton and Totten (2002:66) describe CSD as a programme that addresses the social concerns about the nature and extent of inequalities within communities. DCAS need to ensure that CSD programmes are developed and promoted with the intention of encouraging the communities to be actively involved in sport.

1.1.5 Regional Offices

Traditionally, there are four regional offices that are part of the DCAS in the Western Cape. Tsolekile (2013) said that the regional offices are mainly coordinated by the DCAS and the purpose of its existence is to:

- liaise with federation in the Metro region (funding applications);
- liaise with local sport councils;
- work with local government on their initiatives and programmes;
- organizing Western Province sport awards; and
- service the community clubs that are part of the CDP within the province.

1.1.6 Sport Development Unit (SDU)

The SDU is the component within the DCAS structure that is responsible for ensuring that there is an adequate development of sport bodies/structures in the Western Cape. It is the component that deals directly with the development of targeted community clubs, local sport councils and federations.

1.1.7 Sport Promotion Officers (SPOs)

The SPOs also known as the Sport Development Officers (SDOs) are the personnel or public servants within the CDP component who have been

employed to assist with the development and promotion of sport and recreation provincially.

1.1.8 Sport and Recreation South Africa (SRSA)

SRSA, which is the national government department that is responsible for sport and recreation in South Africa, aims to create an active and winning nation through mass participation and physical activities. The SRSA structure is illustrated in Appendix B on page ix.

1.1.9 Division of Revenue Act (DoRA)

The DoRA legislative determines how the funds should be allocated to promote sport and recreation activities in communities and schools through mass participation programmes. It directs the grant that is being allocated among all the provinces by the SRSA so as to speed up the processes that are involved in club development. The allocation of the DoRA grant is based on the needs of each province concerning the development and promotion of sport within communities. Table 1.1 shows the estimated amount of money allocated to CDP in the Western Cape by the SRSA since 2007-2010 (Kent, 2013).

Table 1.1: CDP estimated budget from 2007-2010

Financial year running from:	Amount (R)
2007 - 2008	2 million
2008 - 2009	2.4 million
2009 - 2010	3.4 million

In addition, Table 1.2 also shows the estimated amount of money that was further given to the Western Cape Provincial government (DCAS) by the SRSA in order to develop community clubs through the CDP (Pasensie, 2013).

Table 1.2: CDP estimated budget from 2011-2014

Financial year running from:	Amount (R)
2010 - 2011	18.8 million
2011 - 2012	7.9 million
2012 - 2013	11.4 million
2013 - 2014	12.3 million

1.2 Problem statement

The perception exists that the current programme used by the DCAS in the Cape Metropole, appears not to be benefitting the football clubs that falls under the CDP structure. Furthermore, there is a belief that some clubs are receiving more attention and support in terms of development compared to what others are receiving who also fall within the programme (CDP). The development objectives include providing education and training for capacity-building, as well as equipment, and identifying and nurturing talented athletes to compete at the highest level of competitive sport.

1.3 Background to the research problem

The SRSA initiated a new programme called CDP in 2006, which is a subdivision of the MPP. The reason for the introduction of the CDP was that the SRSA wanted to encourage participation in sport as a means of inspiring South African citizens to become more active than they had been in the past. The initial focus of the new programme is to assist in identifying talented athletes, as well as establishing and fast-tracking the development of clubs in South Africa (South Africa. Department of Sport & Recreation, n.d:3). Each year, the SRSA allocates a significant amount of money to each province within South Africa for the purpose of club development. In total, since 2007 to the financial year ending 2014, an estimated amount of R58.2 million was granted by the SRSA to DCAS in order to develop and empower community clubs within the Western Cape.

At the beginning of the new financial year, the Sport Development Unit responsible for the CDP in the Cape Metropole, set out the target of reaching a certain number of clubs over a specific period of time. At that stage, relatively little had been done as far as the CDP was concerned. When targeted clubs were first being identified, it was also discovered that the regional offices and federations were not being invited to contribute towards the formation of the development strategy of clubs. Of all the football clubs that fell under the ambit of the CDP, not all had been given their fair share of attention as far as the CDP was concerned (South Africa. Department of Cultural Affairs & Sport, 2008).

During the third year of the CDP's operation in 2008, it was discovered that the majority of the SPOs from all the regional offices within the province did not understand how CDP should be effectively implemented. The lack of understanding was discovered during the submission of the quarterly and annual reports that were required by the Head Office (South Africa. Department of Cultural Affairs & Sport, 2008). During the meetings, the employees responsible for the CDP across all four regions claimed that they were not briefed about the directives of the CDP and how the programme is supposed to be effectively implemented within communities (South Africa. Department of Cultural Affairs & Sport, 2008).

1.4 Research objectives

The two primary objectives of the research were to:

- evaluate the impact of the CDP in selected community football clubs within the Cape Town, Metropole; and
- identify factors that could effectively improve the implementation of the CDP within the selected football communities in the Cape Town Metropole.

1.5 Ethical considerations

The research proposal was submitted to the Faculty of Business Ethics Committee at Cape Peninsula University of Technology (CPUT). The researcher was requesting a permission from CPUT Ethical Committee to conduct a research study within the selected community football clubs in Cape Town, Metropole. The researcher's proposal was approved by the CPUT Ethical Committee. All the participants (CDP community club officials and CDP officials from three spheres of South African government) were made aware:

- that participation is voluntarily;
- that their responses would be kept strictly confidential;
- of the reasons and importance of conducting the research study; and
- of who was going to benefit from the study.

1.6 Research design and methodology

1.6.1 Research design

The two research tools considered for the purpose of collecting data were questionnaires and interviews. The questionnaires were mainly designed for the community club officials and interviews for the CDP officials. A self-administered approach was considered when designing the questionnaire, and a face-to-face structured survey was considered useful for the interview.

Both the questionnaire and interview survey included the 'open-ended and closed-ended' response techniques. The criterion used to identify the targeted clubs to participate in the study was to focus on community football clubs that have been part of the programme for more than a year since its establishment in 2006. The completed questionnaires were then collected immediately in person by the researcher himself. Further information on CDP was collected via emails. The research design will be discussed in detail in Chapter three.

1.6.2 Research methodology

In the process of collecting data, the questionnaires and in-depth interviews were used, as is discussed as follows:

1.6.2.1 Questionnaires

In each club, four people were targeted to participate in the study. The four targeted participants per club were: Chairman/President; Captain/Vice-captain; Secretary/Administrator and Coach/Volunteer. Further information regarding the questionnaires is discussed in Chapter three.

1.6.2.2 Interviews

For interview purposes, the researcher used the face-to-face and telephone method. The interviews (face-to-face & telephone) were designed to target only the government officials (i.e. public servants), such as the deputy directors, assistant directors, the regional managers and the sport promotion officers who were familiar with the operation of the CDP. The interview questions were differed from the questionnaire survey. In addition, Chapter three will reveal more information regarding the interview design.

1.7 Delineation of the research

The study was conducted only in the Cape Metropole, which is the largest region in the Western Cape Province.

Since there were many football clubs in the Cape Metropole, the researcher only focused on the senior clubs that are under the CDP structure because the focus was to identify the factors hindering the effective delivery of programme implementation in the Cape Metropole, South Africa. As part of the data collection process, fourteen CDP officials were interviewed. The researcher contacted and invited all the current and previous coordinators that have been involved with the CDP since its introduction to date, to be part of the study.

1.8 Significance of the research

Numerous sport bodies/structures, of which the following are some examples, could benefit from the findings and results of the current study:

- a) SRSA: SRSA, as the mother body for all the sporting codes in South Africa, would be better enabled to reach its objectives of creating a seamless pathway for athletes, along which they could progress from the entry level of the continuum to potentially high levels of competitive sport. SRSA could reach its long-term goal and vision of creating and providing increased access for talented athletes into mainstream of sport.
- b) DCAS: The SDU could use the recommended identified factors affecting the programme service delivery as the universal tools for the effective development and promotion of other community sporting programmes in the province. The findings would help to develop and sharpen the human resource skills for the management and administration of sport clubs regionally and provincially. The SDU would also benefit by achieving the iKapa Elihlumayo core objectives. The iKapa Elihlumayo is defined as “a guiding document that sets out a rationale and plan to achieve the imperative of shared growth and integrated development within the Western Cape” (Western Cape (South Africa), 2006:3). This document puts forward an assessment of regional development challenges in terms of environmental, economic, social, spatial and governance issues. It further outlines a range of interventions and targets that will guide government with respect to its priorities, resource allocations, operational plans and partnerships over the next decade in the Western Cape.
- c) Regional Office(s) and SPOs: The regional office(s) would be able to clearly understand what role they should play in the development of local football clubs both regionally and provincially. The SPOs would be encouraged to cooperate effectively by taking external stakeholders on

board to develop and to promote sport and recreation among the different communities.

- d) Stakeholders: The stakeholders might gain an increased visibility and publicity through partnering with the DCAS.
- e) Community volunteers: Community volunteers might gain experience through engagement in sport club administration and development. Furthermore, their networking, personal development, competency, and other capacity-building skills may improve.
- f) Individuals, including sportspeople: The individuals or athletes involved in the CDP are most likely to gain and apply the communication, conceptual and technical skills from the education and training courses provided by the DCAS within their various working environment on a daily basis. The athletes might be identified as talented sportspeople and receive special treatment at the high performance centre with the aim of improving their ability to perform well in any level of competitive sport.
- g) International countries: Other provinces and countries might benefit from the study by being aware of the key identified factors that appear to be affecting the delivery of the community sport programme and could further use the recommended factors as a vehicle toward the development and promotion of sport and recreation in their own communities.

1.9 Expected outcome

The current research study is expected to identify the important factors that affect the delivery of the CDP in the Cape Town, Metropole. The identified factors could be used as a tool to improve the effective implementation of the programme in the Cape Metropole area.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section of the study covers an important part of the research process that was undertaken for the current thesis. Various sources of literature, such as e-journals, magazines, Internet websites, books and other published materials relevant to the chosen topic were reviewed. The review of the literature was conducted with the aim of exploring the possible factors that appear to be hindering the effective implementation of community sporting programmes. In addition, the literature was reviewed with the intention of gaining insights into what an effective sport development programme entails.

This chapter aimed at reviewing the concepts of sport development; examining the existing models of sport development from other contexts; exploring possible challenges when implementing community programmes; studying the significance and principles of the youth development programmes (YDPs); highlighting the importance of community development through sport; identifying the key stakeholders in developing community sport and its roles; discussing the benefits and challenges of developing community sport; gaining an understanding of the environment of sport; and outlining the effective strategies for managing sport clubs.

2.2 Conceptualising sport development

The key functions of a research enterprise are clarified as the central concepts in the current study. Furthermore, the clarification takes place in two forms: firstly, in the form of a definition of concepts (sport and development), and secondly, in the form of locating what those concepts mean in the specific context of the current thesis.

2.2.1 Defining sport

Levermore (2008:183) defines sport as “a vehicle that can reach communities with messages in a way that politicians, multilateral agencies and Non-Government Organisations (NGOs) cannot”.

From a development perspective, sport is defined as a vehicle that usually includes a broad and inclusive spectrum of activities in which people of all ages and abilities can participate, with an emphasis on the positive values of sport (South Africa. Department of Sport and Recreation, 2011:11). Furthermore, sport defined as “structured physical activities that contain characteristics such as: physical exertion; rule bound; element of competition (club to international); external rewards; physically and mentally beneficial; contributes to social outcomes (including nation building); and has economic benefits (South Africa. Department of Sport and Recreation, 2011:11).

Thus far, sport is revealed as an element with the potential ability to foster development, particularly in terms of unifying different groups of people. For example, the definitions imply that even the national government could use sport as a vehicle to create a platform that promotes physical activities, education and clearly recognisable competitive sport.

Levermore (2008:184) indicated that in the United States (US), the Department of State launched a sport diplomacy programme that aimed to:

- facilitate the interaction of different sections through training;
- use sport as a vehicle for hope to reduce hostile perceptions and stereotypes in various racial groups; and
- alleviate some of the social conflict.

Burnett (n.d:3) mentioned that sport in the South African context, is increasingly recognized as a national resource that is to be equally shared among different cultural, racial and socio-economic sectors of the South African society. In

addition, the White Paper on Sport and Recreation in South Africa emphasised that sport is believed to have the potential of bridging relationships across social, economic and cultural divides within society, and could further build a sense of shared identity and fellowship among groups that might be inclined to threaten one another with distrust, hostility or violence (South Africa. Department of Sport & Recreation, 2011:12).

The White Paper stipulated that in order to build a nation through sport, it is crucial for the Department of Sport and Recreation South Africa to use sport as a strategic tool to promote development and peace, in collaboration with identified potential stakeholders (South Africa. Department of Sport & Recreation, 2012-13).

Over and above what has already been mentioned, it is interesting to note that not only academics believe that sport is a vehicle for social change, but also politicians believe and acknowledge that sport is classified as a powerful tool for nation-building. For example, the policy on the National Sport and Recreation Plan quotes Mr Nelson Mandela (first South African democratic President) who was at the Laureus World Sport Awards Ceremony in 2000, said that “sport has the power to change the world, inspire, unite people in a way that little else can and also can awaken hope where there was previously only despair” (South Africa. Department of Sport & Recreation, 2011:13).

In addition, the policy on the National Sport and Recreation Plan also indicated that Mr Jacob Zuma (third South African democratic President) who attended the Sport for Peace gala dinner in 2010, also mentioned that “in the dark days of our country’s (South Africa) history we found that sport had the power to change the world in a manner that little else can [i.e. could]. Sport transcends racial, cultural and ethnic barriers in a manner that defies all reason” (South Africa. Department of Sport & Recreation, 2011:6).

Nicholson and Hoye (2008:2) also stated that the politicians, academics, sport administrators, policymakers, journalists, athletes and commentators have a strong view that sport can be used as an ideal vehicle towards the creation of development and the maintenance of social capital within communities. Macdonald, Pang, Knez, Nelson and McCuaig (2012:9) concur with Nicholson and Hoye (2008), by articulating that sport can be described “as an embodied cultural practice that is invested with several interrelated biopolitical purposes beyond individual fulfilment, such as health promotions, social cohesion and nation-building”.

It is interesting to note that the politicians also recommend using sport as a tool to change and unite the people in a way that is magical. Therefore, based on the definitions of sport given above, it is clear that it plays a vital role in helping to foster social change and cohesion. Furthermore, Levermore (2008:187) echoes that “sport has a long history of raising awareness of important issues in a seemingly non-political manner”.

Green (2008:129) indicated that the founder of the Olympic Movement (Mr Pierre Coubertin), also stated that sport is a vehicle for social and personal change, because of its potential to promote the following three objectives:

- the development of aesthetic appreciation through participants’ experience of how the body moves during sport;
- the use of sport as a tool by means of which to establish peace and understanding in society; and
- the teaching of participants to strive for excellence while participating in sport, during which they simultaneously learn about such personal principles as symbolically respecting others through sport.

In recent years, sport has become a significant unit that is incorporated in the United Nations (UN) development goals. The past Secretary-General of the UN (Mr Kofi Annan) who served in office from 1997 to 2006, believed that in order for the UN to reach its development goals, a full-time employee ought to be employed with the aim of attending to the development categories of the UN as a matter of urgency. One of the fundamental principles of sport that was identified by the UN is that sport helps participants to respect their opponents and rules, promotes a spirit of teamwork, and emphasises the good practice of fair play (Green, 2008:129).

One of the best practices whereby the lives of many citizens can be changed is through engaging in an increasing number of physical activities. “Sport can make a difference to people’s lives and to the communities in which they live” (Girginov, 2008:17).

At the beginning of the campaign of reaching the UN goals, the UN in 2001 appointed Adolf Ogi as a Special Adviser on Sport for Development and Peace in various countries. During his term of office, Ogi indicated that sport has the ability to bring people together and could contribute vastly to economic and social development, improved health, and a culture of peace and tolerance (Green, 2008:129).

The United Nations Inter-Agency Task Force (n.d:1) highlighted that the report on Sport for Development and Peace compiled by the United Nations, revealed that people could benefit enormously from sport because it has the power to:

- develop the children or nation;
- teach core values, such as cooperation and respect;
- improve health and reduce the likelihood of diseases;
- significantly boost the economy and to provide more job opportunities;
- to bring individuals and communities together; and
- to bridge the cultural or ethnic divides within communities.

2.2.2 Impact of sport

Green (2008:130) indicates that participation in sport activities is important, as sport is commonly believed to:

- develop positive character traits;
- assist young people to become better citizens and more successful citizens;
- reduce delinquency rates and risky behaviours;
- assist with moral development, including a sense of fair play; and
- instil a strong achievement orientation.

Therefore, SDOs who are involved in developing sport need to bear in mind that sport plays a vital role in building a nation. Robinson (2011:9) on the other hand, highlighted that sport plays a crucial role in contributing to the four main areas of society: health; politics; social capital; and economics.

The report of the UN Inter-Agency Task Force on Sport for Development and Peace (n.d:3) depicts that sport is regarded as an effective tool for job creation and for economy boosting. Therefore, it is vital for SDOs to design programmes that have the potential to create job opportunities and that contribute to the economic development of the country or the respective local area.

2.2.3 Defining development

The term 'development', which has been interpreted in different ways, appears to be difficult to understand hence use of the term could be ambiguous. Thomas (2000b:774) mentions that "development appears to be no longer mainly about the transformation of the economic and social basis of societies, but is now often thought to be dealing with problems rather than searching for grand alternatives".

To fully comprehend development as a tool for social change, Thomas (2000b:778) mentions that it is important to consider development as it:

- implies an all-encompassing change, not just an improvement in one area;

- is not just a question of a once-off process of change to something better, but implies a process that builds on itself where change is continuous and where improvements build on previous improvement; and
- is a process of simultaneous changes occurring at all levels of society and at the level of the individual human being.

The term 'development' entails two words that could mean the occurrence of a 'good change' in society. From the 'good' point of view, Thomas (2000b:778) indicates the vision of a desirable society, in the form of something at which to aim, a state of being in possession of certain positive measurable factors, enabling discussion of 'more' or 'less' development whereas 'change', is a process that might entail the disruption of established patterns of living. Furthermore, it is important for those heading the development programmes to bear in mind that changes in society could have implications for those living in that society and conversely, can change how people think and how they interact with one another. A specific question that is addressed in this section is: What does development entail?

2.2.4 Defining sport development

Houlihan and White (2002:3) conceptualise sport development as an activity that is preoccupied with the service inputs (i.e. facility provision) and the creation of opportunities that is enabled by focusing on the maximisation of benefits for all involved. The aforementioned definitions address the fact that sport development is not only about those people who are currently active in sport, but it is about any individual who is interested in sport participation. Eady (1993) and McDonald (1995, in Nesti, 2002:197) discovered that development is always about initiating change in the community and/or in people. In addition, Eady (1993:1) defines sport development as a process that enhances opportunities for people of all ages, of all degrees of interest and of all levels of ability to take part, improve and excel in their chosen sporting activities.

In relation to the aforementioned definitions of sport development, it can be understood that the concept 'sport development' incorporates such elements as a process of positive change in society, the creation of equal opportunities for all ages to take part in sporting activities, and the enabling of participants at all levels to achieve their full potential ability through sport. Eady (1993:9) also highlights that other features of sport development ought to:

- make a difference within communities;
- promote positive change;
- provide opportunities that are additional to those that already exist;
- remove barriers hindering the process of development;
- educate people from the community; and
- change the attitudes of providers and participants.

Therefore, it is important for SDOs to bear in mind that sport development is about encouraging and promoting change in organisational and personal behaviour (Eady, 1993:10).

Watt (2003:65) highlights that the fundamental principle concerning sport development is the creation of an environment that provides opportunities for people to participate in sport, as well as the fostering of support for the development of new facility and activity sessions. In addition, it is asserted that the sport development process is not only about developing the sport itself, but aimed at developing individual(s) in society towards certain desirable goals (Watt, 2003:65).

Watt (2003:67) indicates that the concept 'sport development' is mainly about driving forward new ideas, as well as about giving different emphases to various considerations within the sporting fraternity. The author then recommends that, in order for sport to be effectively developed within communities, the SDOs should invariably execute the administration work as the basic element leading to

development. Furthermore, Watt (2003:67) advises that, if the SDOs wish to achieve their objectives of community engagement, they need to:

- constantly focus on emphasising the creation of new opportunities for participation within communities;
- focus very strongly on their target groups; and
- create new opportunities to market sport programmes, particularly to those who do not currently partake in any sporting activities.

Based on multiple definitions of sport development, a structured sport development programme is crucial within communities. In an attempt to develop and effectively implement sport programmes within communities, the SDOs need to take into account that if no support is given to club managers and coaches, the programme is unlikely to be successful. Furthermore, the author mentions that an effective administration should play a key role in the successful implementation of sport development programmes within communities. In addition, Watt (2003:69-70) recommends that in order to become an efficient SDO, one should have the ability and the capacity to play a role as an administrator, adviser, educator, diplomat, motivator, leader, evaluator and monitor. The aforementioned aspects are generic roles that require execution by the SDOs, as a result of them becoming more competent and skilful community principals. Therefore, practising the aforementioned roles is crucial to the development of the sport.

Thomson (1992, as cited in Watt, 2003:65) echoes that sport development is regarded as a process by means of which effective opportunities, processes, systems and structures are set up to enable and encourage people in all particular groups and areas to take part in sport and recreation with the aim of improving their performance to the highest mainstream of sport level that they desire.

The concept 'development' needs to be taken into account, as it addresses the provision of equal opportunities and the creation of a suitable pathway for

athletes to become involved in the development system, in order to reach the highest competitive (e.g. international, national and provincial) level possible.

2.2.5 Community development

The term 'community development' has been defined in different ways by various writers. Vail (2007:573) states that community development is mainly about educating, teaching, learning, facilitating community development work, and doing for oneself on the part of the individual or the community. Over and above such issues, community development is about assisting individuals and groups to initiate a process of helping others within the community. The community development programmes seek to educate and to involve citizens in the process of individual empowerment (Vail, 2007:574).

Hylton and Totten (2008:82) state that community development is "about building active and sustainable communities based on social justice and mutual respect". Furthermore, Hylton and Totten (2008) articulate that community development is about changing power structures to remove any barrier preventing the community from taking part in sporting activities.

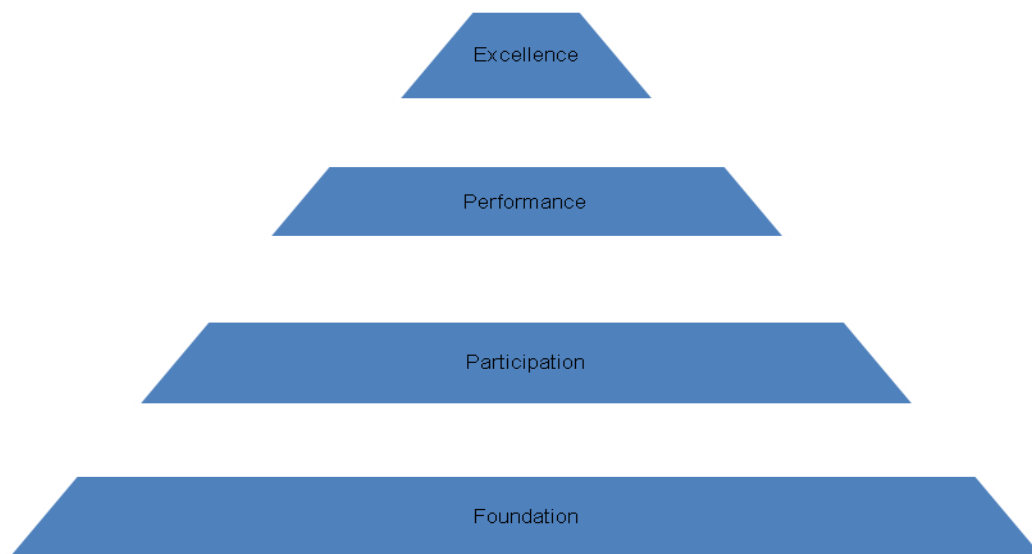
Therefore, in order for the SDOs to effectively fulfil their roles, a wide range of professional skills, such as organising, leading, communicating, evaluating, persevering, being patient, planning, researching, understanding, dealing with people, sourcing and satisfying ambitions need to be practised (Watt, 2003:71). In addition, it is important for the SDOs to bear in mind that when executing the task of developing community sport, volunteers and community members need to be engaged during the planning phase of the programme.

Nesti (2002:196) emphasises that those driving community projects need to ensure that the roles of the SDOs and other relevant stakeholders involved in sport development are made clear from the beginning. This is critical when implementing community outreach projects (COPs) because such programmes

are based on the grounds and beliefs that where people are not reaching the service, the service must be taken to the people. Moreover, it is essential for the SDOs who are dealing with CSD programmes to ensure that the development process is real and progressive.

2.3 Models of sport development

This section aims to explore the models that could be used as an important tool towards the development of sport within communities. It is important to understand how the sport models are structured, and how they can be used as an effective tool towards sport development. The various models are considered, and the similarities and differences among all the different levels of the models are identified. Figure 2.1 represents the generic model that most of the sport organisations use for the purpose of sport development.



**Figure 2.1: Sport Development Continuum
(Hylton & Bramham, 2008:5)**

Hylton and Bramham (2008:5) confirm that the Sport Development Continuum is used by diverse organisations in order to provide a logical coherence to their plans, policies and strategies towards development.

The Sport Development Continuum (SDC) that is given in Figure 2.2 is not only used in the UK, but it is also popular and applicable in South Africa in relation to sport development. In the South African context, this model is sometimes also referred to as the 'performance pyramid'. The SDC contains four major components, namely: excellence (also known as the elite); performance; participation; and the foundation. Figure 2.2 also illustrates the Sport Development Continuum model that is recognised and applied by most sport organisations globally.

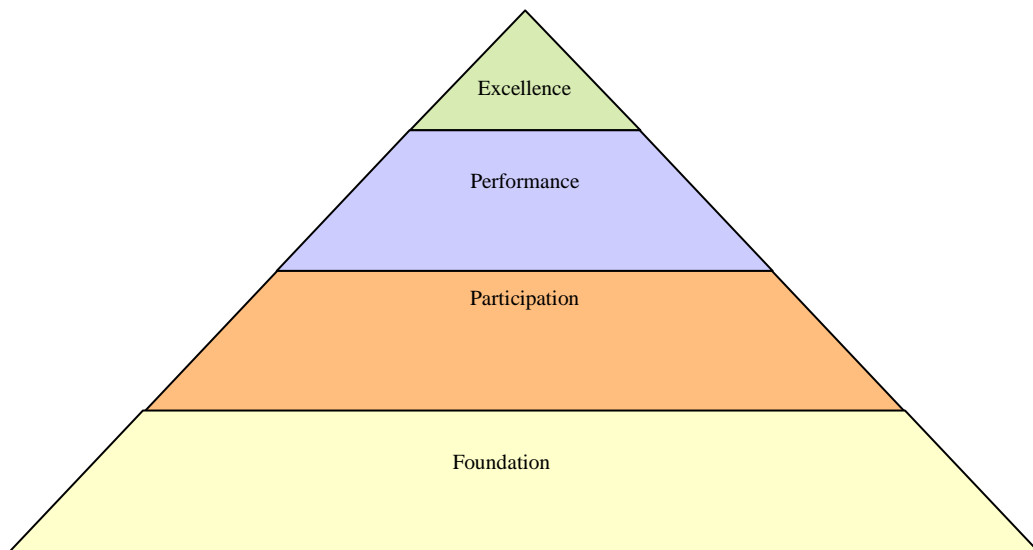


Figure 2.2: Sport Development Continuum model

(Brentwood Borough Council, 2011:25)

The Sport Development Continuum is a model that represents the level of individual involvement in sport by determining the state of progress as far as performance is concerned. The model also indicates the steps that athletes need to take in order to reach the excellence stage of development.

The model shown in Figure 2.1 and Figure 2.2, have the same steps. This shows that the identified models appear to be user friendly and easily applicable when comes to the development of sport within communities. However, the discussion of the sport model would start from the foundation stage right through to the excellence stage. The four stages of the model are discussed as follows:

i) The foundation stage

The base of the pyramid consists of those individuals who are beginners in sport. Being the stage at which sport is played purely for fun, it is also known as the 'mass participation programme' (MPP) or 'Siyadlala' stage. In the South African context, the focal aim of MPP or Siyadlala is to promote active participation in selected disadvantaged communities of South Africa, and the secondary focus is to alleviate poverty, create employment, offer education and training, address crime, poor health and the 'social ills' within each community context (Burnett, n.d:2).

In the South African context, the MPP is directly linked with the Sport Development Continuum (SDC) model. At this stage, there is no proper structuring of performance. This stage is made up of younger children who do not necessarily understand all the rules of the game, but who are developing basic skills and movements. The aim of the foundation level is to ready pupils for the higher stages in the continuum, and to encourage them to take sport seriously and to consider taking part in sport throughout their life. It is important that good habits are instilled into the performer at this stage for use further up the pyramid.

For example, the activities at this level are: body literacy; hand–eye coordination; and special awareness. When young people join primary and secondary schools, they often do not have any real knowledge of sporting games. Therefore, it is vital for the SDOs to give athletes an equal opportunity to partake in development programmes of arranging proper and safe equipment, and also of encouraging

that parents give the children enough support at home to motivate them to attend, and to participate in, any community programme organised.

ii) The participation stage

The participation stage is made up of individuals who participate in sport regularly. It is important that such people gain something positive from participating in sport. This is a stage that aims at increasing participation. This is a stage that focuses on grass roots level, getting as many people from different backgrounds to take part in physical sport (Brentwood Borough Council, 2011:24).

In most cases, those who are at this level participate in sport for the sake of socialising with other groups of people, or trying to improve their health and fitness status, as well as of having fun. Athletes also partake in sporting activities with the intention of developing skills through school's extracurricular programme, or by joining a sport club.

This is the level at which young people start to realise that they can succeed in sport and progress to the higher stage of the Sport Development Continuum. It is also the stage during which adults play for fun during their spare time. This stage is also classified as a talent identification stage, because it is the stage at which the local authorities and SPOs need to identify talented athletes, otherwise talent will seep away and be lost.

iii) The performance stage

This is the stage where talent is recognised and individuals who are dedicated are supported with resources in order for them to achieve their goals (Brentwood Borough Council, 2011:24). At this level, a participant shows commitment to training to help perfect their tactical skills. Furthermore, it is the stage where sportspersons reach the highest level (i.e. regional) of competitive sport, and where they start to earn money while playing sport. At this stage, athletes are in

need of a clear guidance and choosing sport as a career/profession (Brentwood Borough Council, 2011:24). People are competing for higher achievements, or for personal reasons. For example, the performance level is when people compete to win trophies and to earn money from doing what they are good at.

iv) The excellence stage

In the excellence stage, people have reached the higher performance levels in sport, and are participating at the national or the international level. This stage consists of skilled performers who aim to achieve a set standard that is measurable usually through competition. Activities at this stage usually have rewards that motivate the individual such as trophies or money. This is the stage where top performers are recognised according to their achievement.

In closing, the Sport Development Continuum models appear to demonstrate how talented athletes can graduate from one level of development to another.

2.4 Community Sport Development (CSD)

Hylton and Totten (2002:66) describe CSD as “a form of provision which addresses social concerns about the nature and extent of inequality”. In addition, the authors state that CSD is not solely the responsibility of the SDOs, but the society at large.

Bolton, Fleming and Elias (2008:95) mention that those driving community sport tend to assume that CSD is about implementing developmental programmes according to what they think would be best for the community, without consulting the society concerned. Therefore, when wishing to develop community sport, it is vital for the SDOs to have the vision of a wide spectrum of what the community wants (Bolton *et al.*, 2008:95). Furthermore, the understanding of society’s needs would give the community people an impression that their needs are been taken into account. In contrast, excluding members of the community from the planning phase undermines the purpose of community development,

whereas involving community members or community volunteers from the outset is aiming for success.

Therefore, when conceptualising the term CSD, it is crucial for the SDOs to ensure that previously disadvantaged communities are prioritised, because that is where community development is most needed to commence.

According to Hylton and Totten's (2008:79), the three major motivational elements that are important when heading CSD projects within the community are:

- talent identification;
- public relations; and
- marketing.

In general, more people (especially children) could be encouraged to play and watch football and also through CSD programmes closer links could be promoted between professional football clubs and the local community.

Identifying factors such as social, cultural and political issues is of importance, because the SDOs could to develop a broad knowledge and understanding of what CSD is all about and what it can contribute to the broader society. Once such factors have been identified, it is vital for the SDOs to set up platforms and structures that can address issues of inequality and performance in an effective manner. In an attempt to understand the true meaning of CSD, it is important for the SDOs to consider the history of the community. Thereafter, the SDOs are believed to be in a better position to utilise the information in order to effectively and proficiently develop sport within the community.

2.4.1 Sport as a vehicle for social change

When striving to develop and manage sport effectively within society, it is important to consider the community culture. Staudt (1991:35) states that understanding people's culture is a starting point for learning about the exact meaning of development. Such understanding could help broadly, in terms of understanding the values that guide people's actions and the way in which people behave. Furthermore, Staudt (1991:35) emphasises that it is important for anyone who is interested in community development programmes to ensure that understanding community culture is crucial, because the differences among people are relevant to the choices that administrators make, to the organisations that people create and to the reasons that prompt people's actions.

Girginov (2008:22) expresses that one of the reasons for an excellent sporting programme failing to achieve its developmental goal, is because sport coordinators fail to build on what has been achieved previously, and also cannot offer a clear pathway of progression. Therefore, it is in the best interest of the sport managers to be vigilant regarding their core roles when developing sport. Some of the vital roles that managers need to take into consideration when developing sport are; setting policies to implement sport programmes; developing visions and strategies of sport within societies; and focusing on establishing a framework that could be effective when rolling out community programmes.

Organising youth sporting activities is crucial because such activities help with the re-establishment of community moral values by enhancing a healthy lifestyle, reuniting communities, and avoiding social exclusions. Before looking at other aspects of sport and social change, it is vital to understand and define social change. Social change is defined as "an inclusive concept that refers to alterations in social phenomena at various levels of human life from the individual to the global" (Lauer, 1982:4).

The SDOs need to take into account that social change is a complex phenomenon that is pervasive at various levels of social life. This is because dealing with different people, attitudes and behaviours on a daily basis is not an easy task to handle. Green (2008:130) emphasises that participating in sport could reduce the high level of crime rate and could also assist with enhancing the participant's morale, such as practising fair play, and having a strong achievement orientation.

Many writers consider sport as a vehicle for establishing peace and reuniting a nation, it is crucial for the SDOs who are involved in the development of sport not to underestimate the power and impact that a well-designed sport programme could have on the community as a whole.

Table 2.1 indicates the purpose of a sport development programme as a tool for social and personal motivational change, and also as a core for management focus. However, Green (2008:141) proposes that, when developing an effective community sport programme, the key is to ensure that developmental programmes, the impact of social and personal change, as well as the potential areas which managers need to focus on are addressed from the outset. Table 2.1 reveals the different types of sport programmes as a potential tool for personal-social change and management focus (Green, 2008:141-142).

Table 2.1: Type of sport development programmes, potential for personal-social change, and management focus (Green, 2008:141-142).

Aims of different types of sport development programmes	Social-personal change potential	Management focus
<p>(i) Inclusion programmes</p> <ul style="list-style-type: none"> • To bring the benefits of participating in sport to traditionally underserved populations • To socialise participants as to the norms and values of society through participating in sport 	<ul style="list-style-type: none"> • Enhance the sense of belonging • Enhance, or detract from, perceived self-worth • Increase respect for authority • Ease acculturation • Increase tolerance and respect for diversity, or inflame existing ethnic tensions • Enhances or impedes moral development 	<ul style="list-style-type: none"> • Identify underserved populations • Conduct needs assessments • Design programmes that are inclusive and that meet the needs of specific populations • Train coaches to deliver the intended benefits
<p>(ii) Diversion programmes</p> <ul style="list-style-type: none"> • To use sport as a substitute activity to replace anti-social behaviours • To provide sport at a time and place which disrupts usual patterns of anti-social behaviours • Often used to divert participants from participating in such anti-social behaviours as gang activities, property crime, violent crimes, drug use and sexual risk-taking 	<ul style="list-style-type: none"> • Reduce amount of property crime • Reduce amount of violent crime • Reduce gang activity • Provide alternative community of belongingness • Provide positive role models • Create opportunities for positive activities and relationships • Can provide a meeting place for deviant or delinquent participants to gather • Can provide a space for socialising individuals into anti-social values and 	<ul style="list-style-type: none"> • Partner with other community agencies to integrate sport programmes with other initiatives (e.g. crime prevention, drug education) • Structure programmes to keep participants involved in the sport activity • Monitor informal interactions to prohibit anti-social group behaviours • Train programme leaders to empower participants to take

	behaviours	ownership of, and responsibility for, the programme <ul style="list-style-type: none"> • Work to attract media attention for the programme
<p>(iii) Hook programmes</p> <ul style="list-style-type: none"> • To use sport to attract at-risk, or disengaged, participants • To integrate social programmes with sport activities to provide participants with needed skills, knowledge and abilities 	<ul style="list-style-type: none"> • Increase social and physical skills, and educational attainment • Increase ability to interact positively with adults and peers • Increase confidence and sense of self-worth • Motivate participants to take responsibility for their actions • Enhance sense of belonging • Provide opportunities for achievement 	<ul style="list-style-type: none"> • Consider sports that are attractive to the target population • Empower participants to take on key roles and responsibilities • Show confidence in participants' abilities • Train adult programme leaders on mentoring and relationship-building • Integrate support activities with sport activities • Maintain focus on mission, namely on non-sport goals and objectives • Maintain a long-term focus on outcomes • Provide a safe environment for learning

Table 2.1 highlights that different programmes that are implemented within the society ought to have different objectives, and therefore need to be executed differently by the SDOs. Therefore, it is important for the person driving development programmes within society to consider the objectives of each programme because each one has a different goal.

2.4.2 The benefits of community sport

Brentwood Borough Council (2011:5) asserted that “the benefits of sport are widespread and can affect individuals, groups and communities”. Therefore, sport is believed to play an important role in the following: building a healthy nation; creating cohesion for the society; producing positive role models to encourage others, particularly the young; preventing crime and increasing community safety; and fostering a sense of community pride and identity.

a) Building a healthy nation

Participating in regular exercise has been proven to prevent, or to lower the risk of developing: hypertension; heart disease; type II diabetes; asthma; certain forms of cancer; obesity; and several mental illness. In relation to that, Brentwood Borough Council (2011:6) articulated that one in five adults and one in ten children is clinically obese, and this led to the risk of increasing and developing heart attacks, diabetes, arthritis, bronchitis, and other life-threatening illnesses. Therefore, increasing the amount of participation in physical activity will ultimately mean that fewer people are at risk of developing serious medical conditions.

b) Creating cohesion for the society

The SDOs should bear in mind that sport brings people together in support of a united purpose. Ideally, any sport team should work together effectively to achieve the goals set (Brentwood Borough Council, 2011:6).

c) Producing positive role models to encourage others (young people)

For young people, sport produces a number of role models in a variety of different ways. Such role models can give a positive image of a healthy individual who promotes no smoking and no drug-taking. The media helps to celebrate national sporting heroes and winning teams which share their successes with fans and give young people or a group of people to emulate and admire (Brentwood Borough Council, 2011:6).

d) Preventing crime and increasing community safety

Sport is an excellent activity for everyone. It is enjoyable; it can relieve stress; and it allows for anger and aggression to be positively channelled. Various government sectors across the globe focus on launching programmes that reduce anti-social behaviour within society. (Brentwood Borough Council, 2011:7).

e) Fostering a sense of community pride and identity

A team or individual who is successful can become a local, regional or national hero. The great scope in the run-up to international events motivates communities to support local elite athletes, as successful sportspeople bring a positive image to the local community that they can celebrate (Brentwood Borough Council, 2011:7). The awareness of a local person achieving something that is seen to be of importance can give people within that community hope, encouragement and confidence to know that they, too, can achieve their personal goals. With such benefits taken into account, the importance of sport development for the community is undeniable (Brentwood Borough Council, 2011:7).

2.4.3 Challenges of community development

As indicated earlier, community development is not solely the responsibility of the SDOs alone, but of everyone residing in the community. Although community members might not be in a suitable position to analyse all the factors affecting community growth due to the level of their intelligence, the SDOs need to identify and to address those factors, and also inform the community about the strategic approaches to be taken when dealing with them accordingly. Accordingly, Table 2.2 indicates those factors that require consideration.

Table 2.2: Factors to be considered when developing a community sport (AFL, 2004:5).

Factor	Focus area
Planning	The SDOs need to identify clubs, to design the club structure, and to devise methods of monitoring and evaluating the programmes.
Volunteer management	The SDOs need to be responsible for designing the roles of volunteers, for planning how to recruit and to retain volunteers, and should develop a new volunteer management policy.
Community partnerships	The SDOs need to build relationships with other stakeholders, and to indicate how clubs could promote their activities within the community, as well as other related issues.
Junior development	Identifying a quality club environment, and recruiting and retaining parental involvement in club programmes, is key.
Participation	Identifying children, coaches, umpires, communities, and committees is vital.

Table 2.2 illustrates the major areas for which SDOs are responsible when considering how to develop sport within the community. Various challenges could pose an obstacle for the key role-players when they are implementing and executing a programme effectively towards CSD, and therefore, Table 2.3 shows the challenges that influence the SDOs to be ineffective and/or unsuccessful.

Table 2.3: Factors affecting the success of CSD (Nesti, 2002:198)

Generic challenges
1. Financial resource implications.
2. Lack of clarity regarding staff roles.
3. Recruitment policy of the organisation.
4. Ability to design the programme.
5. Skills demand of the sport agencies.
6. Staff competencies and knowledge base.
7. Personal qualities and characteristics of individuals and groups.

In most cases, sport development professionals are challenged to do proper planning, implementation, monitoring, and evaluating of community programmes (Hylton & Totten, 2002:38). Hylton and Totten (2008:81) revealed that SDOs are likely to be faced with the following factors when wishing to coordinate an effective community programme within communities:

- community consultation;
- empowerment; and
- involvement in sustainable transformative change.

It is crucial that the aforementioned factors are addressed by the SDOs in order for them to be able to roll out community programmes effectively because if such factors are not carefully analysed, the programmes are unlikely to be successful.

Furthermore, it is important for the governing bodies to ensure that the all the SDOs responsible for developing community sport programmes are not only interested in serving the clubs that they favour, but also servicing the needs of all

the existing local clubs. In order to ensure that the development programmes achieve their objectives, Nesti (2002:200) advises that identifying and employing people who are self-motivated and determined is ideal.

In conclusion, it is pertinent when dealing with community development to identify all the aspects that could interrupt the smooth functioning of programmes within the society. However, as indicated in this section by the various authors that have been cited, it is crucial for the SDOs to take each factor into account and also to involve the community in assisting with the process of identifying community challenges in general.

2.5 Youth in sport

This section aims to explore the definition of the term 'youth'; to recommend programmes for developing positive youth development; to grasp the significance of understanding youth culture; and to promote the organisations that are responsible for empowering the youth. Furthermore, while exploring the significance of the youth involved in sport development, the interrelationship between the youth, community and SDOs is also discussed in this section.

2.5.1 Defining the youth

Youth is described as “a socially constructed component of the lifespan positioned between childhood and adulthood” (Hills, 2008:167).

When identifying the client's needs, it is vital for the SDOs to design and to deliver a sport development programme that caters for youth needs. In an attempt to do so, it is ideal for the SDOs deliver a programme that incorporates realistic objectives, with the intention of increasing the participation level and of mobilising more people at grassroots level to be more active in the sport programmes. In contrast, a failure to include the community might negatively affect the delivery of the programme to a large degree. This is because people

from the community, especially the youth, are faced with unique community dynamics and challenges on a daily basis.

In light of the statement, it is advisable for the SDOs to consult and involve the community when designing a programme that would be implemented to the community. If the SDOs wish to design programmes and practices that could empower the people and contribute effectively towards community development, it is crucial for them to ensure that such programmes suit the needs of the community. The SDOs should, therefore, ensure that community volunteers are involved in the decision-making process, because doing so could enhance their cognitive and interpersonal skills. Doing so requires sensitivity to community needs, and also the adoption of a strategic method to ensure that equitable processes and practices are in place. It is essential when designing the level of each programme, in terms of its planning, processes and practices, to consider the critical analysis and impact of each phase as well.

2.5.2 Youth Development Programmes (YDPs)

The definitions for optimal YDPs have emerged among researchers, with one of the focal elements being linked with an effective mapping towards YDP being discussed in this section.

Accordingly, YDP is defined as “a programme that seeks to help the youth to navigate adolescence in healthy ways and prepare them for the future by fostering their positive development” (Roth & Brooks-Gunn, 2003:172). The definition aims at emphasising the promotion of normal development, and at recognising and identifying the needs of the youth for both ongoing support and challenging opportunities. For the definitions given, it was learned that the YDP helps the youth to: be competent; develop skills; become healthy; and inspire the youth to be responsible and accountable for their actions.

During the beginning phase of initiating the YDP, it is important for the SDOs to bear in mind that designing a programme that provides opportunities for the youth, with the intent of nurturing their interest, talent, skill, and of gaining a sense of personal or group recognition. The motive behind designing a programme that accommodates everyone in the community is that such activities could broaden the youth's knowledge and expose them to new experiences. Roth and Brooks-Gunn (2003:173) mention that the youth have certain principles to follow in order for them to be part of the programme.

Therefore, the SDOs are advised to ensure that activities that are on the YDP should offer the youth suitable opportunities for development. Therefore, it is the responsibility of the SDOs to ensure that the designed programme allows for leadership development opportunities and has academic support as well as health education information, available.

The five C's forms an important part that helps the SDOs to develop and strengthen the YDP. The element, according to Roth and Brooks-Gunn (2003:173), consists of: competence; confidence; connections; character; and caring, each of which is explored as:

a) Competence

Competence includes the goals of enhancing participants' social, academic, cognitive, and vocational competencies. Social competence refers to such interpersonal skills as communication, assertiveness, refusal and resistance, and conflict resolution skills (Roth & Brooks-Gunn, 2003:173). The cognitive competence describes cognitive abilities, including logical and analytic thinking, problem-solving, decision-making, planning, and goal-setting skills. School grades, attendance, test scores, and graduation rates are included under academic competence (Roth & Brooks-Gunn, 2003:173).

b) Confidence

Roth and Brooks-Gunn (2003:173) stated that confidence consists of goals relating to improving adolescents' self-esteem, self-concept, self-efficacy, identity, and belief in the future.

c) Connections

Connections involve building and strengthening adolescents' relationships with other people and institutions, such as school (Roth & Brooks-Gunn, 2003:173).

d) Character

Character implies the programme goals of increasing self-control, decreasing engagement in health compromising (problem) behaviours, developing respect for cultural or societal rules and standards, and a sense of right and wrong (i.e. morality), and spirituality (Roth & Brooks-Gunn, 2003:173).

e) Caring

Caring implies "the goals of improving youths' empathy and identification with others" (Roth & Brooks-Gunn, 2003:173).

The aforementioned tables depict that, if the SDOs wish to design an effective YDP, it is crucial to consider the five C's. This is because the five C's seek to unite, enhance and empower the youth to be able to make a significant contribution and to be committed to community programmes.

2.5.3 Understanding youth culture

It is critical for the SDOs to understand the sporting environment, as well as the youth culture, including the latter's needs and interests before delivering the programme. During the process of understanding the youth culture, it is imperative to clearly understand their needs, interests and traditions (i.e. how they grew up doing things) in a broader context. In addition, Hills (2008:173) mentioned that an important factor in working with the youth is to recognise and

appreciate the youth as active agents. This further implies that the understanding the youth culture could be seen as a point of departure, providing a broader context, in terms of which the type of programme that is needed for the community could be established.

As was indicated early, the study of people's culture and behaviour is crucial, because it helps in obtaining a broad understanding of the contexts of development (Staudt, 1991:35). Furthermore, the author mentions that culture is split up into various divisions and can be encoded in the following symbols: (a) images; (b) beliefs and values; (c) norms; (d) rituals; (e) language; and (f) legends (Staudt, 1991:53).

(a) Images

It is important, as an SDO, to learn about and to come to understand how the youth or community perceive themselves. Doing so could help in terms of coming to know the type of people that the programme would be delivered to by the SDOs.

(b) Beliefs and values

In the process of trying to understand the youth or community culture at large, the SDOs need to investigate what it is that the community strongly believes in and what value the development project would have for the community. Such questions could help the SDOs to design the development programmes that are aligned with what the community wants.

(c) Norms

The understanding of the youth is crucial because the SDOs could have a wide spectrum of ideas on how the youth do things. Therefore, it is the responsibility of the SDOs to find out how the youth conduct themselves, and what their likes and dislikes are. This is because the youth tend to change their attitudes or ways of doing things. Establishing what the norms are in the given situation could also

help the SDOs to deliver programmes that would attract the youth to fully participate in and be committed to them for the entire duration of the project.

(d) Rituals

Along with the design of the community development programme, the SDOs also need to find out what the main community traditional ceremonies are and how such events are celebrated by the community or the youth. This could help in terms of inventing ways in which to help ensure that the community and youth are keen to fully participate in the programme.

(e) Language

The understanding of language plays a crucial role in society. Therefore, it is ideal, as well as being in the best interests of the SDOs to be multilingual in order to understand the language that the youth or community is using. The SDOs need to ask themselves what language the community would prefer to speak. This is because the SDOs would be able to catch up with the clichés and phrases that the youth from the community might use while communication is in process. However, if the SDOs do not show interest in learning and understanding the language that the community is using, the project is likely to be unsuccessful due to the many misunderstandings and misinterpretations that might occur.

(f) Legends

Investigating what the dominant stories or legends are that people tell is crucial. This is because such legends could be used for motivating the entire community, particularly the youth. Therefore, the SDOs must identify people who are successful or on a higher level than the rest of the community members so that such people could partner up with the SDOs and help them in reaching the goals set.

The aforementioned elements of culture could help the SDOs to understand how and why the society behaves in a certain manner. Understanding each element

might contribute to assisting the SDOs to design programmes that are aligned with what the society needs. This is because an effective and successful programme is determined by the needs of the society.

Hills (2008:167) emphasised that the SDOs need to bear in mind that “young people tend to view themselves primarily as individuals rather than as part of particular groups”. Therefore, it is important for the SDOs to develop strategies that could mobilise and engage the youth to be active in the programme and to socialise positively with other groups.

Based on the given statement, there is a view that subculture could be one of the influential factors that play a significant role in the life of individuals. Hills (2008:168) define subculture as “groups within the broader cultures that maintain some type of distinctive behaviours, values and goals”. Although individuals might not be familiar with one another, it is the responsibility of the SDOs to ensure that the newly designed community programme has a potential impact on the group and benefits the individuals, so that participants can find it interesting to partake in and to form good relationships with one another.

2.6 Volunteers

This section of the literature review aims at looking at the broad definition of volunteers; various factors to be considered when motivating volunteers; recommended facets to be used for recruiting and retaining volunteers; and other components of volunteerism, at large. Understanding the significance of the role that volunteers play within the sporting industry is of paramount importance.

2.6.1 Defining volunteers

According to Doherty and Misener (2008:115), volunteers are defined as “a group of individuals who provide support to the community sport organisation (CSO) in many ways that may be considered more peripheral than the core roles of the club executives and coaches”. Having said that, Kim, Chelladurai and Trail

(2007:151) articulate that volunteer's involvement and retention in sport is essential, especially when dealing with community sport programmes.

The authors also recommend that volunteers should be involved in the programme, because they play an influential role in the programme and are mostly responsible for:

- organising fundraising in a club;
- assisting in player registration;
- managing team and club equipment; and
- assisting with club event planning and implementation.

The aforementioned definitions of volunteers depict that volunteers could contribute much to sport development only if they should be given a chance to be involved in the programme. However, failing to involve volunteers in the programme could possibly endanger any chance that the programme has of being successful. Therefore, understanding the nature of volunteers plays an instrumental role in assisting managers to develop strategic questions that could provide adequate feedback regarding the involvement of volunteers in the community programme.

Regarding the first step when wishing to involve volunteers in the programme, Cuskelly, Hoyer and Auld (2006:4) state that the SDOs need to answer the following critical questions:

- Why are volunteers important?
- What role would volunteers play during the organisation's event?
- What motivates volunteers to be involved in developmental programmes?

Once such questions have been addressed, the SDOs need to develop a strategic plan concerning how volunteers could be recruited and retained, in order to serve the organisation well. Strigas and Jackson (2003:112) indicated that managers could reduce an event's operational cost if volunteers from the

community are recruited and directly involved in the programme. In addition, during the process of recruiting volunteers, managers should appeal to the community members to become actively involved in the programme so that community projects can successfully implement and reach their targeted goals.

Strigas and Jackson (2003:112) further articulated that volunteers commit themselves to an organisation by exchanging their time, effort and labour, not in order to gain financial benefits, but rather for experiential or psychological gain. Simply put, volunteering is similar to a leisure choice, meaning that time, service and effort are freely given.

To ensure that volunteers consistently contribute to the programme, Kay and Bradbury (2009:121) propose that a policy that aims at focusing on providing a platform for social participation should be developed, because the existence of such a platform fosters the relationship between community volunteers and SDOs. In addition, designing such a policy could empower volunteers as resourceful individuals and also engage them with the entire community's members.

A survey conducted by the Social Exclusion Unit (1998), the Home Office (1999), and Home Office Citizenship (2001, 2003, 2005), as cited in Kay and Bradbury (2009:124), reveals that volunteering is seen as a key element of strategies to promote social participation and to increase individual and collective citizenship, especially among young people. To ensure that the youth volunteering programme runs smoothly, it is ideal that sport managers need to launch a programme that motivates the youth coordinators while they are working with the youth in various communities. In addition, in 1999, the United Kingdom (UK) launched a programme called Millennium Volunteers (MV). This programme aimed to "promote sustained volunteering amongst young adults aged 16-24" (Kay & Bradbury, 2009:125).

2.6.2 Factors motivating volunteers

In this section, the generic factors that motivate volunteers are addressed. It is crucial for employers to consider such factors, because they can then make the volunteers feel wanted, important and special within the organisation.

Young (1992:92) defines volunteerism as “the process of getting other people to do what you want them to do”. In addition, It is therefore crucial for SDOs to bear in mind that when wishing to involve volunteers in the programme, they are more likely to be involved in the programme where the managers communicate frankly; empower the employees; develop the staff and volunteers both professionally and personally; show appreciation; and promote the workplace wellness (Young (1992:92-94).

Chacon, Vecina and Davila (2007:630) articulate that the initial phase of volunteerism is motivation and satisfaction, which means that the number of hours that volunteers put into working for an organisation must equate with the volunteer’s level of satisfaction that is obtained from volunteering his/her services. In view of such thinking, volunteers are looking to obtain something affirmative out of the number of hours that they put into working for an organisation.

However, Chacon *et al.*, (2007:630) also specify that it is difficult for organisations to satisfy the individual needs, expectations, motivations and values of volunteers. Consequently, it is recommended that, prior to assigning any task to individual volunteers, the SDOs should be certain about which tasks could be assigned to volunteers. In addition, the SDOs should ensure that everyone is sufficiently motivated and satisfied to carry out the task at hand, even though the level of commitment from volunteers may be low. During the process of recruiting volunteers to be part of the programme from the outset, it is in the interest of sport officers to obtain the full personal profile of the applicant concerned. Doing so is crucial, because understanding the applicant’s

background beforehand helps to ensure that only volunteers with the right motivation and desire to offer their services to the organisation are taken on board. It might also be to the managers' advantage to know what the volunteers expect from the organisation, and how to deal with the volunteers' expectations in advance.

2.6.3 Factors to consider when recruiting and retaining volunteers

Broadly speaking, there are various factors that serve as the fundamental guidelines when recruiting and retaining volunteers in sport. The following factors are vital points that managers must consider when recruiting and retaining volunteers. In order to ensure that volunteers feel important in the programme, Young (1992:93) recommended that managers need to:

- listen very carefully to the volunteers' issues;
- conduct a formal interview with every person and mutually agree on expectations;
- keep updating volunteers on the current state of the programme's progress;
- disclose information to employees, so that they do not feel left out (transparency is key);
- only make promises that they can keep;
- admit where they are wrong; and
- understand that staff and volunteers do not expect perfect leadership, but desire fair leaders.

In conclusion, creating an environment that is fear-motivated will result in an environment that is not conducive for volunteers to operate in. People do not like to operate in an environment in which they are not free and comfortable, and as a result, it might create an environment in which workers are reluctant to come to work. Based on the discussions regarding the significance and motivational factors of volunteers, it appears that managers or SDOs need to first and

foremost understand the volunteers' involvement in the programme and their expectations before committing to hire or recruit them.

For example, full-time or part-time volunteers do not like to be assigned tasks without being part of the decision-making process. This is simply because they do not know the goals of the project, and they might also feel overwhelmed by its size or complexity. People enjoy being involved and being asked to contribute towards project planning, as well as having a clear idea of the project itself. When a manager involves volunteers in a project, it is pertinent to ensure that the project goals are broken down, easily understandable by all concerned and incentives are available as volunteers appear to be depending on them greatly. Attempting to do so could make the task more manageable and more easily achievable by the workers.

Therefore, since the CDP is part of the MPP, it is crucial for the managers and the CDP officials who are responsible for effectively implementing the programme within communities to ensure that they fully understand the role that volunteers could play in the process of building and uniting the nation. Furthermore, this section of volunteers' serves as a guideline for the CDP officials to bear in mind that developing community programmes, require the involvement of people from the community.

2.7 Partnership

This section focuses on important aspects that could contribute to the development of a successful partnership for developing community clubs in the Metropole region, Western Cape, South Africa. Various factors have been broken down under different headings, and discussed as: defining partnership; important stakeholders when developing community sport; environment of sport and its impact on sport development; and important elements for managing community clubs.

The factors to be discussed in detail are: defining partnership; understanding the environment of partnership; indicating the significance of developing partnership; identifying potential key stakeholders; the impact and role of partnership in sport development; benefits and potential problems in partnerships; and more generic factors signifying the existence of a viable club.

2.7.1 Defining partnership

Watt (2003:83) articulates that “partnership can bring together different organisations with their own aims to achieve agreed common goals and through partnership everyone involved can be a winner”. Furthermore, it is proposed that the parties considering partnership need, first and foremost, to understand and be clear on the demarcations of the new venture (Watt, 2003:83).

However, if the terms and conditions of partnership are not clearly stipulated among the different parties in terms of who is responsible for doing what, what the cost implications are, and the time frames attached to each part of an arrangement, there is a possibility that the partnership might likely fail, or not achieve its goals. To ensure that partnership is effective and beneficial to both parties, Watt (2003:83) recommends that the following guiding principles should be adhered to:

- clear project objectives;
- shared desire and commitment to achieve the goals;
- honesty and trust;
- clearly allocated work roles;
- strong interpersonal relationship; and
- dedicated hard work and effort.

If the SDOs wish to develop an effective and sustainable long-term partnership with the potential stakeholders, it is ideal to consider the aforementioned principles, because understanding each partner’s role in the overall partnership is crucial. Furthermore, the club development component within the Sport

Development Unit at DCAS needs to engage volunteers and to indicate how the organisation will benefit from being part of the Club Development Programme (CDP).

2.7.2 Key stakeholders in Community Sport Development

As various stakeholders could be involved in CSD, it is crucial for the SDOs to identify potential partners who are willing to commit themselves and add value to the community. Figure 2.3 illustrates the important potential partners that are to be considered when developing a community sport programme.

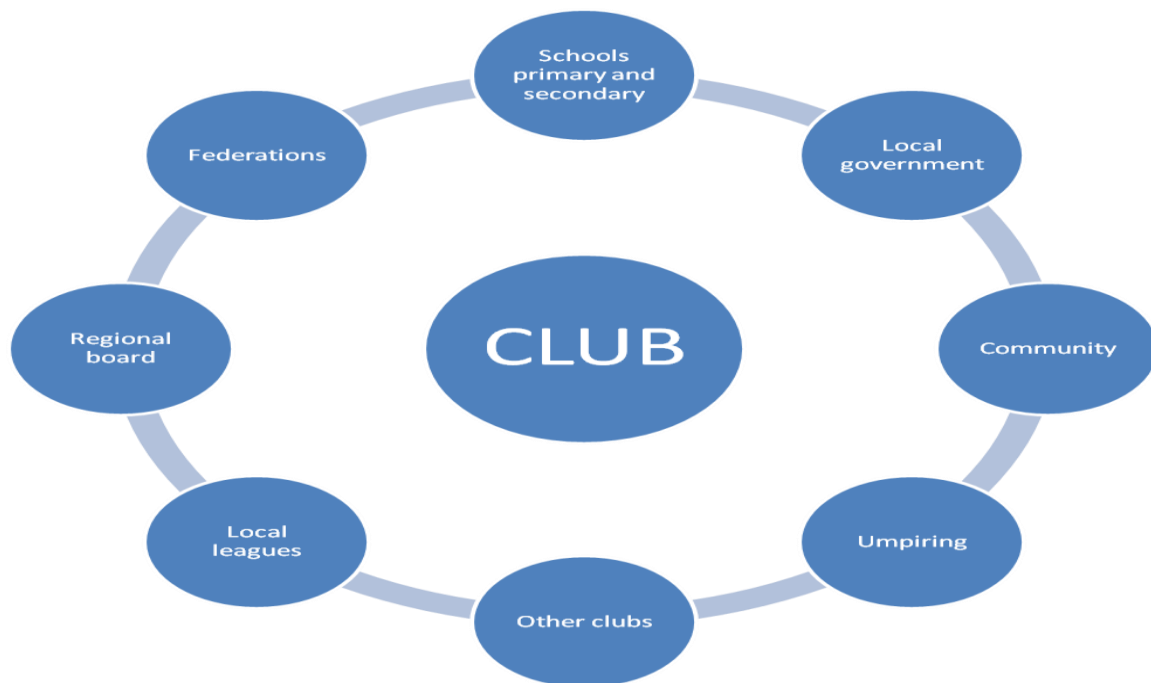


Figure 2.3: Potential partners who are involved when developing a community sport programme

(AFL, 2004:10)

Figure 2.3 exhibits the number of potential stakeholders that are to be considered, and who could add significant value when developing a sustainable partnership with community clubs. Despite the above mentioned enumeration, it

is believed that there are more stakeholders who could be involved as well when building a viable society. Nesti (2002:197) also mentions that the following stakeholders play an essential role when developing a community club:

- SDOs;
- community recreation officers (CROs);
- coaches;
- media;
- health and fitness promotion officers (HFPOs); and
- physical and education teachers.

The aforementioned factors show that there is a need for community sport clubs to pursue partnerships. Forming a partnership reduces the amount of pressure that a club might experience in terms of creating vibrant economic and social opportunities, in order for the club to survive.

In conclusion, it is clear that CSD ought to be the responsibility of everyone involved in the community. Therefore, it is advisable that the SDOs need to ensure that all relevant parties are identified and that they form part of the community initiative programmes. This is because involving relevant parties in assisting with programme implementation could increase the chances of the programme being successful. For example, Vail (2007:576) proposed that if the SDOs wish to build a collaborative, multi-sectoral group or community partners, it is ideal to identify committed community members and to bring them together to be part of the programme, in order to attain a common goal.

2.7.2.1 The role of the government in sport

In general, the government plays a major role in developing community sport. In order to ensure that there is proper corporate governance in South African sport, the SRSA would need to take on the overall responsibility for ensuring that sport and recreation in South Africa is progressing by means of establishing an appropriate and enabling environment to ensure that the activities undertaken by

other stakeholders are coordinated, uniform and effective (South Africa. Department of Sport and Recreation, 2011:51). Furthermore, the national policy, in terms of South African sport, also states that the success of sport development is dependent on the smooth operation of a system that has a clear definition of authority, responsibility and accountability, combined with seamless progression, and that such a system must be consistent with government policy (South Africa. Department of Sport and Recreation, 2011:51).

Levermore (2008:185) mentions that, apart from the government, the dominant traditional development agencies that are involved globally in developing and promoting sport within communities are:

- the United Nations (UN);
- the International Labour Organisation (ILO);
- the United Nations Children`s Fund (UNICEF); and
- the World Health Organisation (WHO).

In reference to the aforementioned elements, one would suggest that it is ideal to consider partnering with the NGOs that are at the hub of promoting capacity-building and that also play a role in terms of physical and intellectual infrastructure (Levermore, 2008:186). For example, in the South African context, many NGOs are involved in community development projects because of the crucial role that they play in capacity-building and in terms of empowering community coordinators (volunteers) to effectively implement sport programmes within the various communities. As it was mentioned earlier, the South African government is divided into three legs, of which the purpose and the role will be discussed in detail

a) The role of the national government

The role of national government (also known as SRSA) towards the development of sport and recreation in South Africa is to develop legislation, regulations, national policies and guidelines for sport and recreation within the country (South

Africa. Department of Sport & Recreation, 2011:51). Furthermore, the SRSA will seek to ensure that effective partnerships are in place with other implementers of sport and recreation such as Provinces and Municipalities as well as SASCO and National Federations. The SRSA will also support those responsible for delivery with available resources and other support. SRSA will also oversee the implementation of projects and evaluate results to ensure that it delivers value for public funding as well as to feed back into policy development (South Africa. Department of Sport and Recreation, 2011:51).

In South Africa, the White Paper on Sport and Recreation contains the policy or 'blueprint' that guides how sport and recreational activities should be implemented within various community areas. Therefore, it is vital to ensure that the authority that is responsible for developing, coordinating and monitoring an established comprehensive sporting programme is in accordance with the national development policy.

b) The role of provincial government

At this level, the view holds that the role of provincial government is to serve as a link between national and local government. Hence, it is at this level that Members of the Executive Councils (MECs) and the provincial department of Sport and Recreation need to be primarily responsible for:

- promulgating legislation that provides norms and standards at local municipal level;
- developing policies within the context of the national sport and recreation policy, with the principal agents being the provincial federations concerned;
- implementing and monitoring sport and recreation policies within the provincial framework;
- developing sport and recreation in the province holistically;
- building relations with identified stakeholders with a view of developing sport and recreation in the province;

- assisting and guiding provincial and regional academies, in line with national directives, with a view of providing support for provincial level athletes and for those national athletes living and training locally; and
- hosting provincial sport and recreation events and supporting national and international events. (South Africa. Department of Sport and Recreation, 2011:52).

c) The role of local government

The local government also plays a significant role in the development of community sport, by ensuring that all roles outlined by the national government are executed effectively within the communities. The local government could be classified as the custodian of community development, because the basic service is expected to be rendered regularly and also on the basis that the local government projects are mostly driven by the local municipalities (South Africa. Department of Sport and Recreation, 2011:53).

Burley and Joyce (2008) urge the club officials not to perceive the local government as a club partner, but rather as a regulatory body and resource allocator. Therefore, it is ideal that the club officials should not rely on the local government to supply all of their resources, or else the provincial government will be spread too thin. Therefore, the final draft of the White Paper on Sport and Recreation South Africa (2011) proposed that local government need to ensure that:

- the policy is developed at a local level;
- the implementation and monitoring of sport and recreation policies is in place;
- the funding of its principal agencies clubs and individuals is in place; and
- the building, upgrading, maintenance and management of infrastructure for sport and recreation in municipalities, metropolitan areas and districts is well planned.

2.7.2.2 The role of parents as potential partners

The Australian Football League (AFL) (2004:32) recommends that parents should always be encouraged to become involved with their children's sport, as they have the ability to influence the children to stay at a club or to move on to the next club. It is ideal for clubs to develop a communication system that could be beneficial to parents whose children are involved in them.

The AFL (2004:32) emphasised that it is essential for the SDOs to inform parents on a regular basis of what is happening within a club. Therefore, parents should regularly be in contact with the club officials because communication is regarded as one of the ideal tool for developing a strong network with various stakeholders involved in a club.

Cleary, Harran, Luck, Potgieter, Scheckle, Van der Merwe and Van Heerden (2003:2) define communication as "the process of creating meanings between two or more people through the expression and interpretation of messages". This means that it is vital for clubs to communicate effectively with their key role-players, so that they can be continuously informed regarding the daily happenings within the club.

There are many ways of recruiting parents to be involved in a club. However, the AFL (2004:32) proposes that the best method of communicating and of obtaining parental involvement in a club is to:

- encourage parents to complete the basic coaching courses that are relevant to the age and skills of players at the club;
- provide parents with the official newsletters or club handbooks;
- distribute fixture and match programmes before the season starts;
- encourage parents to register their availability as club volunteers;
- distribute job descriptions to all volunteers, so that they are aware of the positions available within the club; and

- set up social days, such as barbecues, coffee mornings and picnics, where people can meet and discuss serious matters concerning the club, in an informal setting.

Therefore, use of the above methods of recruiting parents as potential club partners is crucial for the SDOs to consider, in order for clubs to achieve their objectives by means of involving the parents.

2.7.2.3 The role of community members

For a club to survive, it is crucial for the SDOs to identify potential community members who have both the necessary ability and an interest in building the community. Therefore, it is the responsibility of the SDOs to ensure that a strong social network (including relationships, interactions, the identifying of personal identity, personnel change, etc.) is built up with the relevant parties. The purpose of identifying potential stakeholders is to promote unity and solidarity, so that all parties can work towards one common goal.

Vail (2007:576) defines community collaboration as “an inclusive, representative group of community members who come together to work toward a common vision”. For example, community representatives can be individuals, churches, sport clubs, health service agencies, local businesses, law enforcement officers and educators.

The AFL (2004) concurs with Vail (2007) that growing the acquaintances with schools, club surroundings and other potential partners is important. This is because striving to establish and to sustain a long-term relationship with clubs could help, in terms of promoting the organisational goals. Greens (2008:137) also mentions that “relationship building is at the core of participants’ experience of the sport programme”, and, therefore, it is vital for the SDOs to develop programmes that seek to promote solidarity between the adults and the youth.

This is because a programme that promotes unity is likely to bridge the gap between the two.

Hills (2008:166) recommend that young people should interact with senior citizens from the community, because accessing their experience and could help to improve community situations. Therefore, in order to develop and to implement an effective programme, it is essential to understand that adults can assist in supervising effective programme implementation.

2.7.2.4 The role of local schools and clubs

The AFL (2004:28) indicates that local schools are one of the key potential partners with whom SDOs need to consider collaborating, because schools are the hub of communities. This is because most local clubs that are associated with local schools are likely to benefit from being noticed by the community at large. Developing a strong bond with local schools (both primary and secondary) could provide a club with many benefits, such as: an increased awareness in the market; the setting of a positive image for other local community groups; and also the provision of many business opportunities for the club. For example, if a club manager wishes to strengthen the club's relationship with schools, the club coaches should become involved in school programmes and activities during school hours. This is because schoolchildren ought to interact with club coaches at school, so that they can benefit from becoming used to the coach's style of coaching and from building a long-term relationship with them.

Therefore, it is imperative to establish a coach–children relationship, because schoolchildren are easily influenced by fun activities and would tend to join the club readily after school, due to the service that the club coaches rendered to them during school hours. As a result, the rate of participation in the club might increase.

2.7.2.5 The role of community youth

It is crucial for the SDOs to understand that a community club is mainly constituted by the youth. Therefore, youth participation in sport activities determines the nature of programmes to be designed by the club officials.

The AFL (2004:14) recommends that the best way in which to attract and to retain the youth comes from studying their behaviour. Furthermore, it is also important to design youth programmes that are aligned with the needs of the youth from the community. Although studying the behaviour and attitudes of the youth might appear to be difficult, the AFL (2004) recommends that focusing on the needs of the youth and understanding the factors that motivate or demotivate them from participating in clubs is crucial to the well-being of such institutions.

In 2001, a report (AFL, 2004:14) based on youth participation revealed that youth are motivated to participate in club activity by:

- social interaction;
- skills development; and
- the possibility of having fun.

In contrast, the factors that demotivate athletes from partaking in club activity, according to (AFL, 2004:15) are as follows:

- poor coaching;
- uneven competition;
- inconsistent umpires;
- consistent injuries;
- negative comments; and
- abuse from parent spectators.

Therefore, when the SDOs intend to design a youth programme within communities, it is crucial for all the aforementioned factors to be considered as they are believed to have an influence on providing the SDOs with general information regarding youth participation in the programme.

2.7.2.6 The role of coaches

Coaches are classified as one of the potential partners who should be involved in developing a club because of their significant influence on the players concerned (AFL, 2004:17).

Furthermore, the AFL (2004) recommends that coaches should be treated with maximum respect in a club, because they have the power to influence the players to leave or to remain in the club. In the Australian context, for example, the Australian Local Football Club (ALFC) has invented a new policy that requires mandatory accreditation for coaches at various levels in a club (AFL, 2004:18). The purpose of the policy is to highlight and to emphasise that all coaches involved in the club development structure ought to complete an approved coaching course. Doing so could enable all coaches who have completed the course to deliver a high-level coaching service when working with the community participants, who will inevitably benefit there from.

Furthermore, the ALFC advises that any coach who lacks an accredited coach qualification should not be involved with children. It would, therefore, seem critical for the SDOs particularly in the South African context, to encourage all coaches who are involved in the community to undergo training, so that they are qualified, and have more knowledge and skills.

According to Eady (1993:43), the agencies that play an important role in the development of sport are: i) the sport councils; ii) the local authorities; iii) the governing bodies of sport; iv) the schools/ education sector; and v) the voluntary sector sport clubs.

Despite the aforementioned agencies or key stakeholders that play a crucial role in the development of sport, it is believed that there are more stakeholders who are pertinent to the development of community sport in general.

2.7.2.7 Youth Sport Trust (YST)

Green (2008:94) defines YST as a “charitable organisation that seeks to develop and implement community sport programmes for young people as well as creating a long term partnership with other organisations”. Furthermore, an active YDP has the potential of increasing community participation, as well as of forming a sporting pathway for young people to progress to the highest phase of development.

In addition, it is crucial for the SDOs to bear in mind that the YST plays an essential role in supporting the national government strategy for schools, physical education and clubs. Also, the national government needs to realise the role that the YST can play, as well as the impact that it can have on the community. The aim of YST is to increase sport and physical activity among various levels of sport participants, as well as to encouraging the various sporting bodies to develop modern school sport competition (Green, 2008:94). Therefore, in this respect, the government should not undermine the power and operation of the YST. In the UK, the YST programme is divided into three main categories in terms of youth sport development in the community. The three categories are as follows (Green, 2008:94):

a) The step-into sport programme

The step-into programme encourages young people aged 14 to 19 years old to increasingly become involved in sport leadership and volunteering. This level can be seen as a mass participation stage, in which the programmes are designed to reach everyone from the community, in order to increase their maximum participation. The programmes that have designed for this stage are unstructured

and informal (with the competition level being low).The gifted and talented programme.

b) The gifted and talented programme

This step focuses mainly on helping elite young athletes to realise their full potential. In addition, the phase is crucial, because talented athletes require nurturing and to be highly trained, as well as to have their skills sharpened for maximum performance.

c) National competition framework

The focus of the national competition framework is to build a world-class system of competitive sport for young people. When ensuring that the YDP programmes are effective and successful, sport managers should realise that only people with the potential ability to deliver are likely to be appointed on a full-time basis to work on the programme. Furthermore, it is also imperative to consider that people working on the programme have certain skills, along with a clear understanding of what sport development is all about.

2.8 Environment of sport and its impact on sport development

Understanding the relationship between sport and environment is important. The document proposes that SDOs need to ensure that sport is pursued in an environmentally sustainable manner, because playing in a safe and healthy environment could decrease the negative effects of pollution, soil-borne pollutants, ultraviolet radiation and other factors on performance.

Beacom and Levermore (2008:117) emphasise the importance of merging by stressing that working closely with relevant NGOs is ideal, because partnering helps many organisations to secure funding and logistical support, as well as to develop a more coherent strategy for the delivery of health, education and inclusion-related programmes. Therefore, for a sport club to be independent, it is crucial for the SDOs to identify and to develop partnerships with potential organisations that are showing an interest in community development.

In conclusion, it has been highlighted in this section that partnership is the responsibility of everyone who is involved in the community. It is important for the SDOs to identify the relevant people with whom they can work in harmony for the sake of developing communities.

2.9 Club management

This section explores the generic elements that are at the heart of developing a community football club, because proper club management is essential for clubs to succeed. Of interest is the fact that the Australian government also has a programme that is similar to South Africa's CDP, which is also designed to develop, strengthen and empower clubs. In Australia, the programme is called the club management programme (CMP). Both the CDP and the CMP have much in common, with a focus on addressing such issues as:

- the role of club volunteers and administrators;
- the giving of support to the community football clubs;
- education and training workshops (capacity-building);
- the club structure and programme;
- participation, coaching, umpiring, and first aid;
- volunteer management, recruitment and retention;
- the providing of a quality club environment;
- community partnerships; and
- financial management.

The programme resemblance came to light when reviewing the welcoming letter of Mr Demetriou, who is the Chief Executive Officer (CEO) of the AFL. The CEO points out that club volunteers and administrators make a significant contribution to the club, leading to officials and community members being encouraged to attend courses that have been designed to empower them with knowledge (AFL, 2004:3).

Although two countries (South Africa and Australia) have similar programme objectives, it is important to understand how the Australian government implements their programmes within its community. According to the AFL (2004:5), the following factors are essential when developing and managing clubs:

- planning (club identity; club structure; methods of reviewing the effectiveness of the plan; etc.);
- volunteer management (responsibilities and roles; how to recruit and retain volunteers; developing a volunteer management policy; etc.);
- community partnerships (building relationships with other stakeholders; how clubs can promote their activities within the community; etc);
- junior development (identifying a quality club environment; recruiting and retaining parental involvement in club programmes; etc); and
- participation (children; coaches; umpires; communities; committees; etc.).

The AFL (2004:6) mentioned that managing the junior development section effectively within a club is essential, as it is the centre of the club. For example, the Australian government developed a structure that provides a framework that shows how clubs ought to be structured and administered, particularly for the betterment of programme delivery within communities.

The AFL (2004:8) contended that, for the programme to reach its goals and objectives, it should have the following in place:

- a well-established and coordinated structure for the administration and implementation of programmes;
- a development and implementation plan that incorporates elements of fun, enjoyment, skill development, social skill, and, most importantly, the long-term benefits of a healthy living lifestyle;
- concrete plans on how to recruit, to educate, to retain volunteers, and to recognise their service; and

- a marketing plan that shows how to promote its range of programmes to all the various levels of the community, as a result of increasing interest in, and support of, community members.

Kokko, Kannas and Villberg (2009:27) regard a sport club as “a place where children and adolescents actively participate in sport and where coaches and other adults contribute through actions”. In general, a sport club plays a significant role in unifying residents and increases social cohesion in small communities. For a club to be considered as a healthy environment, it is important for SDOs to highlight issues that might affect the participant’s health within the club. In each club, there are multiple factors that need to be taken into account by the SDOs and such factors, are one of the central elements that could determine how a club needs to be structured. The notion is that healthy lifestyle matters could easily influence participants’ decisions to join and/or leave the club.

The health promotion programmes within clubs need to be acknowledged by the SDOs as the essential factors present in the clubs, because the presence of a healthy club promotes a healthy environment. Kokko *et al.*, (2009:26) propose that, when building a successful club, it is ideal to focus on the following health objectives:

- to create a supportive and healthy working and living environment;
- to integrate health promotion into the daily activities of the club; and
- recognise the fact that people do not need to operate in only one club, therefore, if the club lacks a viable programme, its members might leave, or join other clubs that have better programmes.

Integrating health promotion programmes within a club is crucial, because it is likely to encourage members of the club to be active and also may increase the club membership. With reference to the Ottawa Charter (WHO, 1986), the five strategic key areas when developing a healthy promotion awareness campaign, according to Kokko *et al.*, (2009:27), are:

- building a healthy public policy;
- creating supportive environments;
- strengthening community activities;
- developing personal skills; and
- reorientating health services.

Looking at the various aspects of club development, it is clear that the SDOs need to play a crucial role in ensuring that sufficient resources are available within the club. This is because lack of sufficient resources could hinder the development programme, so that it is not as effective and successful within the organisation.

2.10 Summary

In this chapter, the various concepts and aspects that are vital to the contribution of CSD were discussed. The challenges and benefits of involving those who are responsible for driving the development of sport were discussed in detail within the various sections of the literature.

The literature review depicts the view that developing community sport is not the sole responsibility of one person, but rather relies on forming partnerships with others within the society. Forming a partnership with potential stakeholders and identifying their roles in the partnership is crucial, because it helps each partner to be informed of their responsibilities so that they can work towards creating a smooth pathway to implement the community programmes effectively.

The chapter also identified the factors to be considered for developing and managing clubs. Furthermore, the literature review also emphasised that involving community volunteers is crucial, because they are classified as the custodians of the community. In the process of developing community sport, the significance of the SDOs understanding the community in which they wish to initiate a development programme was learned.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The primary aim of this section is to outline the research process followed and the methods of data collection used.

3.2 Stages of the research process

In this section, it is important to understand the elements of the research process before commencing the research project. The research elements are believed to have the potential of assisting the researcher to develop an idea of how a research project ought to be conducted. Therefore, when collecting the data, it is important to bear in mind that the research processes are not isolated, as they are interdependent (Gratton & Jones, 2010:16). Furthermore, the authors outline the stages of the research process as follows:

- Step 1: Selection of topic
- Step 2: Review of the literature
- Step 3: Development of theoretical and conceptual frameworks
- Step 4: Clarification of research question /hypothesis
- Step 5: Research design
- Step 6: Data collection
- Step 7: Data analysis and presentation
- Step 8: Drawing conclusions

The selection of topic, the development of the aim of the preliminary research and the outlining of the research objectives were set out in Chapter One. The review of the literature, along with the development of the theoretical and the conceptual framework, was set out in Chapter Two. The aim of reviewing the literature was to understand the context and to develop the theoretical and conceptual framework further in relation to the study. Step 5 and 6 as part of the research process, will be broadly discussed in this chapter. Step 7 of the

research process will be discussed in Chapter Four of the thesis. Chapter Four mainly focuses on presenting the findings of the research study. Step 8 focuses on developing conclusions for the study and it was discussed in Chapter five.

3.3 Research design

As a point of departure, it is critical to define the concept 'research design', so that the researcher can be informed about the significant steps and procedures that are to be undertaken when designing the methods of collecting data.

Research design is described as “the overall blueprint that guides the researcher in the data collection” (Gratton & Jones, 2010:101). On the other hand, it is defined a research design as “the plan, structure and strategy of investigation in order to obtain answers to research questions or problems validly, objectively, accurately and economically” (Kumar, 2011:94).

Therefore, this section seeks to address and to clarify what data were to be collected, how the data were to be collected, and from whom the data would be collected. In addition, Kumar (2011:94) detailed that this section further aims to highlight:

- the procedures that are to be adopted by the researcher when wishing to obtain the answers related to the question asked;
- how the researcher will carry out the task needed to complete the different components of the research process; and
- the important things that the researcher is expected to do and not in the process of undertaking the study

Gratton and Jones (2010:19) propose that, once the research question has been ascertained (as was discussed in Chapter One), the following significant questions need to be considered when intending to collect the data:

- What type of data needs to be collected?
- What is the best way to collect the data?

3.3.1 What type of data needs to be collected?

This section seeks mainly to focus on acquiring two forms of information: quantitative and qualitative. Neuman (2006:149) highlighted that quantitative research is “mainly concerned about issues of design, measurement and sampling due to its deductive approach that emphasises the detailed planning prior to the collection of data and analysis, while qualitative research focuses more on the texture and feeling of the raw data. This is because its inductive approach emphasises developing insights and generalisations out of the data collected”. For the purpose of the study, a qualitative approach was considered because the collected data reveals the emotions, feelings and views of the participants’ concerning the programme’s implementation within selected community football clubs in Cape Town, Metropole.

3.3.2 What is the best way of collecting the data?

For the purpose of this study, the two research tools considered to collect the data were questionnaires and interviews. The questionnaires were designed to be given to the community club officials, while the interviews were targeted for the CDP officials from the provincial government of Sport and Recreation South Africa in the Western Cape.

The following methods were found to be appropriate by the researcher for the purpose of collecting data:

- questionnaire surveys; and
- interviews.

a) Questionnaires

There are various explanations of a questionnaire. Among many, Goddard and Melville (2006:47) simply describe a questionnaire as “a printed list of questions that respondents are asked to answer”. In addition, Kumar (2011:145) also defines a questionnaire as “a written list of questions, the answers to which are recorded by the respondents”. Gratton and Jones (2004:115) define a

questionnaire as a standardised set of questions that are asked in order to gain information from a subject. In addition, the authors mentioned that questionnaires are classified into the following three categories:

- postal questionnaires: where the questionnaire is given or posted to the participant to complete and return through the post as well;
- face-to-face questionnaires: where the researcher and participant are in the same location, and the researcher asks the question in the face-to-face situation; and
- telephone questionnaires: where the researcher questions the participant over the telephone, and the researcher him/herself fills in the responses given over the telephone onto the questionnaire.

b) Interviews

Interviews are considered as an important tool for collecting primary data. Gratton and Jones (2004:140) indicate that interviews are undoubtedly the most common method by which qualitative data are collected, because the use of interviews have a potential of collecting much richer data. For the purpose of the research, the structured interview was seen as the appropriate tool for the current study. To ensure that sufficient and qualitative data was collected, a face-to-face structured and telephone interviews were conducted.

Furthermore, the researcher made use of secondary and primary data. Secondary data was collected by means of a scholarly literature review. Various sources of literature, such as journals, books, and other useful published materials relevant to the chosen topic were critically reviewed. The sources of the literature review were mainly collated through the CPUT libraries. Others were sourced from such institutions as the University of Cape Town, the University of the Western Cape and Stellenbosch University. In the process of collecting the primary data, questionnaires and interviews were considered.

3.4 Questionnaire design

The questionnaire consisted of fourteen questions. When designing a questionnaire, the researcher decided to focus mainly on designing the closed-ended questions. This was because the questionnaire required the respondents to choose from the multiple responses such as yes/no; agree/disagree; and rating response answers given by the researcher. For an example of a questionnaire, please refer to Appendix C on page x.

A questionnaire that was designed by the researcher also entailed a five-item Likert scale set of responses where the participants were expected to choose from. For example, a five-item Likert scale was sequenced as follows:

- strongly disagree = 1;
- disagree = 2;
- neutral = 3;
- agree = 4; and
- strongly agree = 5.

The purpose of considering a five-item Likert scale was to capture the participants' expression about the programme's management and administration. As indicated earlier in Chapter one, a self-administered approach for questionnaires was considered as a useful tool for the research purpose. This was because the researcher believed that if the respondents wrote down the answers themselves, they would be in a better position to express their views regarding the questions asked.

Although a self-administered approach was considered for questionnaires targeting the CDP community club officials, the researcher decided to be present at the areas where the respondents were gathered to fill in their responses. This was because the researcher aimed to obtain a high response rate through more personal contact with the study population, and it would be easier for the

researcher to explain and clarify any question of concern, the purpose and importance of the study to the participants.

The questionnaire distributed to the community club officials was designed to be anonymous. There is a view that if the questionnaire requires the respondents to indicate their names, they may not be comfortable to fully participate in the research study. Since the participants come from the different areas in Cape Town - Metropole, the questionnaires were translated into the three different official languages of the Western Cape: Afrikaans, English and isiXhosa. The researcher believed that designing the questionnaire in a language that accommodates the participants was crucial to help the participants to be comfortable and confident when responding to the questions asked.

The researcher consulted a language expert to test whether the English contents in the questionnaire survey were easily understandable for the intended audience. Thereafter, the researcher contracted Afrikaans and isiXhosa language specialists to translate the English questionnaire survey into the two languages concerned. Please refer to Appendix F on page xiii, for examples of different languages used in the questionnaire.

3.5 Interview design

A structured interview consisted of sixteen questions. The interview questions were designed differently from the questionnaire questions. The interview survey comprised of “open-ended” question as well as “closed” question (please see Appendix D on page xi, for a template of the interview questions). This was designed in such a manner that the CDP officials could be able to express their views regarding the operation of the programme in the Cape Metropole.

3.6 Sample design and selection for questionnaires (community club officials)

In order to determine which clubs and the number of participants targeted in the study as far as a questionnaire survey was concerned, the researcher requested the database of all the community football clubs from the CDP Provincial Manager working for the DCAS. To determine which football clubs would be selected to participate in the study, only those clubs that had been in the CDP for more than two years, since its establishment in 2006, were targeted. The researcher believed that these clubs were in a better position to provide better information regarding the implementation of the programme. The aim of requesting the CDP database was to have an idea of how many community football clubs could potentially be targeted for the research study. After receiving the CDP database, the researcher was then able to identify the number of community football clubs to partake in the study.

As mentioned earlier, twenty four football clubs were initially identified, but only nineteen gained access to. The chairpersons of the other five football clubs that were part of the CDP were contacted by the researcher, but it appeared that these clubs were no longer in existence. It was interesting to note that some clubs that were supposed to be part of the CDP could not be hold of, even by the CDP officials. Therefore, nineteen community football clubs were available for the study. Each club comprises of different divisions. All the football clubs had male divisions, while a few of them also had female divisions. The total number of registered athletes participating in the CDP within the Cape Metropole for football category is eight hundred (Tsolekile, 2013).

All the respondents who took part in the questionnaire study resided in the following areas of the Metropole region: Athlone; Delft; Dunoon; Gugulethu; Hanover Park; Hout Bay; Khayelitsha and Macassar; Lentegaur; Mannenberg; Phillipi; Retreat; and Steenburg. When selecting the sample criteria, not everybody from the club was targeted to partake in the study. The targeted

participants were those who were involved in the structures of their respective community clubs. The majority of the community club officials who served as respondents were not employed and recognised as official sport club coordinators by government structures, but they had taken the initiative to establish their own community clubs. In addition, the respondents were perceived as being those people who could provide important information that might assist the researcher to investigate how effective the programme was within their communities.

The community club officials were targeted to be part of the study, because they are believed to be familiar with the CDP and also understand the daily challenges that the programme was encountering at the time of the study. Figure 3.1 represents the geographical areas where the targeted CDP community football clubs come from.

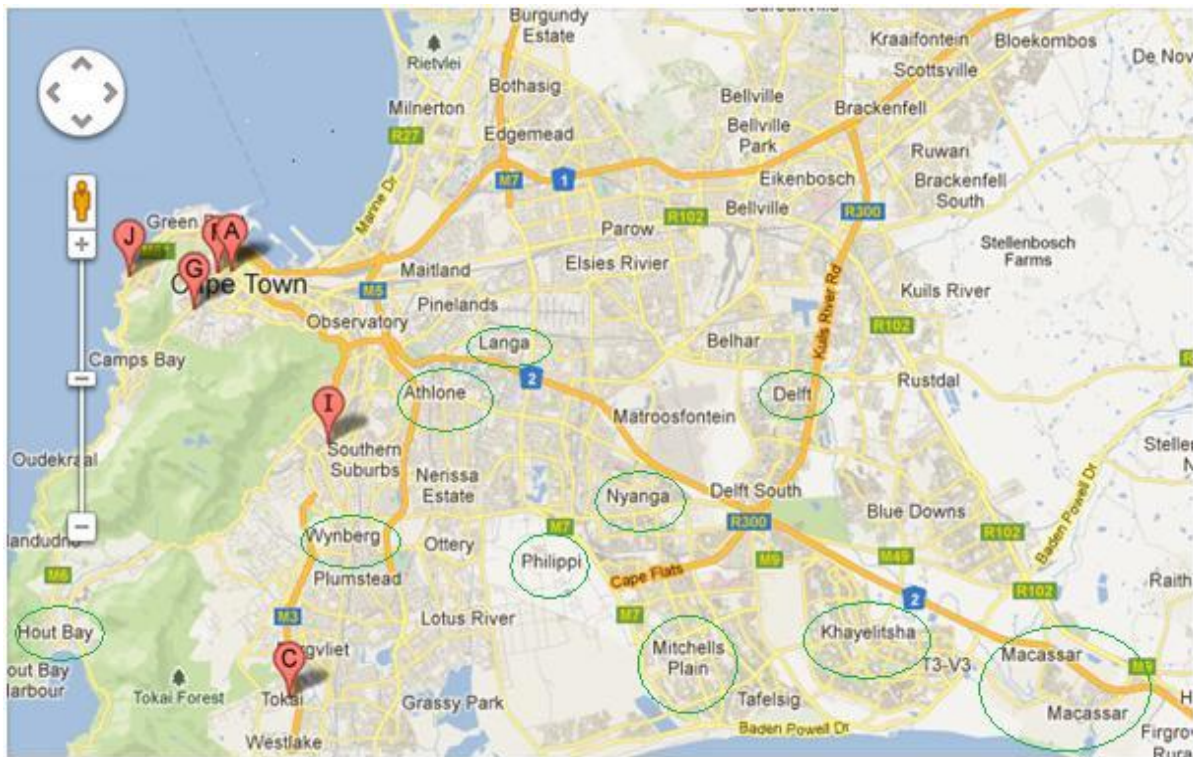


Figure 3.1: Cape Metropole geographical map, with areas of CDP clubs targeted circled

In Figure 3.1, not all the areas representing where the CDP football clubs come from, are found on the map. The community areas that are missing from the map are: Gugulethu, Du Noon, Hanover Park, Lentegeur and Mannenburg. However, the circled areas on the map (Figure 3.1) give an indication of where the CDP community clubs are located within the Cape Metropole. Khayelitsha is the area with the most community football clubs (totalling eight).

When identifying the questionnaire participants, only those who were involved in the CDP structures in the respective communities were targeted. They were believed to be actively involved and committed to passionate developing sport within their communities.

At each of the nineteen targeted CDP community football clubs, four questionnaires were distributed per club. Table 3.1 shows the numbers of people targeted per club, along with their portfolios.

Table 3.1: Participants targeted per club

Position	Quantity
Club chairman/President	1
Club captain/Vice-captain	1
Club secretary/Administrator	1
Club coach/volunteer	1
TOTAL PER CLUB	4

The researcher believed that aforementioned participants would provide the required information regarding the club's operation, given the position that they held within the club. These respondents were believed to be capable of answering the questions asked, due to their familiarity with the challenges and operations of the CDP in the respective communities.

3.7 Sample design and selection for interviews (CDP officials)

The first step that the researcher took when designing the sampling method, was to obtain access to all the CDP officials. In order to obtain this, the Provincial Manager responsible for the CDP was contacted to assist with the identification of the coordinators who have been involved with the programme since its establishment in 2006. Thereafter, once the CDP officials have been identified, the researcher convened an appointment with all of them for the interviews. In total, fourteen coordinators were contacted for the interview. This was because the programme in the Western Cape has not been coordinated by many officials since its establishment in 2006.

The researcher believed that those who were coordinating the CDP would have a broader knowledge and understanding of the strengths, weaknesses, opportunities and threats with regards to the programme concerned. The identified participants were considered to be individuals with a relevant skill and substantive experience in serving the CDP. The total number of the participants interviewed was fourteen.

A face-to-face structured and telephone interview was conducted with CDP officials from the three spheres of the South African government (national, provincial and local). All three legs of the government would be familiar with the programme operating in the Cape Metropole. The face-to-face interviews lasted between fifteen to twenty five minutes, while the telephone interview lasted between twenty to forty five minutes. The reason for the vast difference was because some of the CDP officials were willing to give out more information on the programme's implementation than the rest.

All interviews (face-to-face and telephone) were recorded using a device recording system, and were supplemented by notes taken by the interviewer. Table 3.2 shows the profile status of the participants concerned.

Table 3.2: The interview participant's profile (n = 14)

Position	Previous CDP coordinator	Current CDP coordinator	Organisation	Location/Area
CDP Provincial Manager	2	0	DCAS	Cape Town
CDP Provincial Coordinator	0	1	DCAS	Cape Town
Regional Coordinators for CDP	0	5	DCAS	Metropole region, the Boland, the SWD and the West Coast
Local Sport Council	0	1	DCAS	Metropole region
		2	LAGUNYAPHI* Association	Metropole region
Senior Sport Council	0	1	SRSA	Pretoria
Sport Promotion Officers (SPOs)	0	1	City of Cape Town (CCT)	Cape Town
	1	0	DCAS	Metropole region

*LAGUNYAPHI = Langa, Gugulethu, Nyanga and Phillipi

The interview process involved the participation of previous and current CDP officials, who were believed to have the ability to provide insightful information regarding the research questions, because of their involvement and the leadership role that they played in the CDP.

3.8 Ethical considerations

The ethical issues concerning the research were considered by the researcher. Goddard and Melville (2006:49) emphasised that the understanding of ethical issues when conducting research are crucial because ethical considerations help the researcher to:

- take care of people;
- avoid harming people;
- treat the respondents' information private and confidential (no invasion of privacy); and

- treat people (as individuals) with appropriate respect.

In order to ensure that the research entails high ethical element, Neuman (2006:131) highlighted that “ethical research requires balancing the value of advancing knowledge against the value of non-interference in the lives of others”. Furthermore, Neuman (2006:131) appears to concur with Goddard and Melville (2006) when classifying the minimum guidelines and standard of law and codes of ethics as follows:

- never cause unnecessary or irreversible harm to subjects;
- secure prior voluntary consent when possible; and
- never unnecessarily humiliate, degrade or release harmful information about specific individuals that was collected for research purposes.

In order to confirm that the researcher had considered the ethical issues pertaining to the research participants (both CDP community club officials and its coordinators) there were many things that the researcher had to take into account. The researcher submitted the research proposal and attendant documentation to the Faculty of Business Ethics Committee at Cape Peninsula University of Technology (CPUT). An example of the letter from DCAS submitted to the CPUT Ethical Committee is in Appendix E on page xii.

After CPUT had granted the researcher permission to conduct the study, the researcher then visited various football community areas. When conducting the field-work, the researcher was honest from the onset by making the subjects aware:

- that participation in the research study is voluntary (meaning that the targeted participants can pull out whenever they wish to do so);
- of the purpose of conducting the research study;
- of who was going to benefit; and
- that their responses would remain strictly confidential (no one would have access to their responses).

When conducting the research, the researcher informed everyone involved about the purpose of the research. The participants were made aware that their responses would be kept safe and confidential. All the participants (CDP community club officials and CDP officials) were made aware of the reasons for partaking in the study before hand by the researcher. The participants were advised not to take part in the study unless they freely agreed to.

3.9 Data collection

This section explains the process of how and when the data was collected. The data collection was divided into two phases: (i), questionnaire data collection; and (ii), Interview data collection.

(i) Questionnaire data collection (from the community club officials)

The collection of data took place from 31 August to 24 September 2010 and from 28 March to 4 April 2011. To ensure that the questionnaire responses were returned on time, the researcher played a crucial role in encouraging the participants to fill in the questionnaires and submit their responses to the researcher immediately after completion. In the process of collecting the data, a private vehicle was used to visit all the various selected community areas, with the intension of meeting the community club officials as the participants for the study.

The researcher was present at most venues while the participants were filling in the questionnaires, except for one area where the researcher could not be present. However, although the researcher could not visit this area (Du Noon), the researcher scheduled one of the senior CDP officials from the Cape Metropole to visit the CDP community club officials in that area to distribute questionnaires. A self-administered questionnaire was seen as a useful tool to answer the research questions directed to the CDP community club officials.

(ii) Interview data collection (from the CDP officials)

For interview purposes, the collection of data took place from 16 May to 11 July 2011. The interview data was collected in person and telephonically. A resource believed to be significant for the purpose of recording the face-to-face and telephone response data, was a voice recording tape.

The telephone interview was considered to be useful in situations where the targeted CDP officials were out of town. The procedure followed when using a telephone, was to arrange a telephone with a loudspeaker connection; which helped to reduce excess noise for the subject. The researcher was granted permission by the participants to be on a loud speaker when questions were being posed. The researcher activated the phone speaker to be loud, while at the same time reading out questions, noting the participants' responses and recording their voices on the voice recording system. Further information relevant to the study was also collected by emails.

A voice-recording tape (VRT) was used for recording and storing all the respondents' shared information. Once the interview was completed, the researcher could easily play back the tape, in order to obtain the exact response of the respondents, or in order to check to see whether certain information was missing. The researcher used the VRT because it saves a great deal of time during the interview process, and also has an advantage of the researcher not noting down all the answers missed or obtained, as they are all recorded.

3.10 Data preparation and analysis

Four steps are required to be taken prior to analysing the data (Gratton & Jones, 2010:214):

- Step One: Code the data;
- Step Two: Input the data;
- Step Three: Check the data; and
- Step Four: Deal with missing values.

Step One: Code the data

During this step, the researcher coded the responses into different phases. The coding included the responses such as closed questions; the choice of Likert scale-type answers; and “yes” or “no” questions. The responses to the closed questions were easily grouped, and the respondents responded quickly, without having to write out long sentences.

Step Two: Input the data

During this step, an excel spread sheet was created prior to being imparted into the Statistical Package for the Social Sciences (SPSS) for Windows.

Step Three: Check the data

After the completion of capturing the data in step two, the researcher had to carefully verify whether all the responses had been captured in the right columns in the SPSS for Windows. Gratton and Jones (2010:216) highlight that it is important for the researcher to verify that the responses have been captured accurately, because errors can occur at any time. The type of errors that can occur when capturing data are, for example, entering ‘11’ instead of ‘1’ and ‘99’ rather than ‘999’. Furthermore, the SPSS could indicate that there are many errors that tend to occur while capturing the data on the SPSS for Windows, and therefore, emphasise that it is the responsibility of the researcher to ensure that such errors do not occur, by double-checking the captured responses manually.

Step Four: Deal with missing values

The researcher experienced no challenges during this step. Consistency, which was crucial in data capturing especially while using the SPSS, was strictly maintained throughout.

3.11 Challenges/Limitations of the data collection

Numerous challenges were experienced when collecting the data. Among the various challenges encountered, the researcher experienced the following:

- Some clubs indicated their availability for taking part in the research study, but did not return the questionnaires, as they had promised they would do;
- Some participants wanted to be paid a stipend in order to participate in the research study;
- Some community clubs did not return the questionnaires;
- The responses of four questionnaires were a duplicate, and therefore had to be excluded from the study;
- Some clubs of which their details were included on the CDP database, appeared not to exist with the DCAS officials being unaware of the issue concerned;
- Some managers of certain clubs were able to participate in the research study only at night;
- Some CDP community club officials did not choose a questionnaire that was translated into their mother tongue, and as a result, they struggled to respond to the questions posed;
- Two participants from Gugulethu (over 45 years old), struggled to understand and translate the questionnaire. This was because they chose the English version of the survey instead of taking a survey translated with their mother tongue (Xhosa); and
- The researcher had to ask a neutral person to translate the English questions to Xhosa, in order to accommodate the participants who could not understand the English questions.

3.12 Summary

This chapter served to indicate how the data for the study were collected. The methods preferred as being the best for collecting data were also discussed.

Having reviewed the methodology of the present investigation, the following chapter will reveal the findings of the research, as well as containing the analysis and discussion of the collected data, which were aimed at satisfying the research question set in Chapter One.

CHAPTER FOUR

PRESENTATION OF THE RESEARCH FINDINGS

4.1 Introduction

The aim of this chapter is to present the findings of the study that seeks to establish the effectiveness of the CDP in the Metropole region, Western Cape. The questionnaire and interview findings are presented quantitatively through figures and tables. The presentation of the responses clarifies the different views of the respondents concerning the programme's operation.

4.2 Responses from community club officials

In this section, the key findings from the questionnaire given to community club officials are set out. The responses that are presented in the figures and tables represent the important areas that need to be considered when investigating the effectiveness of CDP in communities.

Out of seventy six questionnaires distributed to the various community clubs, sixty one were returned. However, among the returned questionnaires, four appeared to have been duplicated and were therefore, excluded from the study. Therefore, the total of useful questionnaires was fifty seven, with the response rate of seventy five percent. The response rate appears to be sufficient to elicit data affecting the effectiveness of the CDP in the Cape Metropole.

4.2.1 Profile of community club officials

The demographical information of the questionnaire respondents (community club officials) is presented in Table 4.1 as follows:

Table 4.1: Demographical information for community club officials (*n* = 57)

Age group (in years)		Gender						Race							
		Male		Female		Total		African		Coloured		Mixed race		Total	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
29 or less	23	63.9	5	83.3	28	66.7	21	77.8	4	40.0	0	0.0	25	65.8	
30–39	10	27.8	1	16.7	11	26.2	6	22.2	4	40.0	2	100	11	28.9	
40–49	3	8.3	0	0.0	3	7.1	0	0.0	2	20.0	0	0.0	2	5.3	
Total	36	100	6	100	42	100	27	100	10	100	2	100	38	100	

In addition, the community club officials were further asked to indicate their positions within their respective community clubs in which they are operate at. Table 4.2 shows the club position response rates of the community club officials with percentages.

**Table 4.2: Club position response rates for community club officials
(*n* = 57)**

Club officials' positions	Responses rates	Percentage (%)
Club chairman/President	12	21
Club captain/Vice-captain	11	19
Club secretary/Administrator	20	35
Club coach/volunteer	11	19
TOTAL		94

The findings in Table 4.2 show that 35% of the respondents who mostly participated in the study, were the club secretaries or administrators, then follows the club chairman's' or club presidents with 21%. It was found that of the respondents, 6% did not indicate their portfolios within the clubs.

4.2.2 Understanding of the CDP (*n* = 57)

Figure 4.1 presents the responses of the participants to Question one, in which the participants were asked about their understanding of the CDP.

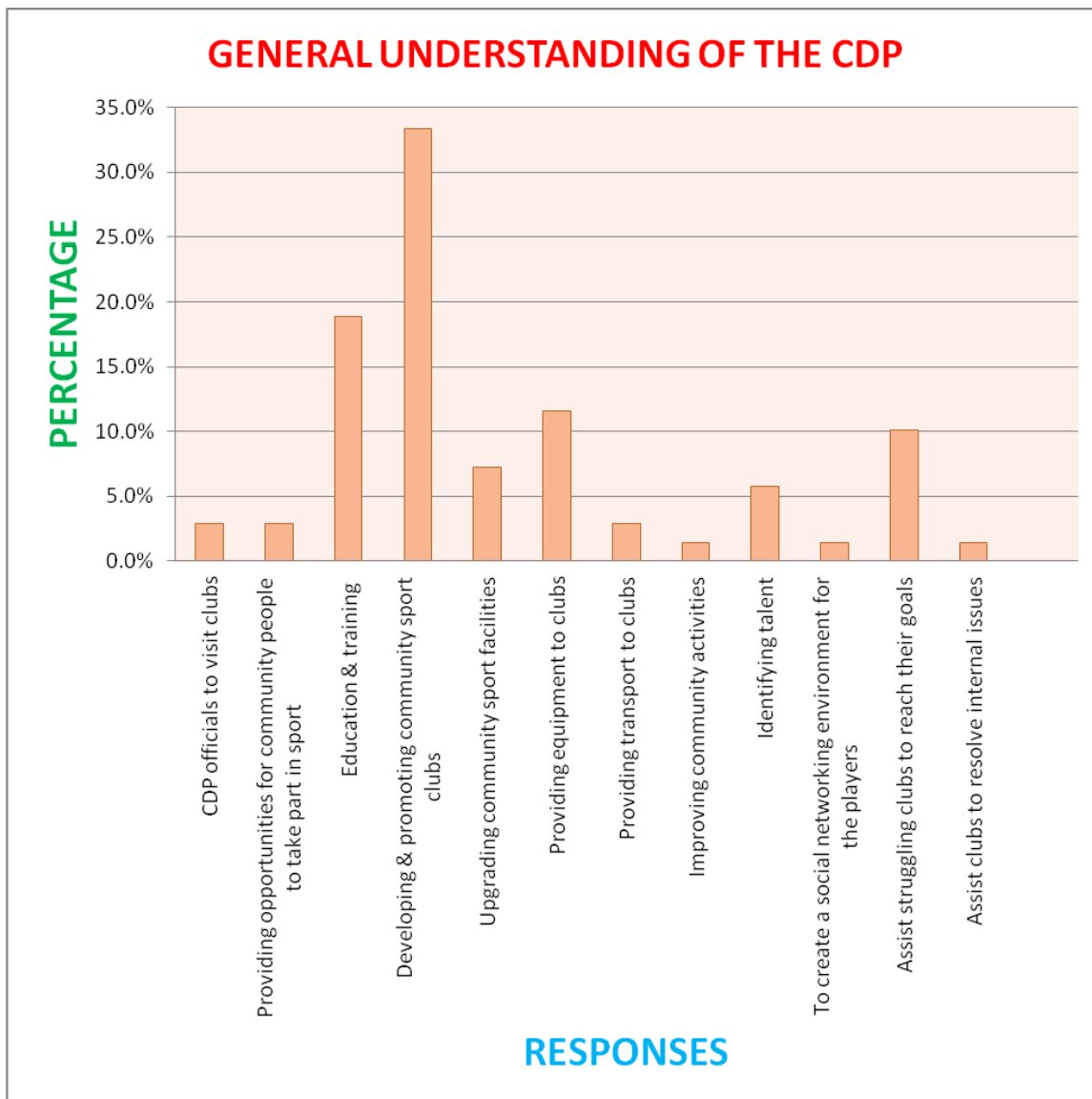


Figure 4.1: General understanding of the CDP (n = 57)

The responses indicated that 33% of the “community club officials” regard the CDP as a “programme that seeks to develop and promote community sport clubs”. Next, 19% of the respondents described the CDP as “providing education and training courses to club managers” and 12% of the respondents stated that they believed that the CDP was about “providing equipment to community clubs”. In addition, the community club officials further stated that CDP is about “assisting struggling clubs to achieve their goals”.

It is interesting to note that the following findings were given the low response rates by the community club officials and also it appears that CDP is not about:

- Identifying talent (6%);
- CDP officials to visit clubs (3%);
- Providing opportunities for community people to take part in sport (3%);
- Providing transport to clubs (3%);
- Improving community activities (1%);
- Creating social networking environment for the players (1%); and
- Assisting clubs to resolve internal issues.

4.2.3 Expectations of community club officials for CDP (*n* = 57)

Question two required the respondents to indicate what they expected to receive from the CDP.

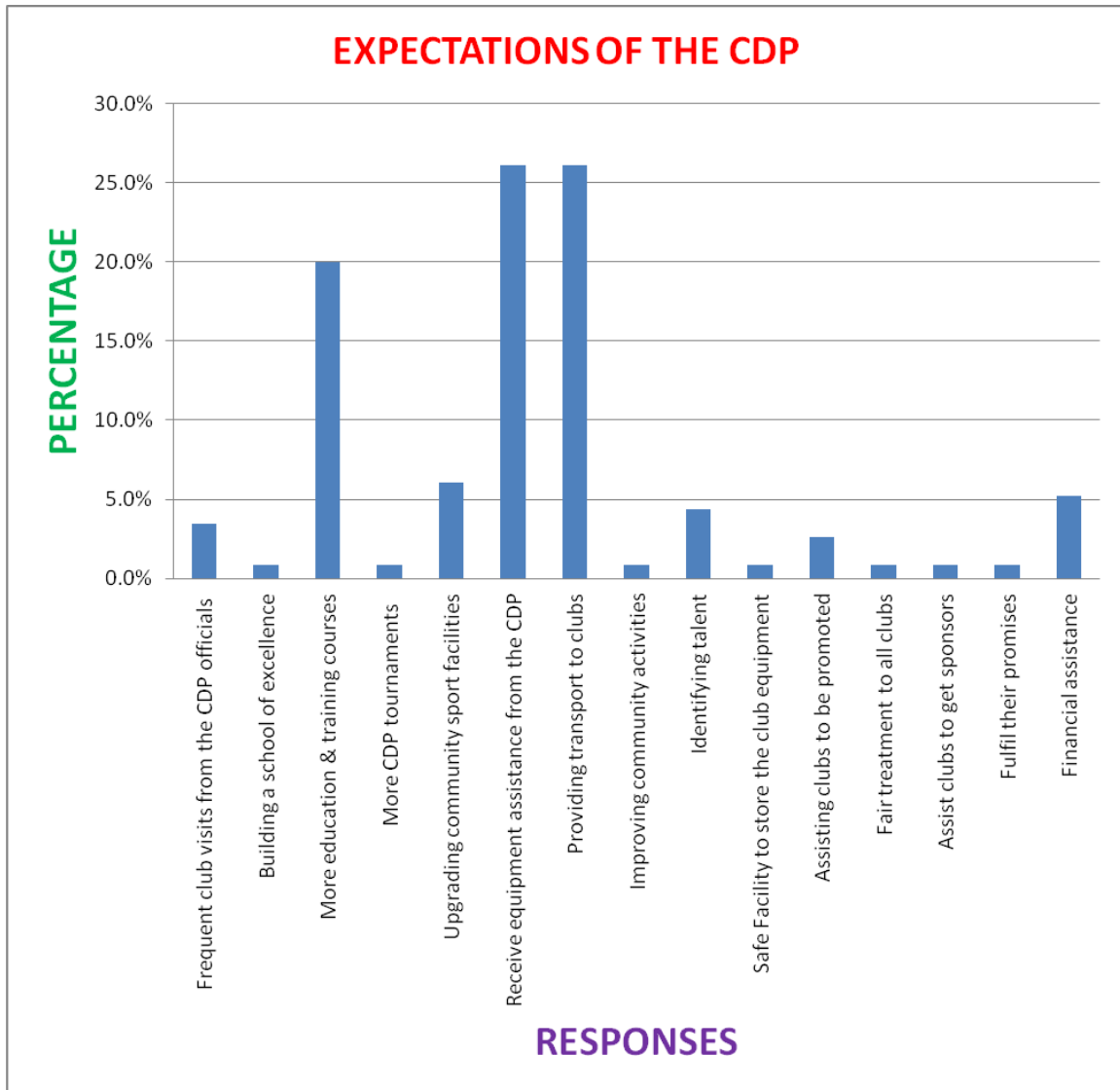


Figure 4.2: Expectations of the CDP (n = 57)

The top three responses in terms of what the community club officials expected to receive from the programme were: (1) the receipt of equipment (26%); (2) transport assistance (26%); and (3) attend more education and training workshops (20%).

To a lesser degree, community club officials expected an upgrade in community facilities (6%) and financial assistance (5%). It is also of interest to note that less than 5% of the respondents expected the programme to: build a school of

excellence; nurture talented athletes; assist community clubs with promotions and with the securing of sponsors; and frequent club visits by the CDP officials.

Respondents were asked to indicate either “yes” or “no”, whether they believed the CDP had exceeded their expectations or not. It was found that 89% of the respondents stated that the CDP had not exceeded their expectations, whereas 11% of the participants said that the CDP had exceeded their expectations.

Respondents were then asked to highlight the reasons why the CDP had not exceeded their expectations.

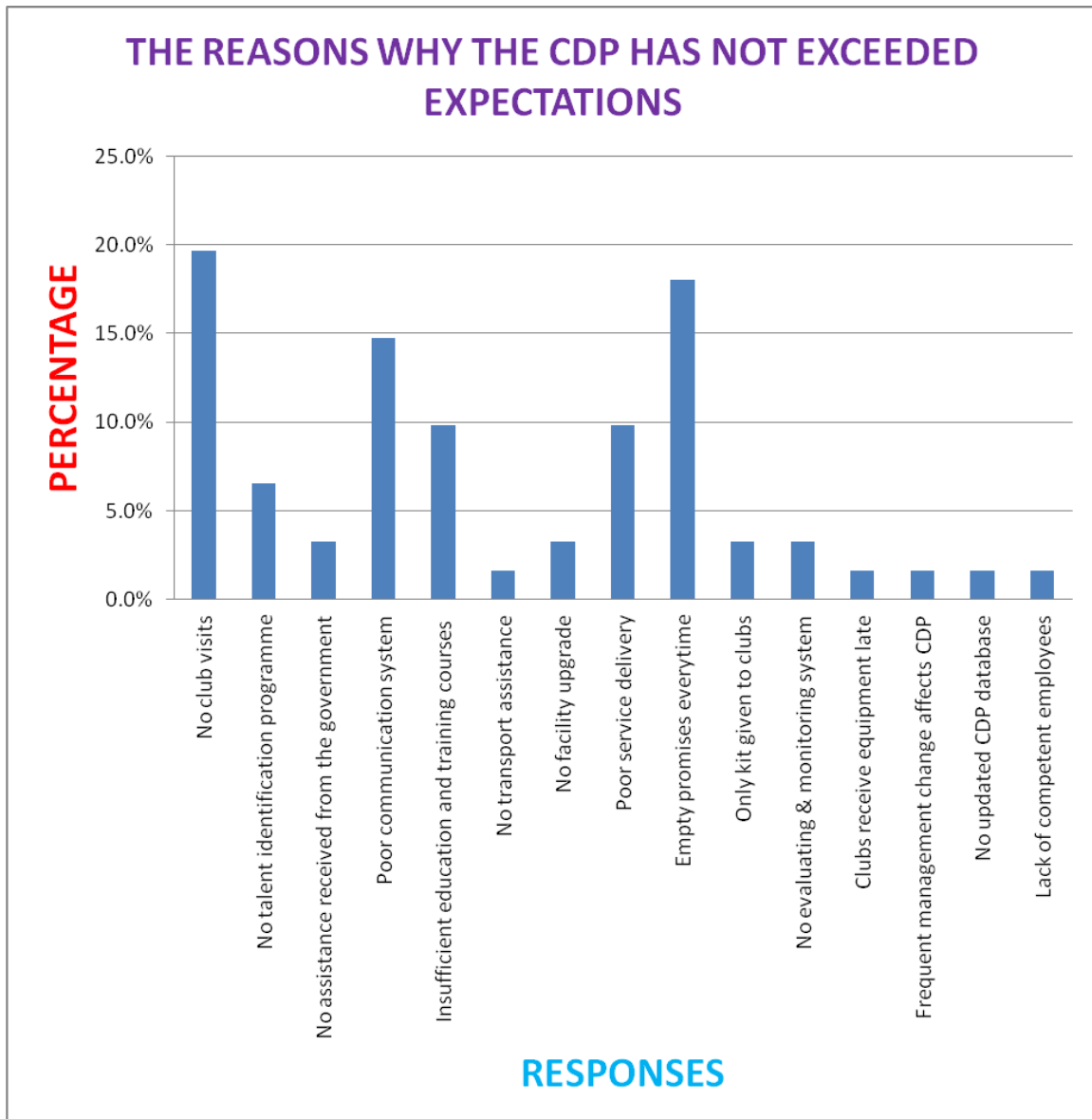


Figure 4.3: The reasons why the CDP has not exceeded expectations ($n = 57$)

Of the participants responded, 20% stated that the CDP officials rarely visited the clubs. Next, 18% of the community club officials said that CDP officials constantly failed to deliver on the empty promises that they made. A further major concern was that the CDP had a poor communication system (15%). (Figure 4.3 sets out the full set of results.)

Other reasons of interest that influenced the respondents' dissatisfaction were:

- Poor service delivery (10%);
- Insufficient education and training (10%);
- No talent identification (7%);
- No facility upgrades (3%);
- No monitoring and evaluation system (3%);
- Lack of competent officials (2%);
- Lack of transport assistance (2%);
- Community clubs receive equipment late; and
- Frequent management change affects the programme implementation.

Based on the responses given, it is clear that the community club officials appeared to be dissatisfied with the implementation of the programme. In addition, it is also of interest to discover that the CDP officials appeared to be making empty promises to the community club officials, which they were unable to fulfil. Some community club officials seemed still not to have received their equipment and sufficient education and skills training.

4.2.4 Effectiveness of the CDP (*n* = 57)

The participants were asked to indicate “yes” or “no” whether the CDP was effective within their respective communities. In relation to this, 84% of the respondents asserted that the CDP was not effective, whereas only 16% of the respondents confirmed that the CDP was effective within their communities.

Linking to the aforementioned responses, the respondents were further asked to provide reasons for the lack of effectiveness of the CDP in their community. These responses are outlined in Figure 4.4.

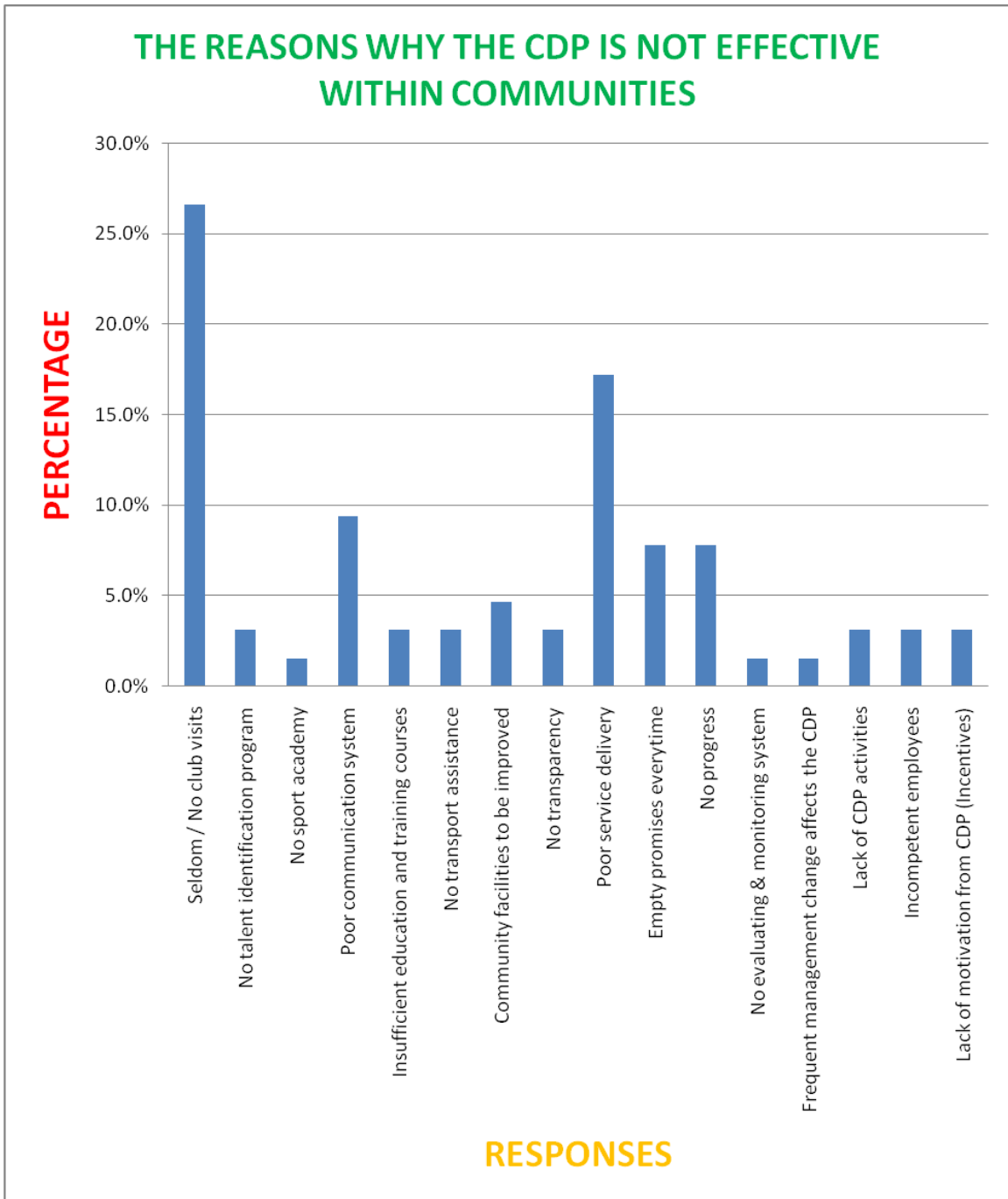


Figure 4.4: The reasons why the CDP is not effective within communities ($n = 57$)

The main reason given for the CDP ineffectiveness was the lack of club visits from the CDP officials (27%). Following that response, 17% stated that the CDP

was not effective due to the poor service delivery, while 9% of the participants' responded that the CDP has a poor communication system.

Looking in more detail at the strength and weaknesses of the CDP, the respondents were requested to mention the strengths of the CDP. Figure 4.5 presents the strengths of the CDP as indicated by the community club officials.

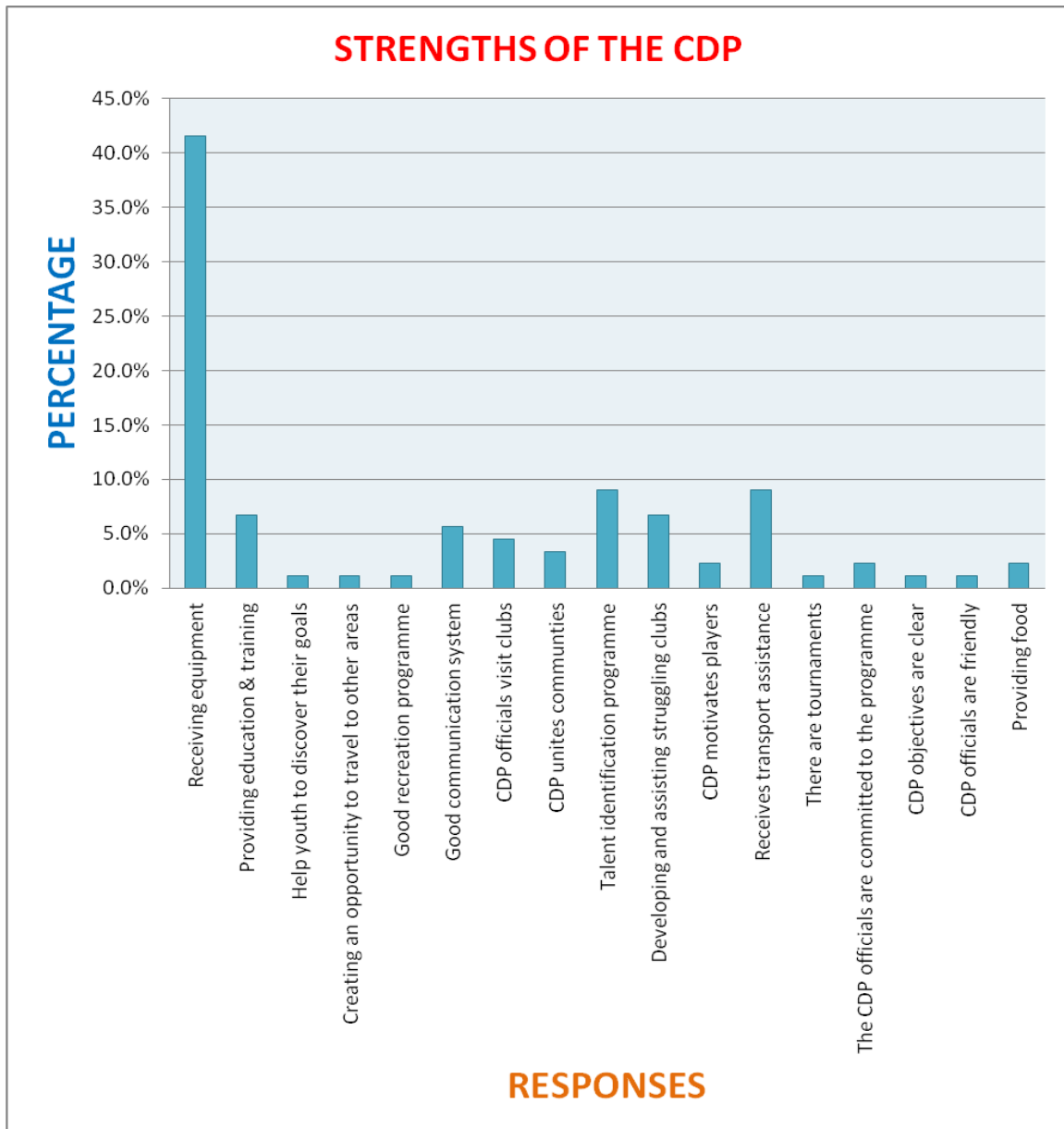


Figure 4.5: Strengths of the CDP (n = 57)

In response to this question, 42% of the respondents confirmed that the CDP assists community clubs with equipment. Following that response, it was interesting to discover that two responses were given the same ranking by the community club officials. Talent identification was considered to be one of the strengths of the programme (9%), while another 9% of the respondents declared that transport assistance was among the top aspects of the programme. Seven percent of the respondents stated that they believed that education and training courses appear to be among the factors that make the programme successful, while another 7% of the respondents acknowledged that the DCAS played an important role in assisting football clubs from the community that were struggling.

It is clear that the provision of equipment in Figure 4.5 appears to be the main strength of the programme since 2006. However, given the objectives and expectations of the programme, one would not expect CDP mainly to focus on providing equipment to community clubs, but instead, spending more time on other aspects such as: assisting struggling clubs to be structured (7%), developing a good communication system (6%), visiting community clubs frequently (5%), creating more CDP tournaments (1%), creating a good recreational programme (1%) and ensuring that everyone clearly understands the objectives of CDP (1%).

Having looked at the strengths of the CDP, the respondents were also asked to indicate the weaknesses. Figure 4.6 illustrates the factors that appeared to be hindering the programme from achieving its goals.

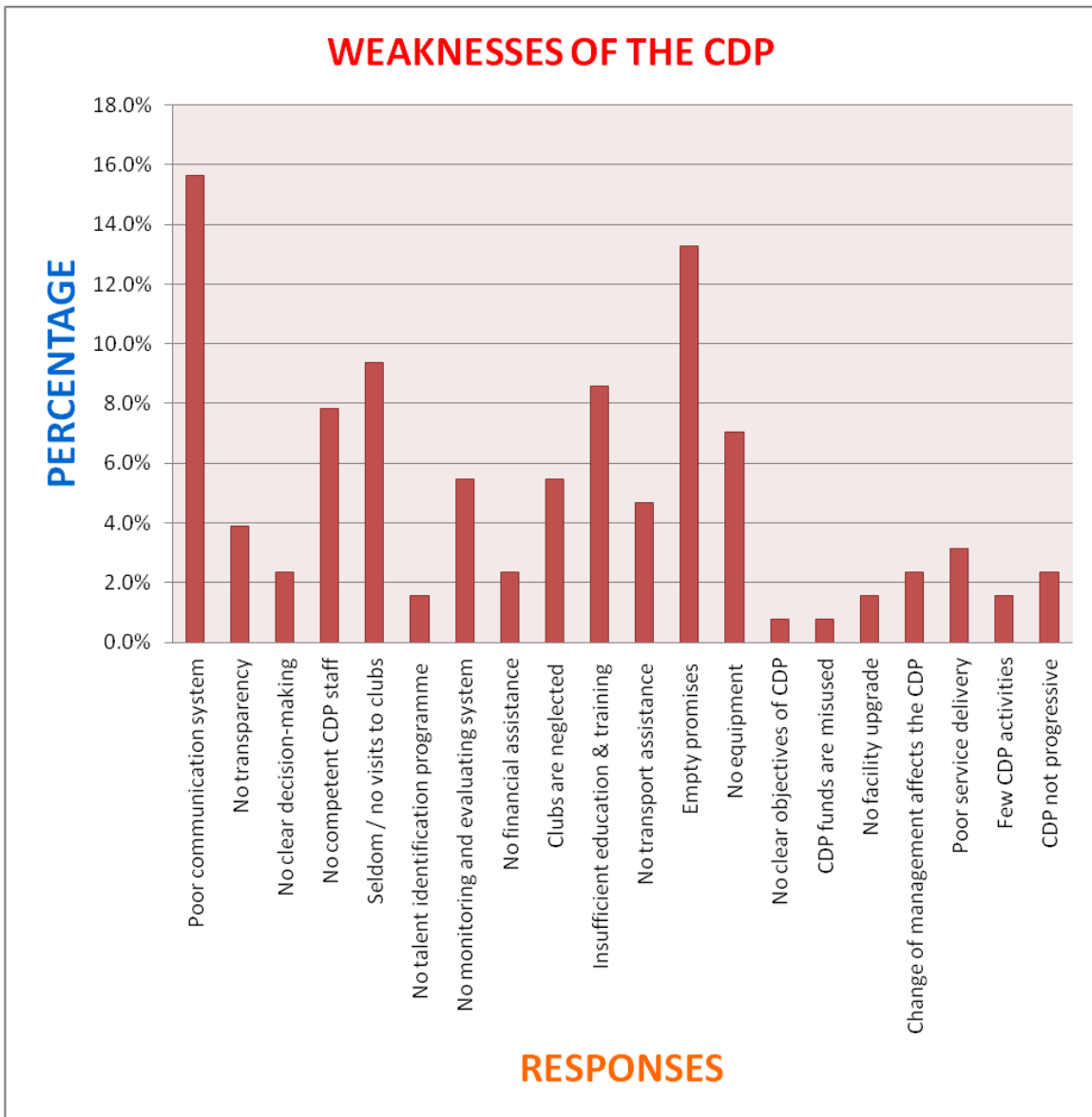


Figure 4.6: Weaknesses of the CDP (n = 57)

Nearly 16% of the community club officials indicated that a poor communication system is regarded as the top weakness hindering the programme’s success. Next, 13% of the respondents said that CDP officials make empty promises to community clubs, while 9% of the respondents articulated that the lack of club visits appeared to be a challenge to the CDP.

Other areas of weaknesses noted were:

- Education and training (9%);
- Staff competence (8%);
- Equipment (7%);
- Monitoring and evaluation system (6%);
- CDP clubs are neglected (6%);
- No transport assistance (5%);
- CDP funds are misused (1%)

In attempt to answer the question six, the participants were given a five-item Likert scale ranging from strongly disagree (1) to strongly agree (5).

In response to the question posed, a two item column will be used to present the responses of the respondents with regards section of the Likert scale. The first column in the table represents the actual question asked from the questionnaire, and the last column indicates the responses (in percentage) chosen by the respondents from the options given. The options given to the community club officials were:

- Strongly Disagree = SD;
- Disagree = D;
- Neutral = N;
- Agree = A and
- Strongly Agree = SA

Table 4.3 shows the responses of the respondents in order of agreement, from highest to lowest.

Table 4.3: Respondents' rates regarding the questions posed (n = 57)

Do you think the Department of Cultural Affairs and Sport (DCAS) has...?	Responses (%)	
	SD	SA
Volunteers to assist with the proper implementation of the program	56	9
Experts with the capacity to monitor and evaluate the program accordingly	56	2
The qualified sport promotion officers (SPO's) with the knowledge, skills and understanding of what CDP is	47	7
A good communication system to liaise with clubs about the CDP issues	46	5
Enough budget to drive the program to be successful	39	25

In referral to Table 4.3, it is of concern to notice that most of the respondents (community club officials) seem not to have been in favour with the CDP services since its establishment to date.

Next, the respondents were asked to indicate how often the DCAS had officials visited their respective clubs within a year. Confirmation was received from 70% of the participants that DCAS officials had not visited their clubs since 2006. In addition, 30% of the respondents mentioned that the DCAS officials had visited their clubs fewer than five times a year.

Table 4.4 represents the responses of the respondents concerning the programmes' services to the various community football clubs. The factors are set out in order of agreement, from highest to lowest.

Table 4.4: The CDP services to community clubs (n = 57)

Does the CDP...?	Responses (%)	
	SD	SA
Provide your club with first aid equipment	79	4
Assist your club on how to draft a constitution	79	2
Support your club by attending match games and training sessions	74	4
Provide a useful education and training program for a club's benefit	70	5
Invite your club to attend any strategic planning session concerning club development	54	2
Have a good relationship with your club	51	5

There were clearly very low levels of agreement with all of the factors. It could therefore be concluded that the CDP has not yet reached its objectives as stipulated in the CDP blueprint. This is mainly because the CDP blueprint clearly identifies the roles and purpose of the programme's existence within communities. Having said that, it is interesting to further investigate what could be those factors that seem to be hampering the programme to reaching its objectives.

4.2.5 Recommendations by community club officials (n = 57)

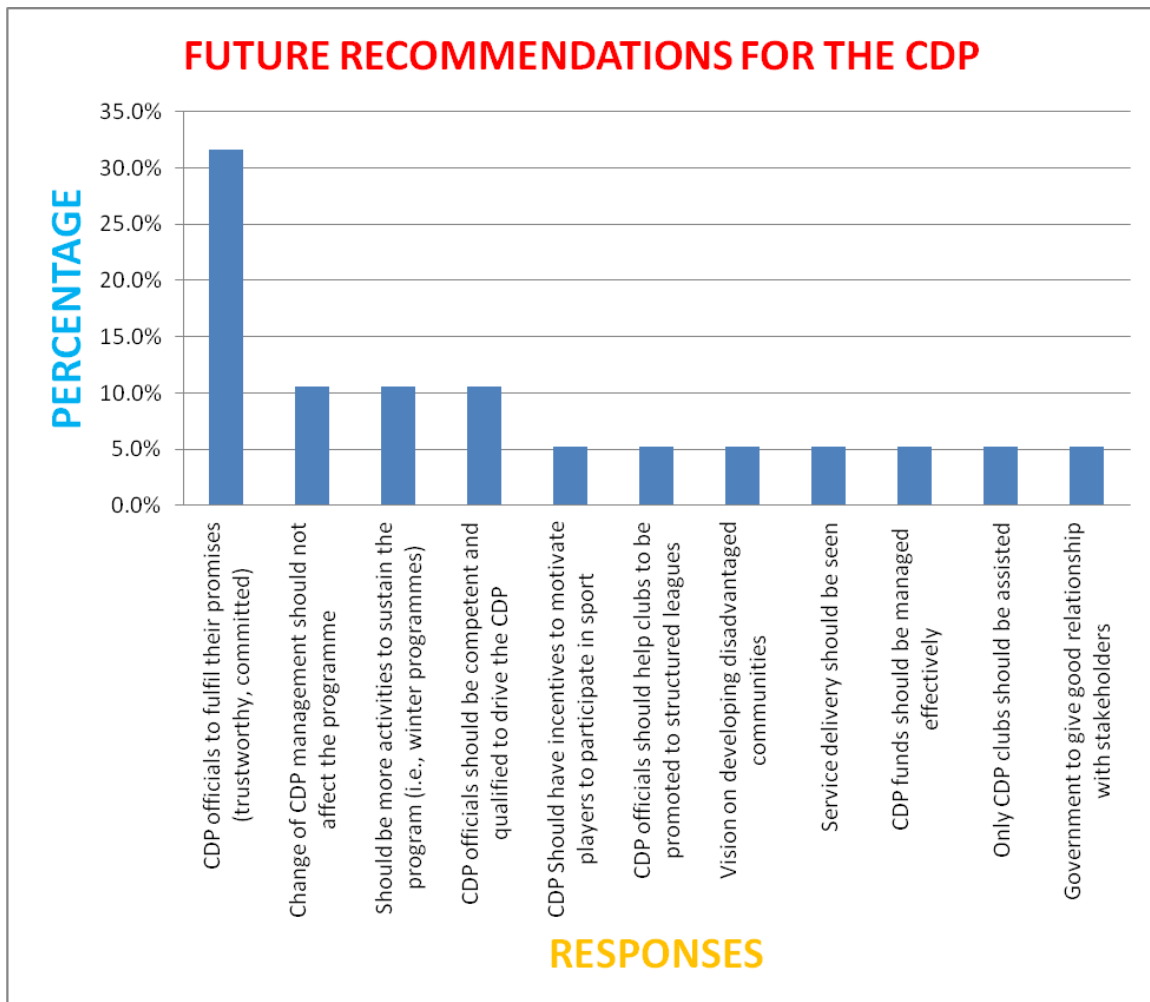


Figure 4.7: Future recommendations for the CDP (n = 57)

Out of fifty seven responded, 32% highlighted that they would like to see the CDP officials delivering the things that they promised. It was also interesting to note that 11% of the respondents responded equally and had three issues in common. Firstly, 11% of the respondents articulated that change of management should not affect the programme. Secondly, another 11% of the respondents thought that more CDP activities should take place throughout the year, and lastly, 11% of the respondents suggested that CDP management should employ qualified and competent employees, who could assist with the implementation of the

programme. To a lesser extent, respondents also recommended that CDP funds should not be used to benefit non-CDP activities (5%); the CDP officials should help community clubs to be structured and promoted, in order for them to compete in the competitive leagues (5%); and lastly, the CDP management needed to focus on establishing a good relationship with its partners (5%).

It is worrying to notice that the majority of community club officials were mainly concerned about the CDP officials fulfilling their promises, over stressing about CDP officials focusing more on assisting their respective clubs to become officially structured and being able to compete in the competitive leagues.

Further to the specific questions asked to the respondents, the community club officials were given the opportunity to make other comments not mentioned previous. Figure 4.8 reflects the general comments and other recommendations of the participants concerning the programme's progress from 2006 to date.

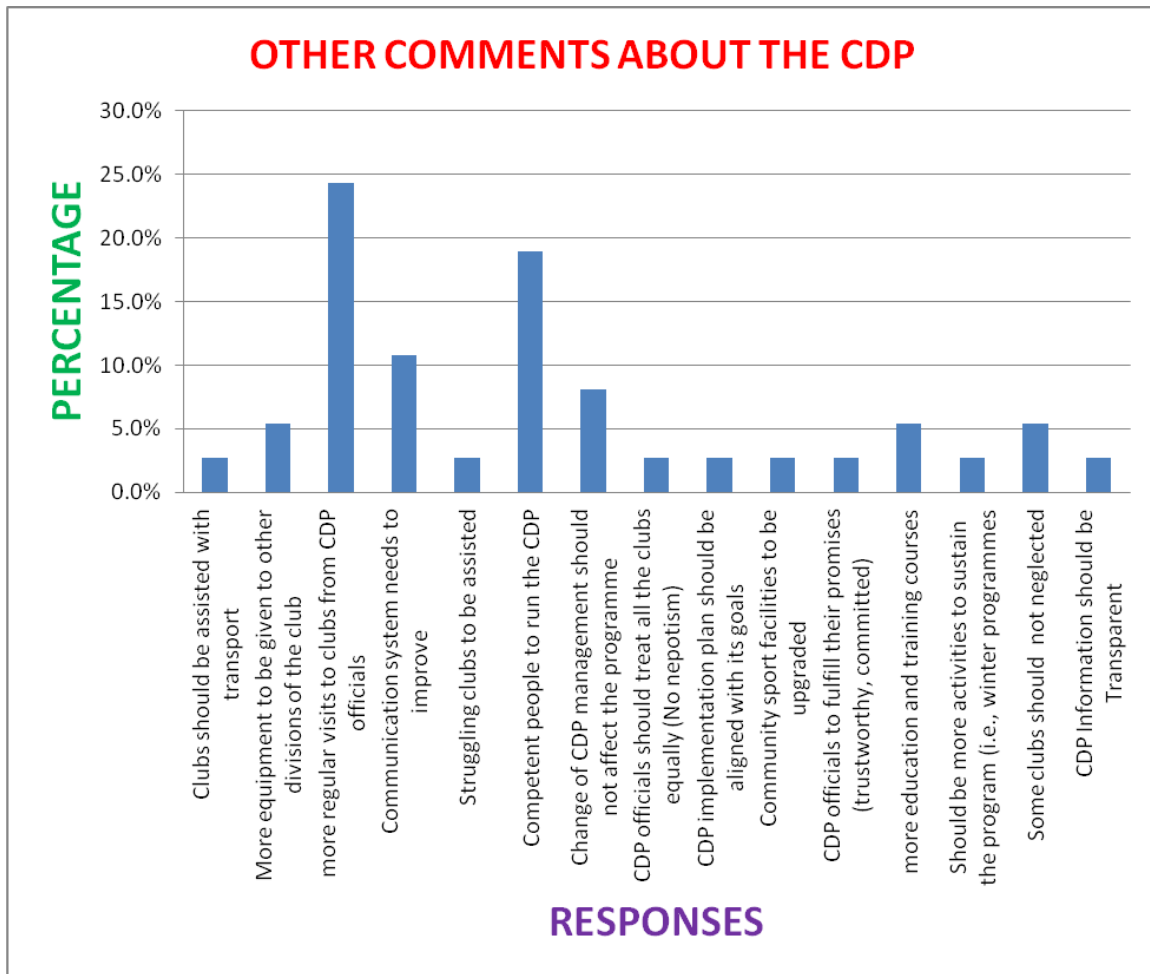


Figure 4.8: Other comments about the CDP (n = 57)

Out of fifty seven participants, 24% felt that community football clubs should be visited frequently. Following the response, 19% of the suggested that the CDP management should employ competent coordinators with the knowledge and skills to implement, monitor and evaluate the programme accordingly, while 11% of the respondents urged for the communication system used by the CDP to be improved. It was thought that these top three responses required special consideration in regard to improving the development programmes within the various communities.

4.3 Interview responses

This section aims to present the responses rate of the participants who took part in the interview process along with their findings. The findings in this section are based on the fourteen CDP officials who took part in the research study. Initially, fourteen CDP officials were targeted for the study and all fourteen were interviewed, with the response rate of 100 percent. This was a good response because all the targeted participants add a great input into the study.

All (100%) the participants confirmed that they were familiar with the operation of CDP within the communities. The CDP officials were asked to indicate how long they had been involved with the CDP. Of the fourteen participants, 71% indicated that they had been involved in the programme for a period of 2 to 4 years. Furthermore, 14% said that they had been involved for less than a year, while another 14% of the respondents confirmed that they had been involved in the programme for more than 5 years. The participants were asked to indicate their status of employment within the DCAS. Out of ten people, it was found that 71% were the current coordinators, with 29% of the respondents being previous coordinators for the CDP.

4.3.1 Understanding of CDP

The participants were asked to explain what they understood by the CDP. Figure 4.9 illustrates the responses of the CDP officials regarding the question asked.

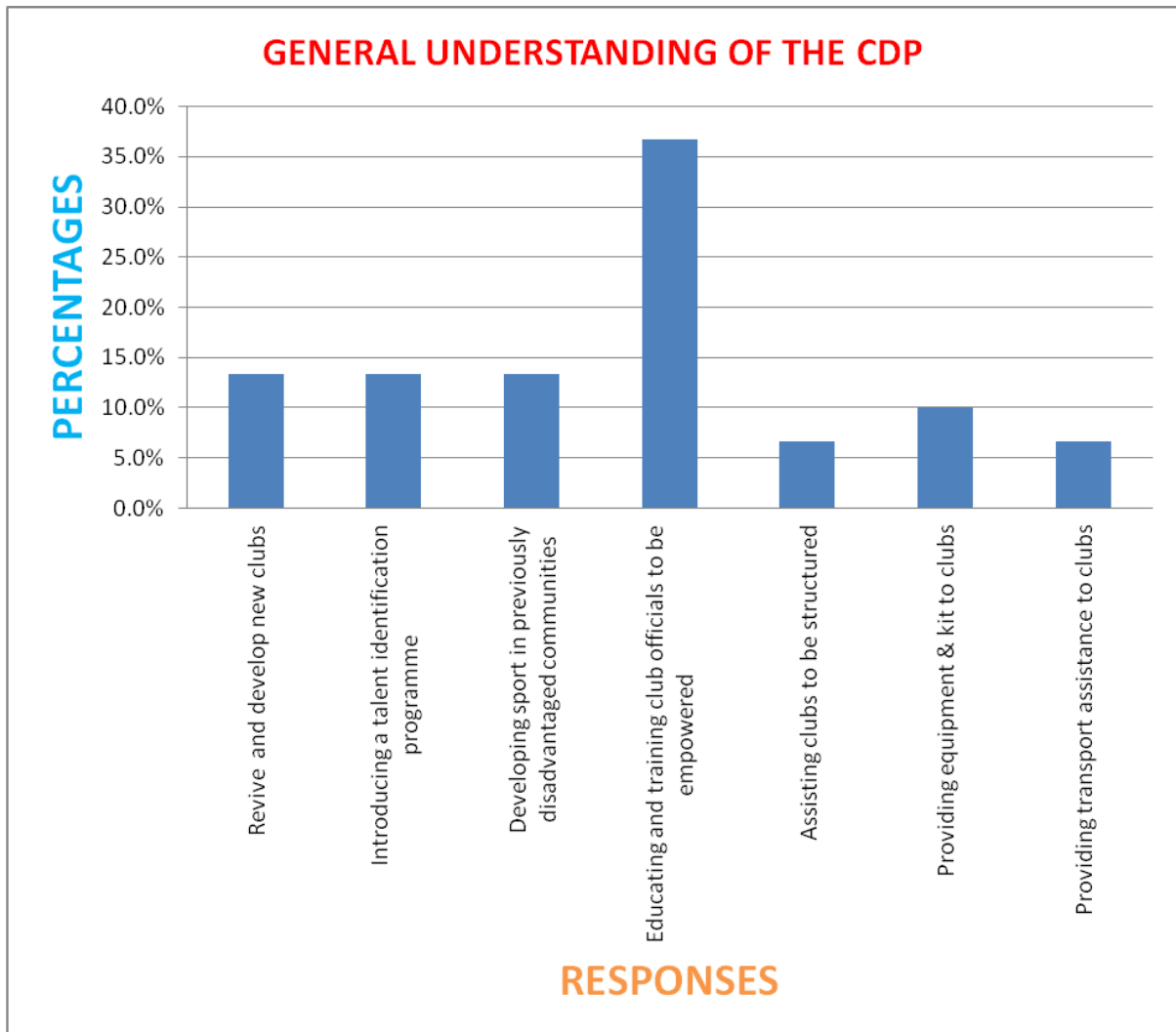


Figure 4.9: General understanding of the CDP (n = 14)

Of the respondents, 37% described the CDP as “empowering community club officials with education and training to acquire essential skills to manage their clubs effectively”. Respectively, 13% of the respondents believed that CDP was about “developing sport in previously disadvantaged communities”; “introducing a talent identification programme”; as well as “establishing and reviving new community clubs”. Lastly, 10% of the respondents believed that the CDP was about “providing equipment to community clubs”.

The provided responses revealed that the vast number of CDP officials seemed to be informed about what the CDP is all about. All the CDP officials were expected to understand the objectives of the programme equally, in order to balance out the successful implementation and management of the programme within the communities. The aforementioned factors might be an area of concern when it comes to the effective implementation of the programme, because there is a view that the CDP officials focuses more on developing certain areas over others.

4.3.2 Effectiveness of CDP

The purpose of question six was to measure the responses of the coordinators regarding how they perceived the CDP objectives within the communities. In order to assess the general feeling of the participants, a table featuring options from which to choose was presented to the participants.

Table 4.5: Perception of the CDP objectives within communities (*n* = 14)

Do you think that the CDP has been successful in terms of reaching its strategic objectives...?	Response (%)		
	Yes	No	Unsure
Developing the human resource potential for the management of sport and recreation in South Africa	43	43	0
Motivating the communities to develop active lifestyles	43	50	0
Contributing, from a sport perspective, to integrated planning and implementation of programmes by the three spheres of government	29	64	0
Ensuring that those athletes with talent are channeled into the competitive areas of sport	21	77	
Ensuring that sport and recreation bodies achieve their transformation objectives	21	64	
Ensuring smooth passage of athletes from one level of the development continuum to the next by encouraging participation through league systems	14	71	

With reference to the aforementioned responses given by the CDP officials (Table 4.5), one would envisage that the CDP officials had not yet achieved the CDP objectives as stated in the CDP blueprint or guideline. This was discovered after noticing that five out of six primary objectives of the CDP were believed to have not been achieved since 2006. The aforementioned findings are crucial because they provide an indication why the programme appears to have been ineffective within the communities. Figure 4.10 represents the answers given by the respondents concerning reasons for why the objectives had not been achieved.

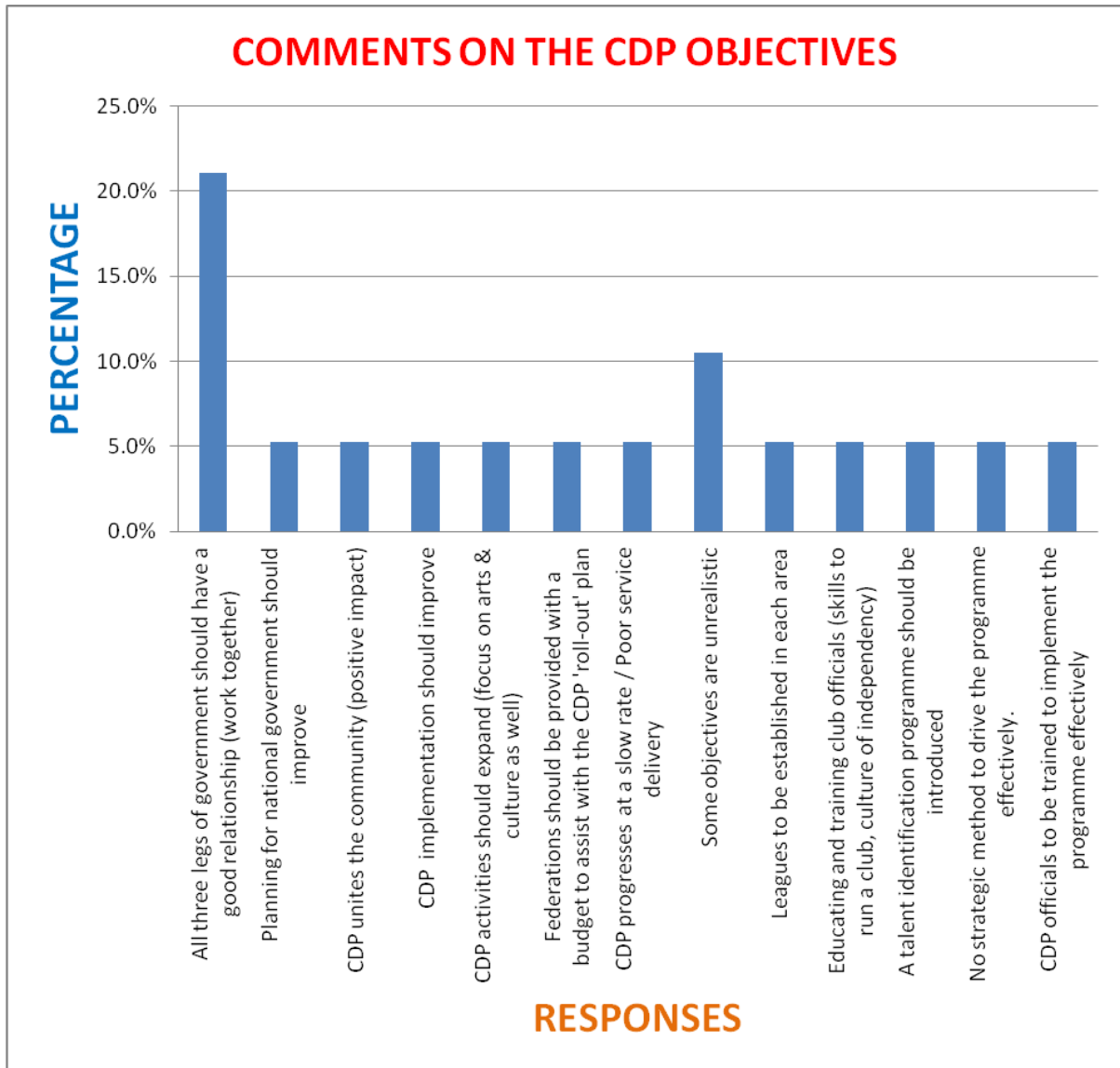


Figure 4.10: Comments on the CDP objectives (n = 14)

Of the participants, 21% emphasised that the relationship between all three spheres of government should improve. Furthermore, 11% of the CDP officials recommended that the programme must have realistic goals. Lastly, it was interesting to note that most of the respondents had a common response pertaining to the objectives of the programme in general. The respondents highlighted that: the planning of the national government had to improve (5%); the introduction of a talent identification programme was required (5%), and more education and training courses should be equally offered to the community club

officials (5%). The majority of the CDP officials from the DCAS were mainly concerned about strengthening their relationship with the other government departments.

These response might be an area of concern, because it appears that the CDP officials are not adhering to the blueprint of the CDP with regards to the objectives set. So therefore, when comparing the primary objectives of CDP with the comments accompanying the responses pertaining to the CDP objectives, it could be anticipated that most of the CDP officials appeared not to have been informed about the CDP priorities.

The participants were asked to identify the things that they believed had positively contributed in strengthening the programme to be successful. Figure 4.11 represents the strengths remarked on regarding the CDP.

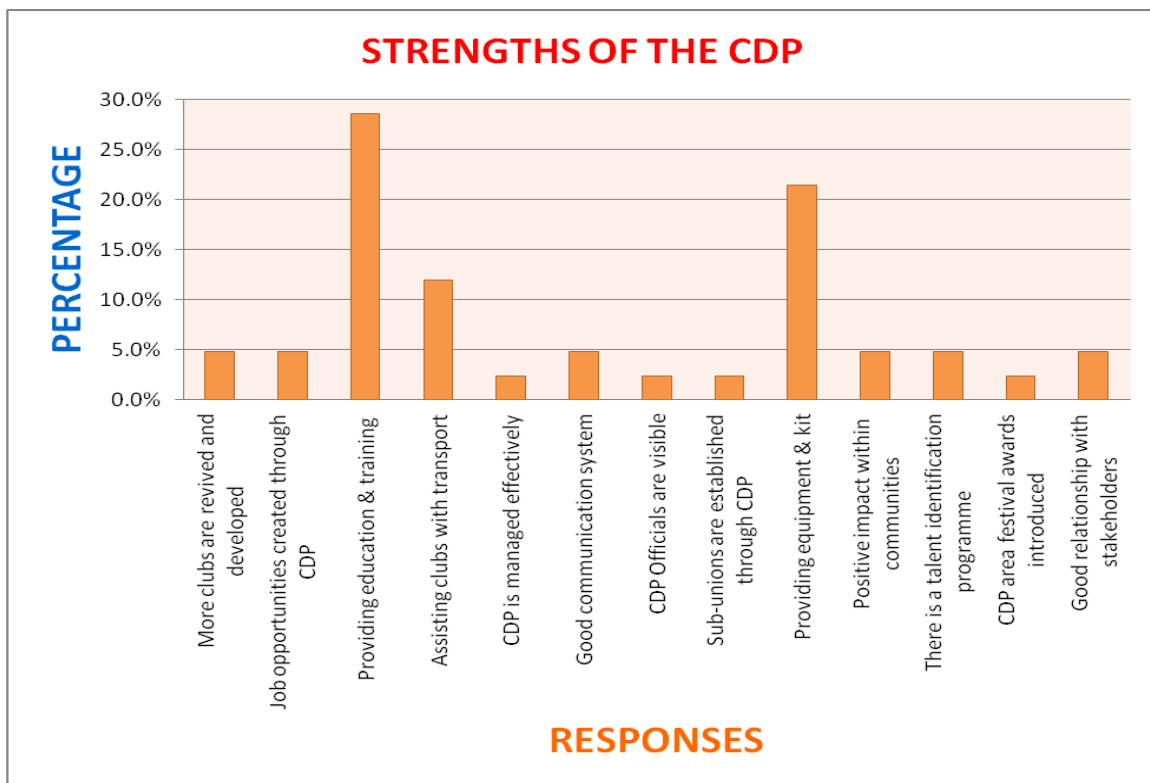


Figure 4.11: Strengths of the CDP (n = 14)

The three most important things that stood out as programme's strengths were: (1) the provision of education and training (29%); (2) the provision of equipment and kit (21%); and (3) transport assistance (12%).

In reference to the responses reflected in Figure 4.11, one would have expected the factors such as: talent identification (5%); good communication system (5%); good relationship with its stakeholders (5%); and frequent club visits to be among the top factors that have a potential in strengthening the programme (2%). It is of interest to note that transport assistance has been regarded as an important factor but however, according to the blueprint of CDP, it is stipulated as one of the primary objectives. Therefore, it appears that the CDP officials had spent too many resources and too much time on focusing on other areas that were not related to the objectives of CDP as outlined by its blueprint. Figure 4.12 highlights the weaknesses of the programme.

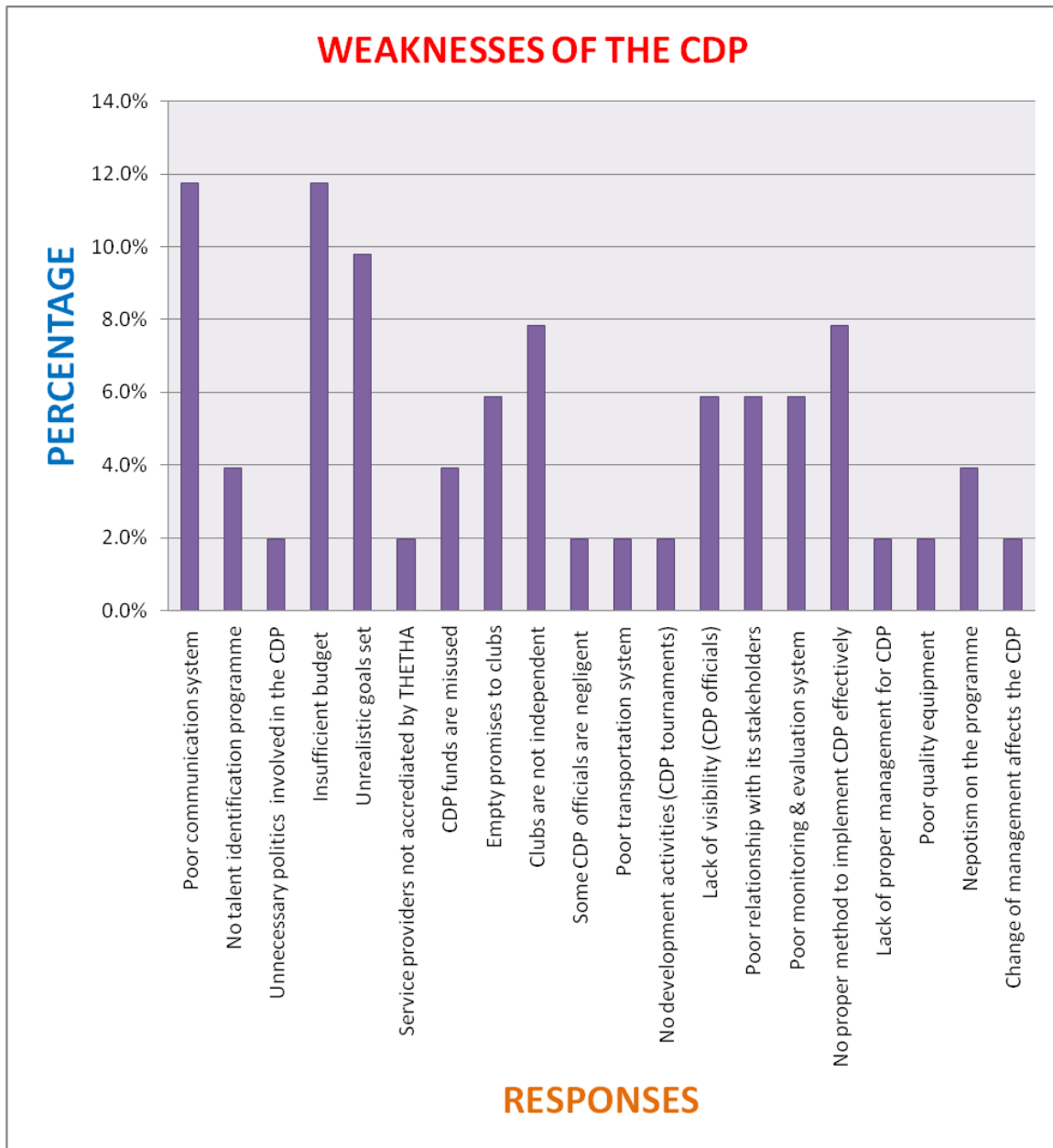


Figure 4.12: Weaknesses of the CDP (n = 14)

Respectively, close to 12% articulated that the CDP had a poor communication system, whereas another close to 12% expressed a belief that the CDP's budget was insufficient. Of the respondents, close to 10% believed that the DCAS officials had set unrealistic goals. Respectively, close to 8% of the respondents were concerned that community clubs had still not become independent since 2006, while another close to 8% of the participants believed that there was no

proper method of effectively implementing the programme within the communities concerned.

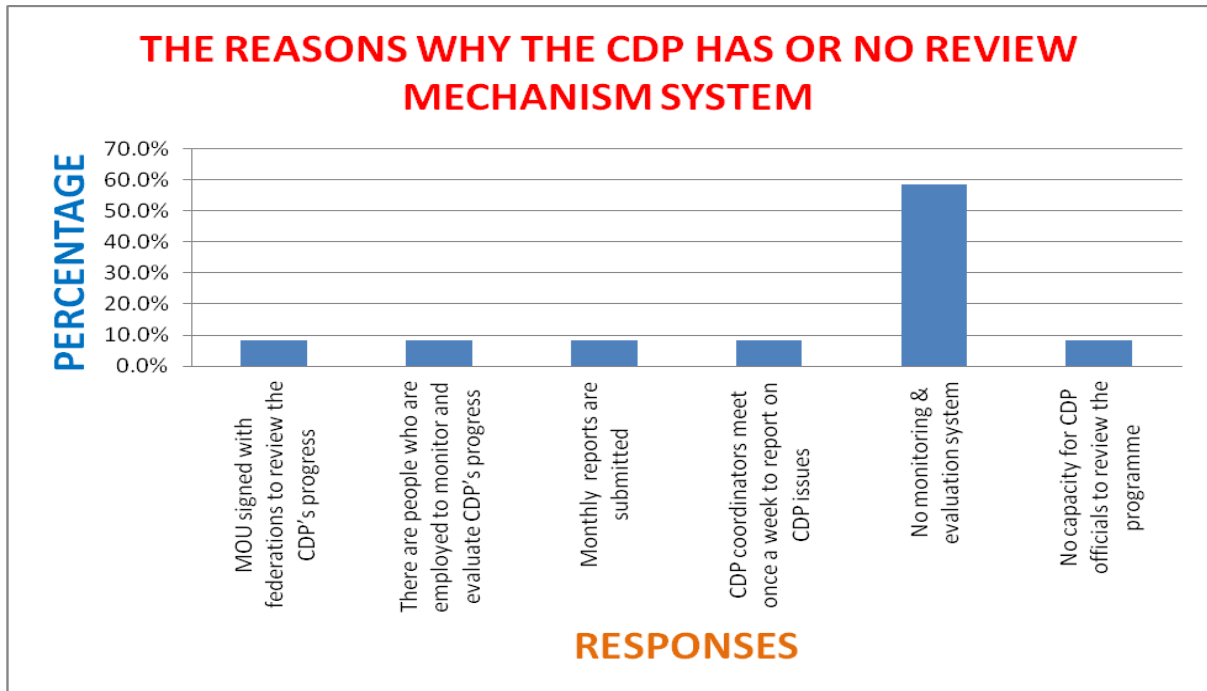
It is interesting to note that closed to 12% of the CDP officials had indicated that the programme has insufficient funds, whereas each year, SRSA allocates financial resources to the DCAS in the Western Cape Province to be utilised for CDP-related purposes.

The participants were then asked to rate their level of overall satisfaction with the progress of the CDP. A five-item Likert scale was used for the purpose of rating the participant's responses. Out of fourteen respondents, 43% were unsure regarding their overall satisfaction that the programme had provided since 2006. However, 29% of participants said that they were dissatisfied about the overall progress of the CDP within the communities. Only 21% of the respondents stated that they were satisfied with the programme, as it had been implemented up until the time of the current study.

4.3.3 Specific programme elements

i) Review mechanism

The participants were then asked to indicate whether they thought that the CDP had a review mechanism system that allowed for the effective monitoring of the programme within the communities. Of the respondents, 77% declared that the CDP lacked a review mechanism system, with 23% of the respondents believing that the CDP had a review mechanism system that monitored and evaluated how the programme was being implemented within the relevant communities. Figure 4.13 depicts the reasons of respondents regarding the review mechanism system.



**Figure 4.13: The reasons why the CDP has or no review mechanism system
(n = 14)**

Linking to the responses of Figure 4.13, close to 59% of the respondents believed that the CDP lacks a monitoring and evaluation system. In addition, 9% of the participants felt that the CDP lacked staffing with the capacity to monitor and to evaluate the programme within the communities.

ii) Staffing

The participants were required to indicate whether if it was necessary for more sport coordinators to be employed in the Metropole region, in order to assist with the effective implementation of the programme. Of the participants, The majority (79%) of the respondents insisted that more CDP officials needed to be employed, while 21% of the respondents felt that there was no need for more sport coordinators to be employed. Linked to that, the participants were invited to provide their reasons for thinking why more CDP officials needed to be employed in the programme. Figure 4.14 conveys the reasons that were given for CDP officials needing to be employed in the programme.

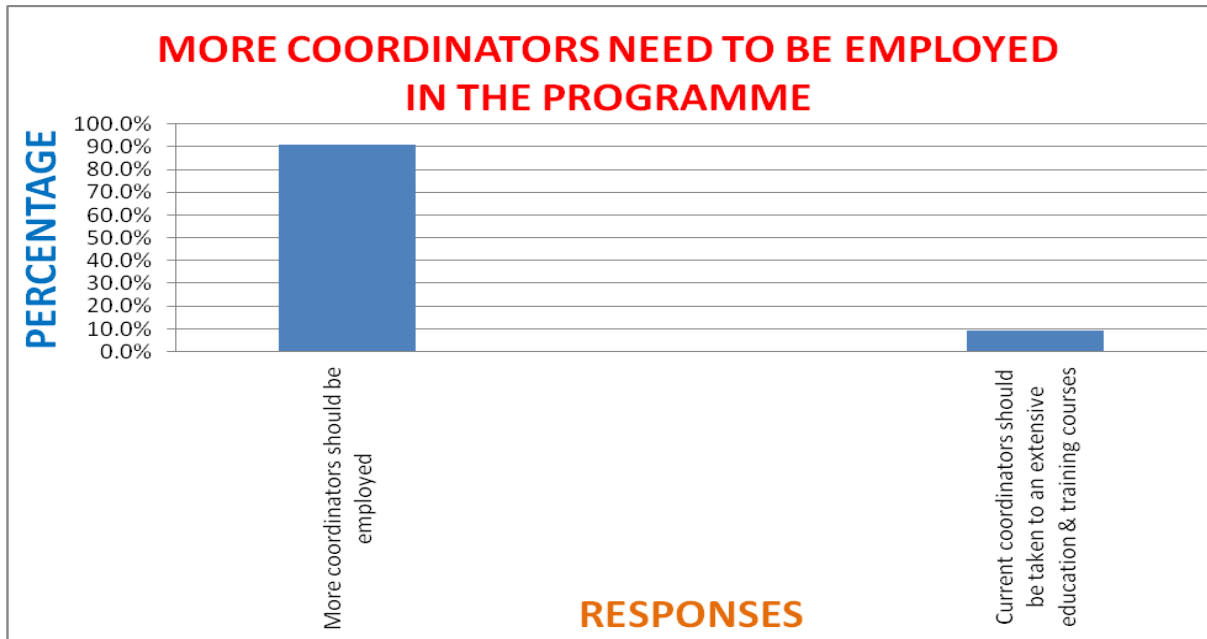


Figure 4.14: More coordinators to be employed in the programme (n = 14)

The majority (90%) of the respondents only stated the reasons why they thought that more CDP officials needed to be employed in the programme. On the other hand, 10% of the respondents believed that the current coordinators needed to be sent on courses at which they would receive special training to become competent coordinators of the programme.

iii) Model for CDP

The participants were asked to indicate whether they had seen a model for CDP since 2006. A large number (57%) of the respondents confirmed that they had not seen a model that had guided them on how the programme needed to be implemented within the communities. In contrast, 43% of the respondents affirmed that they were familiar with the CDP model. However, based on the response that the majority of CDP officials had not seen a CDP model since the start of their involvement in the programme, the finding concerned was interesting, because it elucidated why most of the CDP officials had appeared not to comply with the CDP policy.

iv) Communication

The participants were also requested to indicate whether they thought that the CDP had a good communication system for liaising with its stakeholders. In response to the question, 73% of the CDP officials felt that the CDP lacked a good system for liaising with its stakeholders, whereas 27% of the respondents expressed a belief that the CDP had a good communication system for interacting with its stakeholders, concerning the development of the programme within the various communities. Linking to the question, the participants were then asked to motivate their answers regarding the communication system that the CDP has. Figure 4.15 reveals the responses received to the question asked.

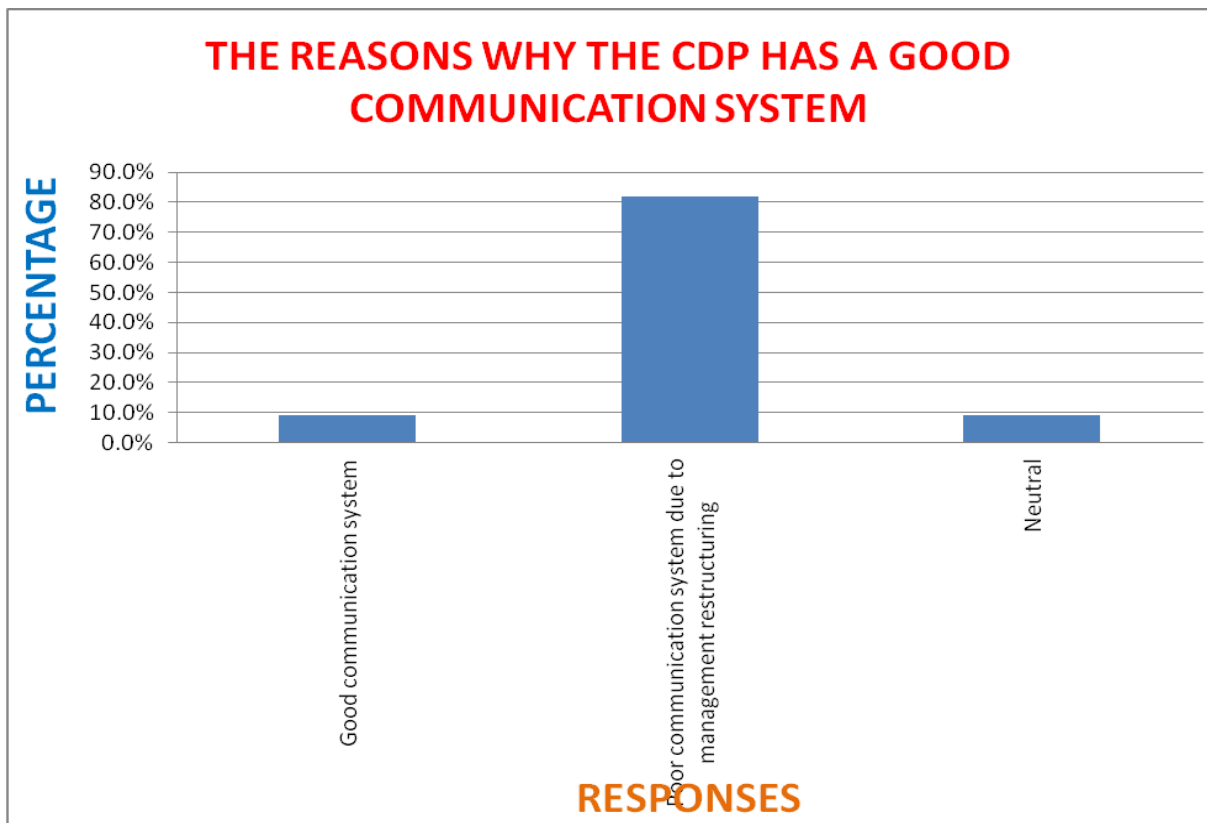


Figure 4.15: The reasons why the CDP has a good communication system ($n = 14$)

Figure 4.15 depicts that more than 81% of the respondents believed that the CDP lacked a good communication system because the community clubs had

not been informed about any changes happening at Head Office regarding the restructuring of, or a change in CDP management.

The next question was intended to obtain an idea of the budget that had been allocated to the DCAS by SRSA. The majority (58%) of the CDO officials felt that the budget that had been allocated to the CDP was insufficient to make the programme successful, while 42% of the respondents believed that the budget that had been allocated was sufficient. The participants were further invited to motivate why they thought that the CDP had a sufficient budget. However, none of the participants specified why they believed that the CDP had, or did not have, a budget that was sufficient to make the programme successful.

v) Training and skills

The participants were asked to indicate whether they had attended any training courses to improve their skills as the CDP officials. In responding to the question asked, 91% of the respondents confirmed that they had not attended any training courses aimed at improving their skills, with 9% of the respondent indicated that they had attended other courses that appeared to be relevant to the successful implementation of the CDP within the relevant communities. In relation to this question asked, the participants were further invited to mention all the courses that they had attended since they had first become involved in the CDP as coordinators. Only 9% of the respondents had attended a Project Management and Financial Management course.

This response gave rise to a concern that few CDP officials had attended training. Furthermore, this finding helped to explain why there appeared to be a shortage of skills among the personnel driving the programme within the communities. In continuation, the participants had to identify the ideal skills necessary to have when coordinating the CDP within communities. Figure 4.16 reveals the participants response to the question asked.

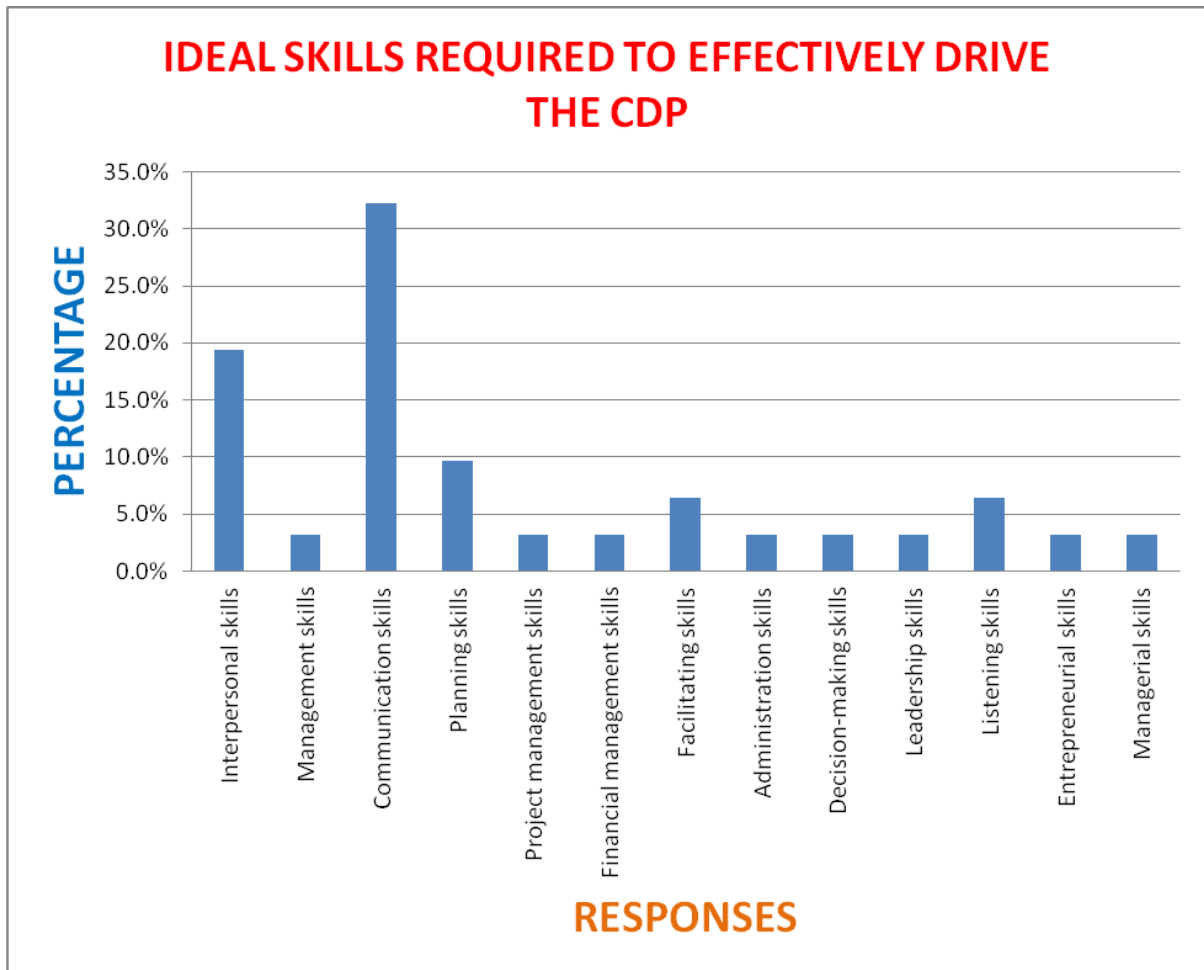


Figure 4.16: Ideal skills required to effectively drive the CDP ($n = 14$)

Of the participants, 32% said that a communication skill was crucial to have when wishing to implement the programme effectively. Following the response detailed, 19% believed that interpersonal skills were crucial for coordinators to have, whereas close to 10% of the respondents, said that planning skills were a key requirement.

Although communication, interpersonal and planning skills were regarded as the most important skills to have, it was also expected that the following skills that received a low level of response in terms of the ideal skills that were required to drive the programme effectively, as was portrayed in Figure 4.16, were also important: leadership; listening; managerial; decision-making; and facilitating.

The above is mainly due to the perception that the person driving the community development programmes needed to have a combination of the skills identified.

Thereafter, the participants were asked to recommend a necessary qualification for a person driving the programme need to have. The responses pertaining to the question are presented as follows, in Figure 4.17.

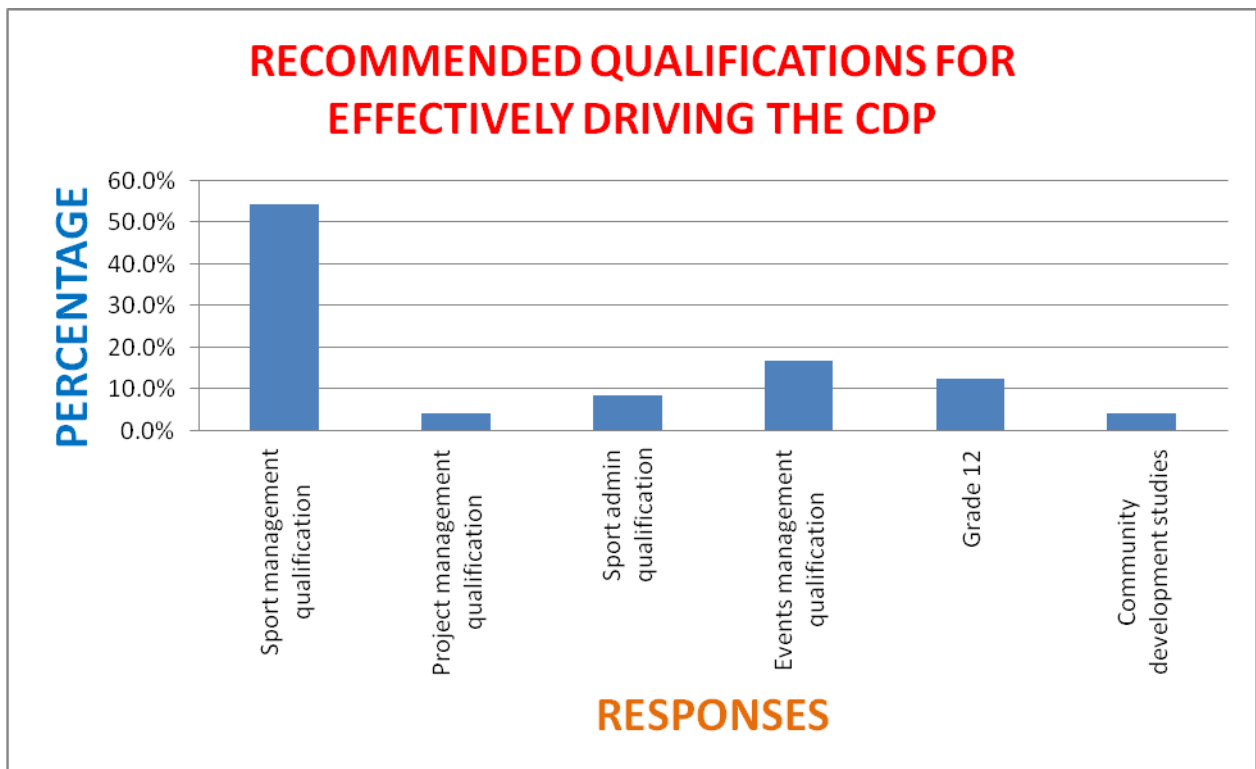


Figure 4.17: Recommended qualifications for effectively driving the CDP ($n = 14$)

In response to the question asked, it was found that 93% of the respondents recommended that a Sport Management qualification was ideal to have. Thereafter, 18% of the participants suggested that an Event Management qualification was also important for a person driving the programme to have, while 11% believed that anyone with a Grade 12 certificate might be competent enough to coordinate the programme effectively and successfully within the communities.

Interestingly, both community club officials and CDP officials expressed a strong belief that a Grade 12 candidate was sufficient for successfully implementing the programme within the communities. However, one might differ with the findings made that the participants thought that a person with a Project Management or Community Development qualification could perform exceptionally better than did someone with a Grade 12 qualification. The response was mainly due to the belief that Project Management or Community Development graduates would be better informed about the socio-economic issues facing the community than the non-graduates in such fields would be.

The participants were further asked to provide reasons for them thinking that a person with a necessary qualification could effectively run the programme. Figure 4.18 illustrates the responses received pertaining to the question asked.

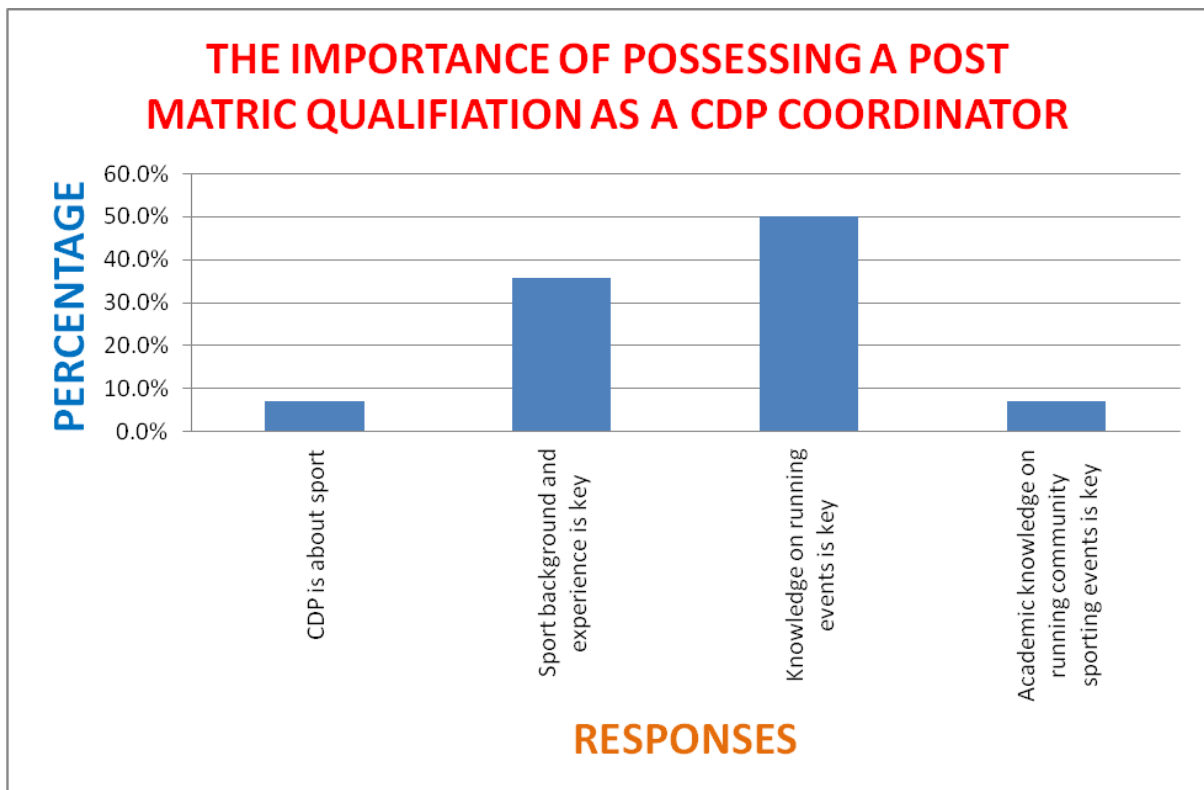


Figure 4.18: The importance of possessing a post matric qualification as a CDP coordinator ($n = 14$)

Half of the respondents (50%) highlighted that the CDP officials needed to at least know of how events were coordinated and managed, whereas, in contrast, 36% of the respondents believed that a person with any academic background in the field of sport would be ideal to have as a CDP coordinator, because the CDP was about developing sport within the communities.

4.4 Summary

In general, it was found that the CDP seemed to be ineffective within the communities of the Cape Metropole, Western Cape, South Africa. However, there appeared to be strengths about the programme.

The following areas were found to be the key factors that were regarded as having been positive about the programme since 2006:

- the equipment provided;
- the assistance with transport supplied;
- the education and training given;
- the communication that had been entered into; and
- the coming to understand the meaning of the CSD programmes.

However, it is important to notice that the aforementioned areas, which were identified as positive factors, were sometimes also regarded as factors hindering the programme from achieving its goals. In a broader context, it could be concluded that the challenge with the CDP mainly lies in the delivery of service. Therefore, the following factors indicate that the CDP was ineffective within the communities of the Metropole region, Western Cape, South Africa, due to the lack of:

- an understanding of the CSD programmes;
- quality education and training;
- the establishment of a sport academy;
- a talent identification programme;
- club visits;

- communication;
- competent and suitable qualified personnel;
- motivation;
- quality equipment;
- assistance with transport;
- volunteering;
- a good relationship with the partners;
- programme review; and
- the effective management of financial resources.

In this chapter, the research findings were presented. The presentation of the findings from the primary investigation, in compliance with the research goals were presented in figures and tables. After the presentation of the findings, the key positive and negative factors were identified. The developed factors will be treated as the key findings of the study in Chapter Five.

CHAPTER FIVE

DISCUSSION AND CONCLUSIONS

5.1 Introduction

This chapter aims to discuss the key findings developed in Chapter Four. Furthermore, the key findings are discussed in relation to the problem statement and the research objectives stipulated in Chapter One. The key findings provide a comprehensive analysis of the CDP.

5.2 Discussion and conclusions

Based on the findings from both the questionnaires (conducted from community club officials) and interviews (conduct from the CDP officials), the following areas are considered to be the CDP weaknesses within the Metropole region. These now are discussed in further detail:

a) Lack of understanding of the purpose of the CSD programme

Vail (2007:573) articulates that “community development is centrally concerned with educating, teaching, learning and facilitating the development work within communities”.

The findings reported that the majority of the CDP officials understood what the purpose of the CDP was. The respondents mentioned that the CDP was mainly about developing and promoting community sport, about providing education and training to community clubs, and about creating an opportunity for community members to meet one another.

Although the respondents appeared to understand what the community development programme is about, it could be concluded that the main challenge facing the coordinators was implementation.

b) Lack of quality education and training

Vail (2007:574) emphasises that the “intent of community development is to educate and involve citizens in the process of individual empowerment and community change”. The data revealed that only a few community clubs had received training, and further indicated that the majority of community club officials had not received sufficient training. In addition, only one CDP official reported having attended a training course since 2006. The finding might explain why the CDP appeared not to be effectively delivered within the communities.

c) The need to establish a sport academy

The majority of the respondents indicated that they expected the CDP to have a sport academy, at which talented athletes could be nurtured and at which they could receive appropriate training. This finding appeared to highlight an area of concern, because the majority of community club officials reported that the establishment of a sport academy was important. However, this was not one of the primary objectives for the CDP.

d) The need for a talent identification programme

Hylton and Totten (2008:79) indicate that a talent identification programme is regarded as the centre of CSD projects. The analysis revealed that the CDP lacks a talent identification programme. Surprisingly, talent identification has been one of the primary objectives for the CDP since its first implementation in 2006, but it appears to pose a challenge and to be a shortcoming in the programme.

e) Lack of club visits

The majority of the respondents indicated that they expected the CDP officials to visit their respective clubs, not less than five times a year. The conclusion is drawn that the CDP officials appear to have neglected the majority of the community clubs.

f) Lack of communication

Cleary et al. (2003:2) define communication as “the process of creating meanings between two or more people through the expression and interpretation of messages”. This definition emphasises that communication is regarded as one of the fundamental contributors for developing community sport. However, the majority of the respondents perceived that the CDP lacked efficient communication channels. Their perception was mainly based on the view that the CDP management did not inform community club officials on time about the CDP’s developments.

g) Lack of competent and suitably qualified personnel

Watt (2003:71) proposed, in order for the SDOs to implement the programme successfully within communities, the following skills were needed: interpersonal; communicating; planning; researching; thinking; and others. However, competent and suitably qualified personnel were found to be lacking from the programme. This was discovered after the respondents expressed a belief that the CDP did not have individuals with the competencies and ability to plan realistic goals and also to actively interact with the community clubs.

The respondents reported that they thought that a Grade 12 certificate was an ideal qualification to have for effectively driving the programme, although it could be argued that such a person would have to have undertaken additional educational and training courses in order to be suitable for the post.

h) Lack of motivation

Motivation was a quality that the CDP officials reportedly lacked. The majority of the respondents indicated that, since 2006, the programme had mainly been unsuccessful with regards to the development of sustainable activities throughout the year. It had also been unsuccessful regarding the introduction of social leagues, as well as regarding the provision of incentives to exceptional participants.

i) Lack of quality equipment

During stage four of the Sport Development Continuum, Brentwood Borough Council (2011:25) highlighted that, in order to ensure that maximum participation took place, it was vital for the SDOs to provide equal and safe equipment to all community clubs. However, the respondents reported that the programme had been providing equipment to community clubs since 2006, although it appeared that the majority of the community clubs had not yet received equipment. Interestingly, the community clubs that received equipment in the past indicated that the equipment was distributed late, and that it had been of poor quality.

From this finding, two observations can be made. Firstly, the equipment provided appears to have been of low quality, due to its lack of durability. Secondly, there appears to have been inconsistency in terms of equipment distribution within the programme, because some clubs had received equipment, whilst others had not. As was stated in Chapter One, there appeared to be a perception among football clubs that some clubs received more attention and support in terms of development, as compared to the others in the CDP.

j) Lack of transport

The majority of the respondents indicated that the CDP appeared to lack an efficient system for transporting individuals from the community clubs to other areas. It is interesting to note that the provision of transport was not, at the time of the present study, one of the primary objectives of the CDP.

k) Lack of volunteers

Doherty and Misener (2008:115) defined volunteers as a “group of individuals who provide support to the community sport organisation (CSO) in many ways that may be considered more peripheral than the core roles of the club executive”.

Volunteerism was found to be one of the main areas in which CDP was lacking. However, it was reported that the programme appear to be lacking volunteers. Therefore, to ensure that the programme had sufficient human resources at its disposal and that it operated smoothly, the CDP management should ensure that community volunteers are involved in the programme from the planning phase, because they could play a crucial role in the programme, in relation to which they could also be responsible for executing many tasks within the programme.

However, in the process of recruiting and retaining volunteers to be part of the CDP, Young (1992:93) recommended that the CDP managers should: listen very carefully to the volunteers' issues; conduct a formal interview with every person, and mutually agree on the expectations to be met; keep updating volunteers on the current state of programme progress; not keep any necessary information from them, because otherwise they might feel left out (with transparency being noted as being the key to ongoing communication); only make promises to the clubs that they can keep; admit where they have been wrong in the implementation of the CPD; and strive to understand that the staff and volunteers do not expect perfect leadership, but do hope for fair leaders.

l) Poor relationship with partners

Watt (2003:83) articulates that “partnership can bring together different organisations with their own aims to achieve agreed common goals and through partnership everyone involved can be a winner”. The AFL (2004:10) also echoes a similar sentiment in stating that, “due to complex and dynamic economic, social and community pressures, there is a need for community sport clubs to pursue partnerships”.

According to the objectives of the CDP, partnership development with relevant stakeholders is important. It was found that the CDP appears to be ineffective within communities, due to the lack of relevant partners involved in the programme. Furthermore, the AFL (2004) recommends that other key

stakeholders that are important when developing an effective community sport programme are: the local schools; the community clubs; the federations; the local community members; the parents; the community youth; and the coaches.

m) Failure of the review mechanism system

It would appear that, since the establishment of the CDP in 2006, the programme coordinators have been unsuccessful in developing an efficient system that could be used to monitor and to evaluate all functions of the programme.

The majority of the CDP officials indicated that the CDP lacks an effective review mechanism system. They believed that the Memorandums of Understanding (MOUs) signed with the sport federations, and the monthly meetings that were held with the CDP officials were used as one of the tools for measuring the programme's impact on the communities.

n) Ineffective management of financial resources

Nesti (2002:198) indicates that the implications of financial resources are amongst many areas that need to be looked at when developing a community sport programme. The respondents perceived that the budget that had been allocated to the CDP appeared to be administered in a less than ideal manner. Furthermore, it appears that the budget allocated to CDP was used for other programmes that were not CDP-related, which might explain why the programme was underperforming.

A concern was voiced by the respondents that the SRSA, as the funder of the CDP in the Metropole region, Western Cape, South Africa, appeared to lack adequate capacity to monitor and evaluate the management of CDP funds.

5.3 Summary

This chapter concludes the current thesis by having summarised its contents, having set out the discussions and conclusions based on the findings related to the data. The discussions of the findings were linked with literature review as well as being linked with the problem statement and the objectives of the research. Chapter six, following, will provide the recommendations of the study concerning the future improvement of the programme.

CHAPTER SIX

RECOMMENDATIONS

6.1 Introduction

This section highlights the key factors that are important towards the effective delivery of the Club Development Programme within the selected football community clubs within the Cape Metropole. Furthermore, the proposed recommendations can be used to inform the CDP officials regarding the areas that need to be addressed in the process of delivery an effective programme within communities.

The factors to be identified in this section are derived from the discussion chapter in Chapter five, and therefore, will be presented as proposed recommendations to the CDP officials within the Cape Metropole when wishing to improve the programme implementation within the Cape Metropole football communities.

6.2 Recommendations

In order for the CDP officials to improve the programme, it is recommended that:

- the CDP management should frequently brief the coordinators about the programme;
- the CDP officials should prioritise that those community clubs that had not greatly benefited from educational courses to undergo training;
- the CDP management should ensure that all CDP officials undergo training, to gain important skills needed to improve the programme;
- the CDP management should look at establishing a sport academy to benefit all the CDP community clubs;
- the CDP management should create a talent identification programme;
- the CDP management should develop strategic methods for making the programme sustainable;

- the CDP management should ensure that all the CDP community clubs are visited frequently;
- there is improved and regular communication with all stakeholders involved in the CDP;
- the CDP management should recruit more personnel to assist with the programme implementation;
- the CDP officials should at least have a Sport Management or Event Management qualification;
- the CDP officials must ensure that the programme has sustainable activities that are ongoing throughout the year;
- the CDP has at least structured social leagues in communities where people live;
- the CDP has incentive programmes;
- the CDP management should distribute sufficient equipment to community clubs that have not yet received it;
- the CDP management must ensure that they identify a supplier who can produce and deliver quality equipment to all community clubs.
- transport should be made a priority, in the light of the community club officials having appealed for assistance to be transported on match days from one area to another;
- the CDP management should ensure that community volunteers are involved in the programme from the planning phase;
- the CDP officials should identify suitable partners, with whom they should establish sustainable relationships;
- the CDP management should create sustainable partnerships with the universities;
- the CDP management should ensure that the review mechanism system is developed and effectively implemented within the communities;
- the CDP management should periodically review the mechanical system; and

- the SRSA should at least intervene with the DCAS management on a periodic basis with regards to the management of DORA grants.

6.3 Future implications

As indicated earlier, the aforementioned factors are considered to be crucial for SDOs who wish to improve and implement the programme effectively. However, should the CDP management be unable to facilitate and implement the recommended factors, it is thought that the programme might not be effective within the communities, and, as a result, the SRSA along with DCAS or any sporting organisation, would less likely to achieve their goals.

6.4 Summary

If the CDP officials wish to improve their programme within their communities, it is recommended that the aforementioned recommendations are considered and where feasible be implemented. The chapter also identified the implications of the study, and further recommended which factors could be significant and critical for the practitioners as well as industries to consider when wishing to effectively develop and implement a beneficial sporting programme within communities.

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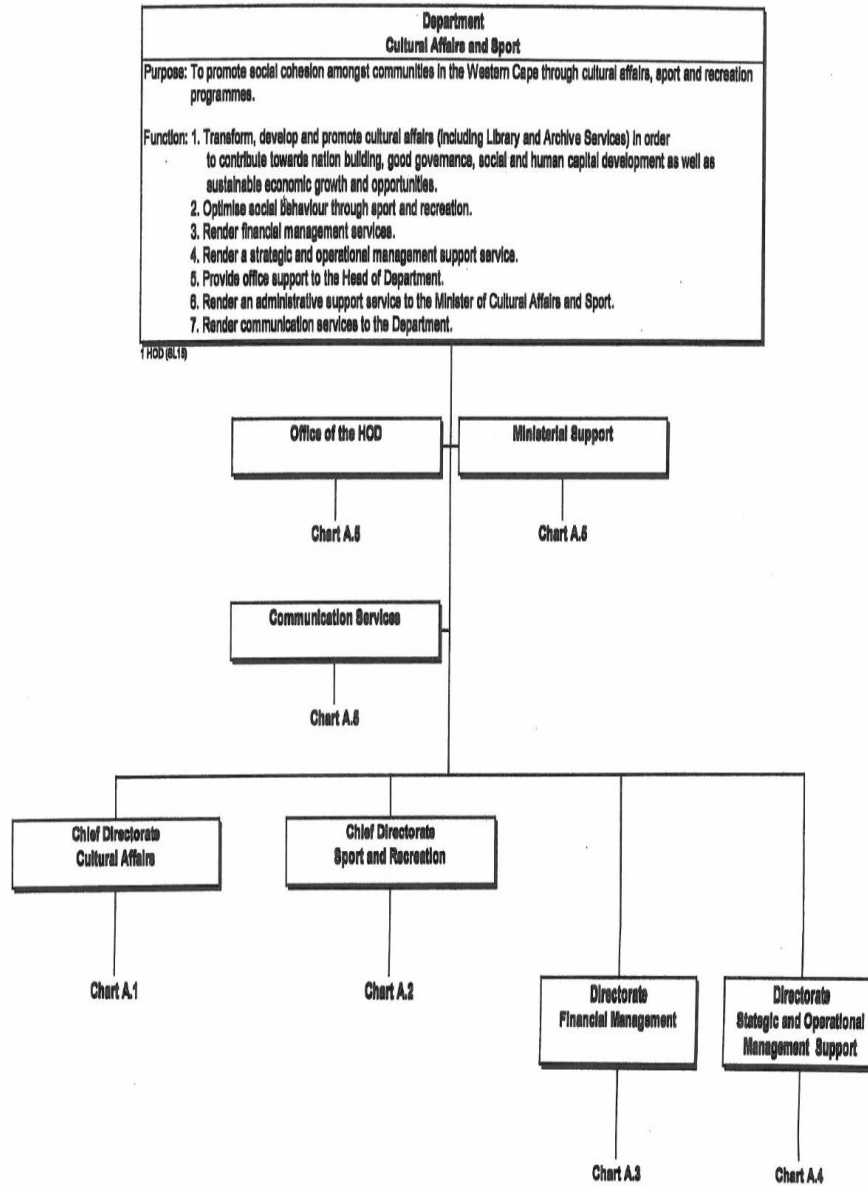
Young, B. 1992. Motivating your part-time staff and volunteers. *Parks and Recreation*, 27(9): 92-95, September.

APPENDIX A

DCAS STRUCTURE

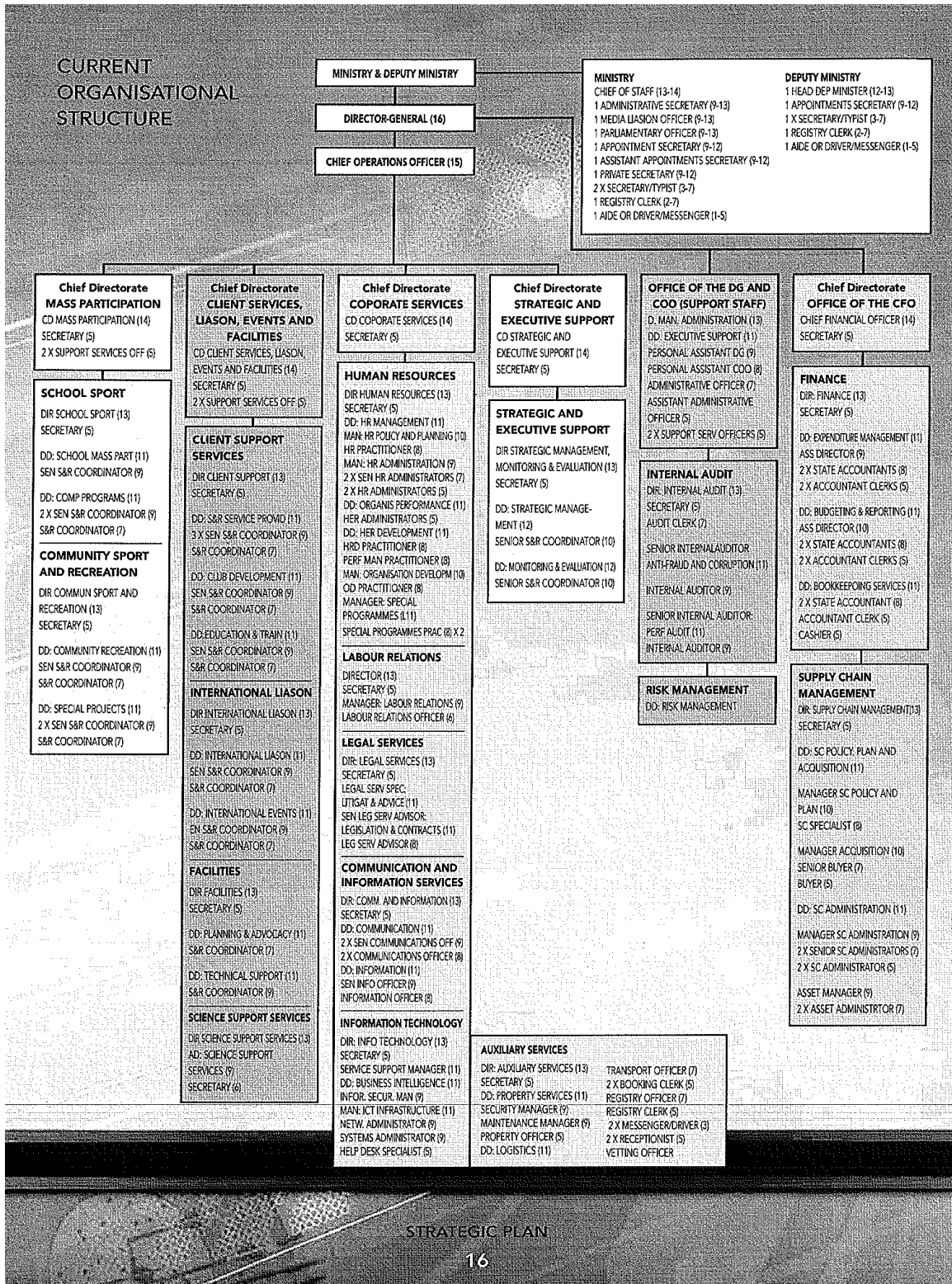
DEPARTMENT OF CULTURAL AFFAIRS AND SPORT: PROPOSED ORGANISATIONAL STRUCTURE AND STAFF ESTABLISHMENT

Chart



APPENDIX B

SRSA STRUCTURE



APPENDIX C

QUESTIONNAIRE TEMPLATE



OFFICIAL USE ONLY Questionnaire #: _____ Club name (in full): _____ Club area: _____ Date: _____

“FACTORS INFLUENCING THE DELIVERY OF THE CLUB DEVELOPMENT PROGRAMME WITHIN SELECTED FOOTBALL COMMUNITY CLUBS IN CAPE TOWN, METROPOLE”

(In partial fulfillment of MTech in Sport Management)

Target: To participate in this research survey, you are expected to be a member of a local football club.

Introduction: The purpose of this study is to investigate the effectiveness of the club development program (thereafter, to be referred as CDP), particularly football clubs in the Western Cape – Metropole region, South Africa.

Please note: Participation in this study is voluntarily and kindly answer as honesty and correctly as possible. .

THANK YOU FOR YOUR PARTICIPATION!

1. In your opinion, what do you understand by the CDP?

2. What were the most important things you were expecting from CDP?

3. Has the operation of CDP to this date, exceeded your expectations? Please motivate your answer.

Yes No

Because _____

4. Do you think the CDP is effective in your community? Motivate your answer.

Yes No

Because _____

5. Please list any positives and negatives about the CDP.

Please note: Place in order of priority

#	GOOD (POSITIVE)	#	BAD (NEGATIVE)
1.		1.	
2.		2.	
3.		3.	
4.		4.	
5.		5.	
6.		6.	

6. By using the provided scale, please indicate by responding to the questions below:

(1: No, Strongly disagree; 2: No, Disagree; 3: Neutral, 4: Yes, Agree; 5: Yes, Strongly agree)

	Do you think the Department of Cultural Affairs and Sport (DCAS) has...?	1	2	3	4	5
6.1	Qualified sport promotion officers (SPO's) with the knowledge, skill and understanding of what CDP is all about					
6.2	A good communication system to liaise with clubs about the CDP issues					
6.3	Experts with the capacity to monitor and evaluate the program accordingly					
6.4	Volunteers to assist with the proper implementation of the program					
6.5	Enough budget to drive the program to be successful					

7. How often does the DCAS visit your club a year?

Never Less than 5 times Between 5 – 10 times 10 or more

8. By using the scale, please indicate your level of arrangement with the questions below:

(1: No, Strongly disagree; 2: No, Disagree; 3: Neutral, 4: Yes, Agree; 5: Yes, Strongly agree)

	Does the CDP...?	1	2	3	4	5
8.1	Provide a useful education and training program for a club's benefit					
8.2	Have a good relationship with your club					
8.3	Invite your club to attend any strategic planning session concerning club development					
8.4	Assist your club on how to draft a constitution					
8.5	Support your club by attending match games and training sessions					

8.6	Provide your club with first aid equipment					
-----	--	--	--	--	--	--

9. Please recommend what you would like to see happening in future in the CDP.

10. Please feel free to add any other comments below:

Just a few personal details to help us interpret your responses:

11. What is your age? _____

12. Gender (Please make a tick in a box): Male Female

13. How would you describe your ethnic group (e.g. White, Black, Coloured, Indian, Mixed race etc)?

14. What is your position in a club? _____

Thank you for taking the time to complete this questionnaire!

APPENDIX D

INTERVIEW TEMPLATE



OFFICIAL USE ONLY

SURNAME AND INITIAL (S) OF RESPONDENT: _____

PROVINCE / AREA: _____

AGE: _____

GENDER: _____

RACE: _____

DATE: _____

TIME: _____

FACE-TO-FACE AND TELEPHONE INTERVIEW QUESTIONS “FACTORS INFLUENCING THE DELIVERY OF THE CLUB DEVELOPMENT PROGRAMME WITHIN SELECTED FOOTBALL COMMUNITY CLUBS IN CAPE TOWN, METROPOLE”

(In partial fulfilment of MTech in Sport Management)

Introduction: The purpose of this study is to investigate the effectiveness of the club development program (**thereafter, to be referred as CDP**), particularly football clubs in the Western Cape – Metropole region, South Africa.

Please note: Participation in this interview is voluntarily and kindly answer as honesty and correctly as possible. You are hereby informed that your valuable input will be kept strictly confidential.

THANK YOU FOR YOUR PARTICIPATION!

1. Are you familiar with the Club Development Program (CDP)?

Yes No

2. How long have you been involved with the program?

Less than a year 2 – 4 years 5 or more years

3. Which area are (or were) you involved in?

4. Choosing from the table below, please indicate what is (was) your involvement in the program?

POSITION	TICK APPROPRIATE TITLE	
	Currently	Previously
Provincial Manager for CDP		
Provincial Coordinator for CDP		
Regional Coordinator for CDP		

If other, please specify: _____

5. In your opinion, what do you understand by the CDP?

6. By referring to the provided table below,

Do you think that the CDP has been successful in terms of reaching its strategic objectives...? Its strategic objectives are as follows: circle Y = YES, / N = NO, Other: _____
1. Developing the human resource potential for the management of sport and recreation in South Africa: = Y or N Other: _____
2. Ensuring that sport and recreation bodies achieve their transformation objectives: = Y or N
3. Motivating the communities to develop active lifestyles: = Y or N Other: _____
4. Ensuring that those athletes with talent are channeled into the competitive areas of sport: = Y or N Other: _____
5. Contributing, from a sport perspective, to integrated planning and implementation of programmes by the three spheres of government: = Y or N Other: _____
6. Ensuring smooth passage of athletes from one level of the development continuum to the next by encouraging participation through league systems: = Y or N Other: _____

Are there any additional comments you would like to include?:

7. In your opinion, please list any 3 key areas that you think CDP is doing well (positives) and not doing well in (negatives):

GOOD THINGS (POSITIVES)	BAD THINGS (NEGATIVES)

8. **On as scale of 1 – 5**, how would you rate your level of overall satisfaction with the CDP?

1 = completely dissatisfied 2 = dissatisf 3 = n ral

4 = satisfied 5 = completely satisf

9. Do you think CDP has a review mechanism system in place that allows for effective monitoring of the programme?

Yes No

Please explain:

10. Do you think more sport coordinators need to be employed in each region to assist with the proper implementation of the CDP within communities?

Yes No

Please explain:

11. Have you ever seen a CDP model that guides how the program should be implemented for club community development?

Yes No

12. Do you think DCAS has a good communication system to liaise with its stakeholders about the CDP issues?

Yes No

Please explain:

13. Do you think the budget allocated to CDP annually by Sport and Recreation South Africa (SRSA) is sufficient to make the program successful?

Yes No

Please explain:

14. As a coordinator of CDP, have you ever attended any training course to improve your implementation skills to run the program more effectively?

Yes No

Specify:

15. What skills do you think are important for the person driving the program to have?

16. What type of qualification do you think would be ideal for a person who is running a CDP to have?

Please motivate:

Thank you for taking the time to participate in the interview!

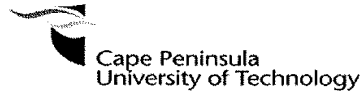
APPENDIX E

ETHICAL CERTIFICATE

20090408

**Faculty of Business
Ethics Committee**

Thursday 8 April 2009

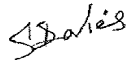


Reviewers: Prof S Davies (Chair), Dr K Swart, Prof A Slabbert, Prof H Ballard, Ms B Parr and Ms N Augustyn.

Ethical Review:

The following proposal was accompanied by the Faculty Ethical Considerations for a Questionnaire Form, and I can confirm that the committee made the recommendation that the study may proceed according to the Higher Degrees Committee for consideration:

Author: Moroe, Jakobo (204116414)
Title: Factors influencing the delivery of the Club Development Programme within selected football community clubs in the Cape Town Metropole
Level: MTech
Supervisors: Prof S Davies, Mr B Knott

A handwritten signature in black ink, appearing to read "S. Davies".

Prof. S. Davies
Chair: Faculty of Business Ethics Committee

APPENDIX F

THREE LANGUAGE QUESTIONNAIRES TEMPLATE



I-OFISI KUPHELA

Questionnaire #: _____

Igama lombutho

(ngokupheleleyo): _____

Indawo okuyo: _____

Date: _____

“Izinto ezichaphazela ukusebenza kakuhle kwenqubo yamaqela yezophuhliso-oku kubhekiselele kumaqela akhethiweyo webhola ekuhlaleni kumasipala ombhaxa waseNtshona Kapa”

(Kwakunye ne MTech ku Lawulo Lwezemidlalo)

Abantu abachongiweyo malungana noluphando-lwazi: Ukuze uthabathe inkxaxheba kolu phando, kufuneka ubeli lungu lombutho weqela lebhola ekhatywayo kwindawo ohlala kuyo.

Isiqalo: Injongo yolu phengululo kukufumana indlela eyiyo yenkqubo yophuhliso lwamaqela ngoku kodwa amaqela ebhola

Ekhatywayo eNtshona Koloni – kwiNqila yeMetrophowuli yoMzantsi Afrika.

Nceda qaphela: Ukuthabatha inkxaxheba kolu phando lwezifundo ukwenza ngokuzithandela phendula imibuzo ngoku qinisekileyo nangoku nyanisekileyo.

ENKOSI NGE NKXAXHEBA OYITHABATHILEYO!

1. Ngoko lwakho ulwazi yintoni oyaziyo okanye oyi qondayo nge CDP?

2. Zintoni ezona zinto zibalulekileyo nge CDP ezilindelekileyo / ozilendeleyo kwi CDP?

3. Ingaba inkqubo ye CDP uzakuthi ga ngoku , izifezekisile iimfuno zakho? Nceda ucacise impendulo yakho..

Ewe Hayi

Ngoba _____

4. Ucinga ukuba iCDP inemiphumela ekuhlaleni? Cacisa impendulo yakho.

Ewe Hayi

Ngoba _____

5. Nceda udwelise zonke izinto ezimbi ne zintle malunga ne CDP.

Nceda qaphela: Dwelisa ngoko kubaluleka kwazo

#	EZINTLE	#	EZIMBI
1.		1.	
2.		2.	
3.		3.	
4.		4.	
5.		5.	
6.		6.	

6. Nceda usebenzise isikali esinge zantsi ukuphendula le mibuzo ilandelayo:

(1: Hayi, Andivumelani konke; 2: Hayi, Andivumelani; 3: Andithathi calal, 4: Ewe, Ndiyavumelana; 5: Ewe, Ndiyavumelana kakhulu)

	Ucinga ukuba Isebe Leze Nkcubeko nemi Dlalo linalo...?	1	2	3	4	5
6.1	Abaqeqeshi abafanelekileyo, abano lwazi nogku pheleleyo ngokwwe nzekayo kwi CDP					
6.2	Uthetha-thwanbo olusisi miselo nemibutho malunga nemiba ye CDP					
6.3	Iinkcutshe ezine ndlela eyiyo yoku landela inkqubo ngoku fanelekileyo					
6.4	Ama Volontiya okuncedisa ukulandela inkqubo					
6.5	Uhlahlo-lwabiwo mali olwaneleyo ukuqhuba le nkqubo ngempumelelo					

7. Ingaba Isebe Le Nkcubeko nemi DLalo liwutyelela kangaphi umbutho?

Zange Ngaphantsi kwamatyeli ama 5 Phakathi kwamatyeli ama 5 - 10 Amatyeli ali 10
 nanga phezuli

8. Ngoku sebenzisa isikali, nceda ubonakalise umgangatho wakho ngesi cwangciso semibuzo engezantsi

(1: Hayi, Andivumelani konke; 2: Hayi, Andivumelani; 3: Andithathi calal, 4: Ewe, Ndiyavumelana; 5: Ewe, Ndiyavumelana kakhulu)

	Ingaba Isebe Leze Nkcubeko nemi Dlalo...?	1	2	3	4	5
8.1	Liyabonelela ngemiba yenkqubo zemfundo no qeqsho ukuncedisana nemfuno zombutho					
8.2	Unalo unxibelelwano olululo nombutho wakho?					
8.3	Uyawumema umbutho ubeyinxalenye yeengcebiso zoku ceba imiba emalunga nophuhliso lombutho?					
8.4	Liya ncedisana nombutho ekuqulunqeni umgaqo-siseko					

8.5	Uyayinika inkxaso ngobukho kwimidlalo nakwii ngqeqesho zemidlalo					
8.6	Uyawu xhasa umbutho ngezixhobo zoncedo lokuqala					

9. Ncoma ofuna ukukubona ngekamva elizayo kwi CDP.

10. Khululeka wongeze olunye uluvo lwakho ngezantsi:

Ngokuthe gqaba-gqaba nceda ufake incukacha zakho ukwenzela ukutolika iimpendulo zakho

11. Iminyaka yakho? _____

12. Isini(Nceda ubonakalise ebhokisini ngo **X**) Ubudoda Ubufazi

13. Uloluphi uhlanga (e.g. White, Black, Coloured, Indian, Mixed race etc)? _____

14. Ukweliphi inqanaba kwiqelq lakho? _____

Enkosi ngokuthabatha inkxaxheba ekugwaliseni kolu phando!

OFFICIAL USE ONLY

Vraelys #: _____

Klub naam (volle naam): _____

Klub area: _____

Datum: _____

**“Faktore wat die lewering van die klub ontwikkelingsprogram binne geselekteerde sokker gemeenskap klubs in die Kaapstad Metropool beïnvloed”
(In gedeeltelike voltooiing vir ‘n MTech in Sport Bestuur)**

Doel: Om deel te kan neem in hierdie navorsing ondersoek, moet U reeds 'n lid van 'n plaaslike sokker klub wees.

Inleiding: Die doel van hierdie studie is om die doeltreffendheid van die Klub Ontwikkeling Program te ondersoek (wat ook bekendstaan as die KOP), spesiale fokus sal wees op sokker klubs op die Metropool-streek in die Wes-Kaap, Suid-Afrika.

Let wel: Deelname aan hierdie studie is vrywillig. Wees asseblief so eerlikheid as moontlik. DANKIE vir u deelname!

1. In jou opinie, wat verstaan jy onder die term KOP?

2. Wat het jy verwag van die KOP

3. Het die doeltreffendheid van CDP tot op hede jou verwagtinge oorskry? **Motiveer asseblief jou antwoord.**

Ja Nee
Motiveering

4. Dink jy dat die KOP effektief is in jou gemeenskap? **Motiveer jou antwoord.**

Ja Nee
Motiveering

5. Lys enige positiewe en negatiewe aspekte oor die KOP.

Let well: Lys asseblief in volgorde van belangrikheid

#	Positief	#	Negatief
1.		1.	
2.		2.	
3.		3.	
4.		4.	
5.		5.	
6.		6.	

6. Deur die gegewe skaal as verwysing te gebruik, dui asseblief u meegevoel aan op die onderstaande lys:

(1: Beslis nee, 2: Nee, 3: Nutraal, 4: Ja, stem saam; 5: Ja, Stem beslis saam)

	Dink jy dat die Departement van Kulture en Sport Sake (DKSS) het ...?	1	2	3	4	5
6.1	Gekwalifiseerde sport premosie beamptes (SPO's) met die kennis, vaardigheid en begrip vir wat die CDP voor staan					
6.2	'n Goeie kommunikasie stelsel met ander klubs oor CDP kwessies					
6.3	Gekwalifiseerde kenners met die vermoë om die program daarvolgens te monitor en evalueer					
6.4	Vrywilligers om te help met die behoorlike implementering van die program					
6.5	Doeltreffende begroting om die program suksesvol te maak					

7. Hoe dikwels het die DKS jou klub besoek in 'n jaar?

Nooit Minder as 5 keer tussen 5 – 10 keer 10 of meer

8. Deur die gegewe skaal as verwysing te gebruik, dui asseblief u meegevoel aan op die onderstaande lys:

(1: Beslis nee, 2: Nee, 3: Nutraal, 4: Ja, stem saam; 5: Ja, Stem beslis saam)

	Die DKS ...?	1	2	3	4	5
8.1	Verskaf nuttige opvoeding en opleiding wat die klub bevoordeel					
8.2	Het jy 'n goeie verhouding met jou klub					
8.3	Nooi jou klub na strategiese beplanning sessies met betrekking tot klub-ontwikkeling by te woon					
8.4	Help jou klub op om grondwette te ontwikkel					
8.5	Ondersteun jou klub deur wedstryd en opleiding sessie by te woon					

8.6	Gee jou klub noodhulp toerusting						
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9. Dui asseblief hieronder aan wat jy graag in die toekoms wil sien gebeur van die KOP.

10. Voel vry om enige verdere kommentaar by te voeg hieronder:

11. Wat is jou ouderdom ? _____

12. Geslag (maak asseblief 'n regmerk in 'n boks): Man Vroulike

13. Hoe sou jy jou etniese groep beskryf (bv. Wit, Swart, Bruin, Indiër, gemengde ras ens)? _____

14. Wat is jou posisie in jou klub? _____

Dankie dat jy die tyd geneem het om die vraelys te voltooi!

APPENDIX G

EMAIL CORRESPONDENCE

Hi Jakobo

The budget for the CDP was as follows for the respective years;

- 2007 – 2008 = R 2 Million
- 2008 – 2009 = R 2.4 Million
- 2009 – 2010 = R 3.4 Million

Hope the above is in order

Regards

KENT MKALIPI
SPECIALISED SERVICES
FACILITIES MANAGEMENT AND DEVELOPMENT
021 483 9506
021 483 9855

Hi JJ,

Estimated
2009/2010 – 3.4M

2010/2011 – 18.8M
2011/2012 – 7.9M
2012/2013 – 11.4M
2013/2014 – 12.3M

Regards,
Justin