

**Development of social capital through the Songo.info cycling and
academic support programme**

**by
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Summary

Stellenbosch, South Africa, home to Stellenbosch University and the Kayamandi township is one of the most socially and economically diverse areas in the country. The Songo.info cycling and academic support programme is working towards narrowing this gap by providing sporting and educational opportunities for youth in Kayamandi. The current study explored the development of social capital through this programme by conducting semi-structured interviews with programme leaders and programme participants. Responses from the leaders and participants were analysed and discussed separately in two articles that form part of this study. For the first article, five programme leaders, two male and three female between the ages of 27 and 72 years (mean age: 40.6 years), were interviewed. All interviews were conducted at the programme clubhouse and lasted less than one hour each. Superordinate themes identified through thematic analysis include: 1) education (world experiences, tutors, school); 2) networks (social skills, personal relationships, professional relationships); and 3) health (social, affective, and physical domains). The second article, which focuses on perceptions held by participants of the programme, comprised of interviews with 10 participants, seven males and three females, between the ages of 15 and 24 years (mean age: 18.3 years). These interviews were conducted either in English or if requested in IsiXhosa, the mother tongue of most of the participants, with the help of a translator. Four superordinate themes were identified through thematic analysis: 1) educational support (tutoring, further education, resources); 2) networks (personal relationships, leadership); 3) attitude (decision making, behaviour, world experiences); and 4) exit plan (goals, community, life skills). These results allow for a better understanding of social capital development through the programme and the impact it is having on the programme leaders and participants. For those living in this marginalized community, the network of relationships formed at Songo.info, their network of social capital, has had a significant impact on their lives. This applies to both the programme leaders and participants. These results could potentially enhance future development of social capital within this programme and programmes like it.

Opsomming

Stellenbosch, Suid-Afrika, tuiste van Stellenbosch Universiteit en die Kayamandi nedersetting, is een van die mees sosiale en ekonomiese diverse areas in die land. Die Songo.info fietsry en akademiese ondersteuningsprogram poog om hierdie gaping te vernou deur sport- en opvoedkundige geleenthede aan die jeug van Kayamandi te bied. Die huidige studie het die ontwikkeling van sosiale kapitaal deur die program ondersoek deur semi-gestruktureerde onderhoude met programmeiers en –deelnemers te voer. Die inligting wat vanaf hierdie deelnemers bekom is, word in twee afsonderlike navorsingsartikels, wat deel vorm van hierdie studie, bespreek. Vyf programmeiers, waarvan twee manlik en drie vroulik, tussen die ouderdomme van 27 en 72 jaar (gemiddelde ouderdom: 40.6 jaar), se inligting word in die eerste artikel gerapporteer. Alle onderhoude is by die program se klubhuis afgelê en het telkens minder as een uur geduur. Die volgende super-orde temas is geïdentifiseer: 1) onderwys (wêreld ervarings, tutors, skool); 2) netwerke (sosiale vaardighede, persoonlike verhoudinge, professionele verhoudinge); en 3) gesondheid (sosiale, emosionele, en fisieke domeine). Die tweede artikel fokus op die persepsies van programdeelnemers en sluit onderhoude met 10 deelnemers in, sewe manlik en drie vroulik, tussen die ouderdomme van 15 en 24 jaar (gemiddelde ouderdom: 18.3 jaar). Onderhoude is in Engels of indien versoek in Xhosa, die moedertaal van meeste deelnemers, met behulp van 'n tolk gevoer. Vier oorkoepelende temas is deur tematiese analise geïdentifiseer: 1) opvoedkundige ondersteuning (tutors, verdere onderwys, hulpbronne); 2) netwerke (persoonlike netwerke, leierskap); 3) gesindheid (besluitnemening, gedrag, wêreld ervarings); en 4) uittreeplan (doelwitte, gemeenskap, lewensvaardighede). Hierdie resultate verdiep kennis aangaande die ontwikkeling van sosiale kapitaal deur die betrokke program en die impak daarvan op die programmeiers en deelnemers. Vir diegene wat in hierdie gemarginaliseerde gemeenskap woon dra die Songo.info program betekenisvol tot hul lewens by deurdat nuwe verhoudingsnetwerke of sosiale kapitaal netwerke gevorm word. Die resultate kan moontlik toekomstig tot beter ontwikkeling van sosiale kapitaal deur die betrokke program, asook ander soortgelyke programme, bydra.

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Abbreviations

ANC	:	African National Congress
CBO	:	Community based organization
MTB	:	Mountain bike
BMX	:	Bicycle motocross
DH	:	Downhill
MDGs	:	Millennial Development Goals
NGO	:	Non-Governmental Organization
NPO	:	Non-Profit Organization
PYD	:	Positive Youth Development
SACOS	:	South African Council on Sport
SACU	:	South African Cricket Union
SDGs	:	Sustainable Development Goals
SRSA	:	South African Department of Sport and Recreation
WGILS	:	Women and Girls in Leadership Programme

CHAPTER ONE

Problem statement and aims

Introduction

South Africa, home to over 55 million people and growing, has more than doubled its population over the last 50 years (Trading Economics, 2018). The diversity of this nation, often described as the rainbow nation, is evident by the 11 official languages spoken and the various qualities of life lived by citizens throughout the country. As a country still recovering from colonialism, apartheid that enforced racial class divides during the second half of the 20th century (Alexander, 2003), the socio-economic effects including unequal distribution of resources (e.g., housing, infrastructure, wealth, education) are still visible today (Coakley & Burnett 2014). These laws were overturned in 1994, yet the socio-economic inequality remains evident in the demographics that make up the cities, farmlands and townships of South Africa (McVeigh *et al.*, 2004). The town of Stellenbosch in the Western Cape, South Africa, home to both Stellenbosch University and the Kayamandi township, represents one of the most economically diverse populations in the country (Legacy, 2017).

Townships in South Africa were created throughout the history of racial and class segregation. Residential segregation forced South Africans from their homes and into township areas (Field, 2001). A shortage of housing existed in these townships, which has continued to be an issue over the last 60 years (Rock, 2011). This shortage of housing makes it difficult for many families to find stability (Legacy, 2017). Overcrowding has resulted and has led to increased crime, unemployment and unhygienic conditions for residents of the township areas (Wainwright, 2014).

Townships are often generalized as slum areas with high rates of unemployment, poverty, unsanitary conditions and informal housing (Rock, 2011). In South Africa, townships consist of both formal and informal homes; informal homes are made of wood and sheet metal. They are built close together, often with electrical wires

hanging loosely between them, increasing the risks for fires to start and spread rapidly throughout the surrounding areas (Beyond Our Borders, 2017).

The rise of health-related problems, such as tuberculosis and HIV/AIDS, remain serious issues in townships as they continue to claim the lives of many individuals each year. Approximately 1,500 new HIV infections are recorded each day and over 420,000 children in South Africa have been orphaned as a result of AIDS (Kalichman & Simbayi, 2003). The high prevalence of HIV/AIDS in South Africa has been linked to low socio-economic status which is associated to life in townships (Bärnighausen *et al.*, 2007). Families living in townships, often of low socio-economic status, have limited access to proper health care, education, resources and jobs. This limited access often leads to a lack of hope to lift themselves out of the poverty in which they live (Legacy, 2017).

Social mobility of marginalized groups, such as those facing these hardships, has improved since the fall of apartheid, even though some residents of the Kayamandi townships say it has changed for the worst (Osman, 2003). Social mobility is defined by the changes in wealth and education experienced over a lifetime (Coakley & Burnett, 2014). These changes are influenced by the capital surrounding an individual. This capital may be economic, cultural (educational) or social. Social capital refers to the network of individual relationships on which a community functions effectively (Jowett & Lavalley, 2007). A sense of belonging is developed that influences behavioural patterns and defines identities within the collective; a self-identity develops that further reinforces these behaviours (Spaaij *et al.*, 2016).

During the apartheid years, South Africa faced pressure from the rest of the world to allow participation of all athletes regardless of race (Kidd, 2008). The world had banned South Africa from international competition until a non-racial sport society could be formed (Merrett, 2006). Less than one year after the first democratic election, South Africa hosted the 1995 Rugby World Cup and the newly diversified

national men's rugby team were crowned champions. Historically a sport dominated by the whites, the black majority of South Africans previously viewed the Springboks as a symbol of apartheid (South African History Online, 2014). That was until players from all races were able to unite and play together. Late president Nelson Mandela gave praise to the 1995 World Cup national team for uniting all South Africans and for bringing pride to South Africa (Cleary, 2013). The attention he gave to this event was the beginning of a powerful change that gave South Africa new opportunities for growth in international sport.

Late President Mandela shared his beliefs about the power sport could have in uniting and empowering people of all backgrounds. During the Laureus Sports Awards in 2000 he famously made the following statement:

“Sport has the power to change the world. It has the power to inspire. It has the power to unite people in a way that little else does. It speaks to youth in a language they understand. Sport can create hope where once there was only despair. It is more powerful than governments in breaking down racial barriers” (Laureus, 2014).

Sport offer activities that excite people and can be enjoyed by almost anyone who is interested (Coakley & Burnett, 2014). Sport thrives on participation; it is this participation that produces opportunities to bond and build social bonds that connect those involved. For this reason, the power of sport to be a strong catalyst of social empowerment is high (Osterlund & Seippel, 2013).

Social empowerment can be gained through a variety of social interactions that build connections and motivate individuals to believe in themselves. This empowerment can be achieved through sport. A study in the Kayamandi township revealed that this growth positively transferred to social life outside of sport. One athlete stated specifically that soccer has taught him how to work with people from different backgrounds and he learned that in life he will have to do the same (Whitley *et al.*, 2016). Connections established through these programmes, which can be described

as social capital, are the network of relationships that allow individuals to gain access to resources previously unavailable to them and improve economic (financial) and human (educational) capital (Skinner *et al.*, 2008). According to Bourdieu's theory of social capital, social capital is the collection of existing or potential resources that is connected to a durable social network (Abbott & Freeth, 2008). The connections individuals form with other people increases the access to resources he or she has access to during their lifetime. Factors that influence social capital include social competencies, such as interpersonal skills that allows an individual to live with others in the world (Schoon, 2009), and social demands which are the social expectations of an individual that vary depending on age, work and the society in which he/she lives (Mann, 2016). For the purpose of this study, social capital will be looked at from the perspective of Bourdieu's theory. The main factor influencing social capital, according to Bourdieu's theory, is the social class an individual is born into. In other words, the class in which an individual is born strongly influences the opportunities available to them (Bourdieu, 1974). Social capital further plays an important role in understanding the relationship between economic well-being and health (Carpiano, 2006).

Problem statement

Inequality, particularly low socio-economic status, has been linked to a history of low social capital (Demombynes & Özler, 2002). Improving social capital can improve social mobility. Non-governmental organisations (NGOs) and non-profit organisations (NPOs), may be able to improve social networks because they create programmes to empower those in marginalized circumstances (Schulenkorf, 2012). Sport and Recreation South African of (SRSA) is also working to empower those in marginalized circumstances by furthering the application of sport as a means of addressing social issues in townships (Grundlingh, 2011). The primary focus of SRSA is to provide opportunities for all South Africans to participate in sport; SRSA has a vision of creating "an active and winning nation" (Department of Sport and Recreation, 2017).

The notion that sport has the ability to be transformative in preparing youth for life is widely accepted (Whitley *et al.*, 2017). This recognition of sport as a tool for social development may help grow support for NGOs and NPOs. This support may allow programmes to empower more people which can provide opportunities for greater change to occur in the townships. This study will gain a deeper understanding of leader and participant perceptions of social capital resulting from participation in a development through sport programme in Kayamandi. The Songo.info programme is an after-school cycling programme providing a place to train and study for the youth in the community.

Kayamandi, located in the Western Cape of South Africa, is a partially informal township that is home to over 33,000 people. “Kayamandi” is a name from the local IsiXhosa language meaning “sweet home”. Its history, like many townships in the Western Cape is linked to the apartheid period when many labourers moved from the Eastern Cape in search of work (Rock, 2011). The 75 hectares of Kayamandi is quickly growing to its limits (Songo.info, 2017). Space and resources are limited. Without sufficient resources to support the population, more than 30% of the people are unemployed, the average monthly income is R1000.00 and 70% of the residents live in informal shacks made of tin, wood and cardboard. Many residents also lack easy access to water and toilet facilities (Visionafrika, 2017).

Songo.info, a cycling and academic support programme was formed by Songo Fipaza (Kayamandi resident passionate about positive transformation of the youth), Christoph Sauser (former World Champion mountain biker), and the late Burry Stander (a multiple South African champion mountain biker, who died after colliding with a taxi during a training ride). This programme was designed to use bicycle training to establish values, set goals, play and grow (Songo.info, 2017). The mission of the programme is to provide children with recreational and competitive sporting activities through a sustainable sport development programme. Songo.info runs Monday to Thursday each week offering programmes in BMX (bicycle motocross),

MTB (mountain bike), DH (downhill), Girls and Running/Multi-Sport. It also provides an educational component giving students access to books, computers, tutors and exam preparation. The programme aims to inspire all children to be happy, healthy and to excel in their education. This programme, working with both young boys and girls, hopes to be part of a change for the future generation through lowering drug abuse, crime, social deviance and teenage pregnancy (Songo.info, 2017).

To create a successful development through a sport programme, the confidence gained through sport participation must be transferable to other aspects of the participant's life (Cameron & Macdougall, 2000). Whitley (2016), investigated transferable competencies in Kayamandi, noting that competencies such as self-concept, self-discipline, group skills and respect for others were developed successfully through sport and transferred to other aspects of daily life. Measurable changes can also be observed such as a decrease in theft and vandalism (Cameron & Macdougall, 2000). Changes in culture, how people live and work together, cohesion and acceptance can also indicate a successful development through sport programme (Coakley & Burnett, 2014).

This study focused on understanding the networks of social capital of participants in the Songo.info programme. Perspectives of the programme leaders was used to gain an understanding of the efforts put in by them to impact the lives of those participating in the programme. This study formed a deep understanding into the development of social capital through the Songo.info programme. The formation of social capital through participation in this programme and how this capital can be transferred into life outside of sport will be discussed.

Research questions

1. What role does the Songo.info cycling and academic support programme play in creating a network of social capital for participants of the programme?
2. What are the benefits of the programme according to participants and leaders of

the Songo.info programme?

3. How is the Songo.info programme meeting the social needs of the participants?

Primary aim

The primary aim of the current study is to gain insight into participant and leader perspectives on social capital development through the Songo.info programme.

Secondary aims

Secondary aims of this study include using the collected information:

- to explore how the social capital developed through this programme is transferred to life outside of sport; and
- to understand the social needs of participants in the programme and how this programme is meeting their specific needs.

Objectives

The objectives of the study are:

1. to analyse the role that the Songo.info programme plays in developing social capital of those involved with the programme;
2. to understand how the development of social capital is impacting the lives of those involved with the programme; and
3. to describe the impact of the programme according to participants and leaders.

Potential benefits and motivation of the current study

Research on development through sport programmes in marginalized communities such as Kayamandi is limited (Zealand, 2005), particularly in relation to community development (Osman, 2003), social health, social competencies and social capital (Whitley *et al.*, 2013). This study will determine key aspects of one development through a sport programme that may influence the development of social capital. The development of social capital at Songo.info may, for example, influence a child's academic success, which is strongly influenced by the social position of their parents

(Bourdieu, 1974). Interactions between leaders and participants that encourage the development of social capital leading to such changes will be explored and discussed. This information can be used to improve development through sport programmes in townships. Research demonstrating the importance of such programmes for marginalized youth may be useful in gaining future support for these programmes.

The Songo.info programme will also benefit through this study. The programme leaders and funders will broaden their own understanding of the role they are playing in the development of social capital for its participants. Songo.info will see how they are meeting the social needs of participants and how the skills developed within the programme transfers to life in the Kayamandi community. This validation could potentially benefit the community through increased participation, motivation and sponsorship of programmes like this.

CHAPTER TWO

Literature study

Introduction

The literature study for this research was broken into five key sections. These sections are as follows: social capital and sport, the South African context, formation of non-governmental/non-profit organisations, social capital, and the Songo.info cycling and academic support program.

Social capital and sport

There are many benefits to participation in sport, one of these being the benefit of acquiring a strong network of social capital (Nicholson & Hoye, 2008). A network of social capital forms as a result of the network of individuals that surround participants during participation. It is the bonds formed through these relationships that bring societies together (Haralambos & Holborn, 2008). Involvement in sport can improve social capital by providing a space for relationships to form, which can improve emotional security and strengthen ties to the community (Skinner *et al.*, 2008). Social capital, which has been linked to socio economic status (Hassan & Birungi, 2011), also tends to repeat itself across generations (DeLuca, 2013). Putnam (2000) recognizes sport as a catalyst for reproducing social capital in a society. Despite this, sport choice is also often limited to participants based on socio economic status; this limitation further decreases opportunities for members of different social classes to bond, share ideas, resources and opportunities (DeLuca, 2013). Sport can, therefore, be used as tool for social change (Haasler, 2012). Throughout this study, the impact of a development through sport programme on social capital in a South African township will be investigated.

The South-African context

Present socio-economic wealth distribution

Throughout countries around the world, socio economic status has been correlated with race, ethnicity and gender (Sillen, 2015). Wealth in South Africa is also linked to

these factors (Osman, 2003) because it tends to be distributed according to a social class ideology that remains defined by race (Coakley & Burnett, 2014). In a nationwide survey, poverty was viewed by the majority of white South Africans to result from individualistic factors (poverty results from individual traits or choices made by the individual), whereas the majority of black South Africans viewed it as a structural fault (the system and social opportunities surrounding an individual decides the economic status a person lives in). The majority of the coloured population viewed it as fatalistic (e.g., social ills, poor health or bad luck lead one to live in poverty). Generally, poverty appears to be viewed in relation to a person's personal economic situation and personal experiences (Davids, 2010). Other factors to take into consideration when assessing thoughts influencing the causes of poverty include race, location, education and employment status (Tilak, 2002).

Some people define South Africa as a meritocracy, a system that rewards those in a society based on abilities and qualifications (Coakley & Burnett, 2014). This infers that the distribution of wealth results from competition. While this system of rewards may seem fair, it tends to favour those already in power, who have access to the resources necessary to develop their abilities and meet the high standards and costs to obtain qualifications (Davids, 2010). In this regard, wealthy individuals can justify their gains through these achievements as the poor remain trapped in a cycle of poverty.

Forming this disparity in wealth is the history of racial ideologies that lead to the formal laws of segregation known as apartheid (Griffin, 2013). The ideology that race determines intelligence emerged in South Africa because white settlers from Europe began to arrive midway through the 17th century (Merret, 2006). Upon arrival, the settlers began to dominate the indigenous people, leading to serious human rights violations as the people indigenous to Southern Africa were exploited as a source of cheap labour (Field, 2001). Because it was believed that the European way of life was superior to that lived by those indigenous to Africa, a white superiority complex developed leading to a total shift in power in favour of the European settlers (Marx, 1998). Although almost a quarter of a century has passed since the fall of apartheid,

poverty in South Africa remains correlated with race. According to a 2005 study, 60% of black South Africans experience poverty related struggles, such as a lack of necessities. Only 8% of the white population, 11% of the Indian population and 26% of the coloured population report similar struggles (Davids, 2010).

Apartheid

Racial segregation was a practise in South Africa dating back to the mid-1600s, but it was not until the Land Act of 1913 and the Group Areas Act of 1950 that it became written law which stated that black, coloured, and Indian citizens must live separately from the white population (Rock, 2011). This segregation extended itself deeper within the black township communities as Zulus, Xhosas and Sotho's among other ethnic groups also segregated themselves (Horrell, 1956). This ethnic separation slowed the fall of apartheid as it was necessary for these ethnic groups to unite together against the power of the white government (Mandela, 2005). Laws such as The Natives (Urban Areas) Act of 1923 and the Slums Act of 1934 opened opportunities to force individuals out of their cities and into informal townships that were created (Griffin, 2013). As the influx of people continued, a housing shortage grew, and many people were forced to create their own homes out of the available materials (Rock, 2011). These homes were often on unwanted land, made of inadequate material and lacked security (Marutlulle, 2017). Typical houses built in these townships are on average only 40 square meters in size and many are without electricity (Griffin, 2013). As time moved on these settlements became a normal part of post-apartheid society and its effects are still seen today in the townships.

The apartheid laws forced families to reside in certain areas based on their race, which impacted work, educational and recreational opportunities available to them (Rock, 2011). Those who were non-white experienced a reduction in the opportunities available to them which further impacted all aspects of their lives (Grundlingh, 2011). Recreational activities, including sport, were limited to those living in the township areas as resources such as fields, sport clubhouses, equipment and experienced coaches were lacking (Osman, 2003). The desire for equality on the sport fields later

allowed sport to become a focal point in the fight against apartheid (South African History Online, 2014).

Apartheid and sport

1956, the year of South African politician Jan de Klerk's declaration stating that there would be no mixed-race sport in South Africa, was also the year of the first ever multi-racial table tennis match held on the international level (Merrett, 2006). A few years after his statement the International Olympic Committee decided to ban South Africa from international competition until all South Africans could compete in international competition (South African History Online, 2014). The ban was effective from the 1964 summer Olympics in Tokyo and would last for almost three decades (BBC News, 2005). Despite Jan de Klerk's 1956 statement, the majority view of white South Africans began to experience a shift from a belief that mixed sport was not worth the international recognition to eventually, more than 25 years later, to an acceptance of a multi-racial teams' policy that included all athletes, regardless of race, for international competition (Sooklal, 2011).

The evolving apartheid struggle in South Africa led the 1980s to be a time of confusion and growth for South Africans (Merrett, 2006). With protests in the townships expanding, the fight for equal human rights was pushing towards desegregation. The South African Council on Sport (SACOS) fought against apartheid through arguing for the integration of sport, which slowly led to the acceptance of integration of all South Africans (Booth, 1998). Laws integrating sport emerged quickly in comparison to laws integrating public spaces, which took time to be implemented (Merrett, 2006). According to the policy of the time, black people could be recognized equally to white people on the sports field, but outside they would have to return to their place in apartheid society (BBC News, 2005). The SACOS argued this contradiction stating that normal sport cannot exist in an abnormal society (South African History Online, 2014). The fight of the SACOS and various sports clubs around South Africa encouraged the integration of everyone in all aspects of life (Sooklal, 2011).

The deeply rooted sport culture in South Africa allowed the ban from international competition placed on them by other nations to be effective in the fight against Apartheid (South African History Online, 2014). Although the South African government at the time was hesitant to change, teams began to integrate on their own terms and the strength of sport uniting people was brought to light and the fight towards desegregation progressed (Merrett, 2006). One individual leading the fight against apartheid was the late former President, Nelson Mandela. Eventually his belief in the power of sport to be a tool for integration was realised and South Africa began on its path towards integration and change. His patience and resilience ultimately allowed him to endure a 27-year jail sentence before becoming the first democratically elected president of the new South Africa in 1994 (Mandela, 2005).

Nelson Mandela encouraged the African National Congress (ANC), to become involved in sport and the ANC quickly became a top supporter of South Africa's return to international competition (Booth, 1998). In 1990, the government lifted the ban it had against the ANC along with Nelson Mandela's release from prison (Mandela, 2005). This encouraged the International Olympic Committee to permit South Africa to participate in the 1992 Barcelona Olympic Games (Merrett, 2006). This became a defining moment in the fight for equality in South Africa, as well as the uniting power sport can have in society.

The 1992 Olympic Games added a ray of hope that change was on the way. In 1994 the reign of the apartheid government came to an end, formalized segregation was no longer legal, and South Africa began its journey towards equality for all South Africans (Booth, 1998). The 1995 Rugby World Cup hosted by South Africa provided another platform to demonstrate to the world that South Africa was ready for integration (Sooklal, 2011). After 27 years in jail, late former President, Nelson Mandela, not only attended the World Cup, but supported the team and spoke to the world about his pride in the historically white South African Rugby team's ability to unite players of all races, thereby bringing national pride to the homes of all South Africans (South African History Online, 2014).

Mandela's vision for South Africa provided hope to all residents. In this respect, he was aware that uniting all sectors of the population, rich and poor, would ultimately lead to peaceful resolution (Mandela, 2005). Mandela understood that sport had a special place in the heart of most South Africans and the impact it could have on the country.

Present day sport and health

A lack of support has led to limited interest in health and fitness in the townships (Monyeki *et al.*, 2012). Clubs and recreational programmes are more easily accessed by those in higher social classes and those who have better jobs that allow them the freedom to join in their free time. These statistics apply across all ages within communities (Coakley & Burnett, 2014). To maintain a physically active lifestyle, one must have access to facilities and to food that will allow them to meet the nutritional demands placed upon their body (Gil, 2016). A 2005 survey uncovered that the majority of black South Africans did not have enough food to supply the needs of their households; this same survey revealed that whites, Indians and coloured South Africans rarely experience this same lack of food (Davids, 2010). The low cost of unhealthy foods (i.e., fast foods) in comparison to nutritionally dense foods further inhibits healthy development (Puoane *et al.*, 2012). Poor nutrition makes it difficult for normal growth to occur and near impossible for the body to develop the muscular strength and endurance necessary to participate in sport (Monyeki *et al.*, 2005), therefore, economic status remains strongly correlated to sport participation (Osman, 2003).

The sport choice of individuals tends to be strongly correlated to race and income (DeLuca, 2013). In this regard, lower income families - generally non-white families - have limited access to sport facilities, resources and training. In addition to income, racial and ethnic stereotypes also influence sport choice (Coakley & Burnett, 2014). When deciding what sport to play or spectate, social class, which correlates with race, tends to have the strongest influence (Heffernan, 2014). Taking this into consideration, a culture of poverty, progress and privilege exists in sport that

influences sport choice (Heffernan, 2014). This choice reinforces the opportunities available to an individual because sport tends to surround individuals with those from similar social classes (Sillen, 2005). In South Africa the culture of poverty exists in the township areas where low socio-economic status is prevalent leading to the limited sporting opportunities available.

Townships in South Africa

Townships are areas of land in South Africa that were created throughout the history of racial segregation as people were forced from their homes into these areas (Rock, 2011). These areas are known to be areas of poverty, unsanitary conditions and high crime (Griffin, 2013). These conditions are described by Sachs (2005) as areas of moderate poverty; while the inhabitants lack easy access to necessities of daily living, hygienic and safe conditions, but the majority are not struggling daily to survive as is the case in areas of extreme poverty.

A lack of housing stability has made it difficult for families residing in townships to thrive (Legacy, 2017). In many townships, informal shacks made of wood and sheet metal are built close together with electrical wires hanging loosely between them (Beyond Our Borders, 2017). This combination regularly leads to fires spreading through these vulnerable settlements claiming the lives of many, while leaving others homeless. Homes made from these informal materials leave residents at risk; illegal electrical circuits are prevalent in these areas further increasing the risk of accidental fires (Legacy, 2017). In addition to this, overcrowding has led to increased crime, unemployment and unhygienic conditions in the townships (Wainwright, 2014). Crime rates are highest in locations where inequality is evident and opportunities for social mobility are low (Demombynes & Özler, 2002).

The rise of health-related problems, such as tuberculosis and HIV/AIDS, continues to claim the lives of many individuals in townships (Kalichman & Simbayi, 2003). The high prevalence of HIV/AIDS in South Africa has been linked to low socio-economic status (Bärnighausen *et al.*, 2007), which has been linked to those living in townships

(Rock, 2011). Health issues remain a major concern for those living in townships. Heating and cooling systems to keep food safe and prevent food borne illnesses are not common (Beyond Our Borders, 2017). Standpipes and toilet sanitary units exist for community use for many residents because not all homes have access to electricity or in-home plumbing and water (Legacy, 2017). These units provide prime opportunity for people to be robbed, mugged, or beaten especially at night. For women using these facilities the risk of rape is high (Grundlingh, 2011). A lack of access to proper health care, education, resources and jobs often leads to a sense of hopelessness in the community (Legacy, 2017).

Transportation out of the township is limited to taxi vans that operate without a fixed time schedule; they only leave when all seats are filled (Beyond Our Borders, 2017).

The socio-economic status of an individual can make certain people more vulnerable to at-risk behaviours (Demombynes *et al.*, 2002). Boredom, unhealthy lifestyle, family management issues, lack of school activities and social deprivation leave the youth feeling alienated and vulnerable to risky behaviour (Massey *et al.*, 2016). These feelings are generally more prominent in areas of low socio-economic status and further impacts a child's ability to attend and stay in school (Tilak, 2002). In addition to this, problems with violence and crime, teenage pregnancy, school dropout, depression and substance abuse are high in these areas and will continue to decrease social health (Zealand, 2005).

Kayamandi

The Kayamandi township located in the Western Cape Province in walking from Stellenbosch, South Africa, is a partially informal township that is home to over 33,000 people. Established about 100 years ago and formally established in 1941, "Kayamandi" is a name from the isiXhosa language meaning "sweet home" (Rock, 2011). Its history, like many townships in the Western Cape is linked back to the apartheid period when many migrant labourers moved from the Eastern Cape in search of work (Songo.info, 2017). Today these workers remain, and a new generation is growing up in Kayamandi.

Kayamandi, an isolated farm area was declared one of the first “black areas” in 1918 (Legacy, 2017). By 1941 Kayamandi had formally been established; houses were built, and the population started to expand rapidly (Rock, 2011). Families and workers were drawn here to find work in factories or on local farms in the Stellenbosch area (Davids, 2010). In the past the Influx Control Act restricted movement of black people into white areas (Sooklal, 2011); following the abolition of this act more people moved freely and found themselves in the township of Kayamandi looking for work (Songo.info, 2017).

The 75 hectares of Kayamandi is quickly growing to its limits (Songo.info, 2017). Without the resources to support the population more than 30% of the people are unemployed, the average monthly income is R1000.00 and 70% of people live in informal shacks made of tin, wood and cardboard without home access to water and toilet facilities (Visionafrika, 2017). Food security, education and proper healthcare are limited for residents of the township leaving the people vulnerable to health-related issues including HIV/AIDS and tuberculosis (Legacy, 2017). The schools lack qualified staff and resources leading to a gap in educational needs, which further contribute to the unemployment and hopelessness felt by members of the community (Davids, 2010). Residents are caught in a cycle of poverty known as the deprivation trap - defined by a lack of access, money, skills and choices due to low socio-economic status or geographical location (Swanepoel & De Beer, 2011). Residents of Kayamandi lack the opportunities and resources that can help them solve these issues and escape the cycle of poverty they live in (Davids, 2010).

Limitations faced by the youth in Kayamandi: “At-risk” populations

Limitations faced by residents of Kayamandi and townships around South Africa include, but are not limited to unemployment, exclusion, inequality, economic shocks and poverty (Promoting social entrepreneurship and social capital, 2017). These limitations create barriers to participation in society and put individuals at risk of repeating the cycle of poverty or falling into a pattern of crime (Davids, 2010). Youth under these circumstances can be defined as “at-risk”; they lack the skills necessary

to thrive in society, which may lead to delinquency, drug use, violence, emotional issues and educational difficulties (Collingwood, 1997). Individuals in need of interventions eliciting social change are those facing problems that they cannot handle alone (Danish & Nellen, 2012).

Some factors influencing at risk behaviours include abuse, food insecurity, drugs, alcohol, sexual behaviour, teenage pregnancy, single parent homes, absent parents, emotional disturbances, etc. (Coakley, 2011). Other factors include poverty, war, dislocation, medical, psychological or social ills (Donnelly & Coakley, 2002). No matter what factors have put them at risk, programmes encouraging children to be more resilient can increase their chances of overcoming their situations (Daniels *et al.*, 2006). Research of delinquent behaviours note that the majority of this negative behaviour occurs in the hours after school between 14h00 and 18h00 (Zealand, 2005), therefore, sufficient after school activities for youth in townships can decrease this behaviour.

In areas where education is limited, and crime is high youth are vulnerable to fall prey to repeating patterns of crime and poverty (Bruening *et al.*, 2009). Communities that are at-risk and in need of interventions eliciting social cohesion include those in historically oppressed and marginalized circumstances (Holt *et al.*, 2012). Individuals in these conditions are most at risk for dropping out of school, committing crimes and isolating themselves from society (Cameron & Macdougall, 2000). Marginalized youth tend to be those who are economically disadvantaged (Golob & Giles, 2013). They need programmes to increase support and instil good leadership abilities to overcome the disadvantages placed on them (Zealand, 2005).

Formation of non-governmental/non-profit organisations

Engagement with others, particularly with those who are in a position to assist, is one key to achieve success for those living in marginalized circumstances (Zealand, 2005). Through participation in these programmes a new network of relationships can develop for children who are at-risk. This can encourage them to talk about their

problems, solutions and goals which can allow them to make better decisions and help them to break the cycle of poverty (Whitley *et al.*, 2013).

Non-governmental organisations (NGOs) and organisations like it have expanded substantially in recent years (Reimann, 2006). NPOs (non-profit organisations) work similarly to NGOs, but their funds are raised from 100% private sources, in comparison to NGOs whose funds can also be raised through the government (Nabhi, 2008). Both remain free of government intervention, but NGOs can often influence decisions and efforts made by the government (Gresham, 2018). Community based organisations (CBOs) are another type of non-profit organisation that work at the local level (Fourie, 2017). The relationship between any of these organisations and social and economic capital encourages support to continue these efforts particularly in poorer areas where resources are most limited and community members are most at risk of continuing the cycle of poverty (Swanepoel *et al.*, 2011).

The role of NGO/NPOs is to facilitate and inspire actions to improve social transformations in the communities where they work (Nabhi, 2008). In the 1980s the social problems industry formed as government funding to school programmes was cutback and schools became dependent on the public sector. In at risk areas, in particular these programmes gained a lot of momentum as people felt most inclined to contribute (Donnelly *et al.*, 2002). The creation and maintenance of these programmes created a safe place for children to grow up and socialize in a healthy environment (Whitley *et al.*, 2013).

Today these NGO/NPO programmes play a big role in human development, human rights, environmental issues and many other reconstruction efforts throughout the world. It is estimated that a few hundred thousand NGO and NPO are in existence today (Lewis, 2009). Extracurricular activities such as art, music or sport are used to excite individuals to join these programmes. These activities provide a safe place for youth to grow and socialize (Whitley *et al.*, 2013). Sport can instil a strong work ethic in those who participate because they learn to work hard in order to reach new goals

(Collingwood, 1997). This work ethic is transferable to other aspects of their lives such as studies, which can open opportunities that were not previously available to them (Whitley *et al.*, 2016).

Sport NGO/NPOs

A lack of support limits the quality of sport programmes in marginalized areas as many teams don't have proper coaches, facilities or resources (Osman, 2003). Parental support may further limit sport participation as without their support, children may lose perspective and sight of the purpose of playing. This lack of support may result from negative situations in the home that require their attention (Whitley *et al.*, 2013). In these situations, systematic sport programmes that incorporates education can be effective in providing change in the lives of these youths (Collingwood, 1997).

Sports programmes have benefits that extend beyond the physical health benefits of exercise and these benefits should be pursued (Massey *et al.*, 2016). Some of these benefits include goal setting, self-control and planning because it empowers youth to become more self-directed (Collingwood, 1997). As per observation of one such programme, The Women and Girls in Leadership Program (WGILS) in South Africa, the confidence of the girls in the Mbekweni township has blossomed. Kickboxing has become one of the most popular features of the programme. It has improved the physical competencies of the girls, while boosting their confidence in their ability to protect themselves in an environment with a very high risk of rape and gender-based violence. In an interview, one participant of the programme commented on the freedom she now experienced and the newfound belief in her ability to protect herself and her family. Whereas this girl was once afraid to walk home alone or to use her phone in public, she now feels less worried (Grundlingh, 2011). While the girls are still aware of the dangers of their township, they feel more confident in their ability to defend themselves and their loved ones.

After school programmes have the potential to transform community life because they fill these vulnerable hours, hours where the majority of risky behaviour occurs, with

structured activities (Zealand, 2005). Sport activities, in particular can have multiple added benefits. Children tend to be tired after a training session and subsequently they may not have the energy to participate in activities that could lead them to trouble. Also, because they enjoy the competition they have another reason to take care of their bodies. As a result, crime, drug and alcohol use are significantly reduced (Whitley *et al.*, 2013).

Various NGO/NPOs working with sport have expanded in developing areas with the aim of supplying players to international sport clubs. While providing opportunities for gifted players to break their cycle of poverty, these programmes continue to limit access for those who are less gifted (Coakley & Burnett, 2014). For those gifted athletes, the training offered through these programmes allows the opportunity to escape to a new life. Programmes like these can continue to change society by finding and rewarding natural talent, but a great need exists among those who are not as talented, but who can still experience the many psychological, social and physical health benefits that can be achieved through participation in sport and physical activity programmes (Holt *et al.*, 2011). Through active participation in these programmes, youth sport can enhance social and physical development for participants (Collingwood, 1997).

Development through sport programmes

Sport programmes become a development through sport programme as coaches begin to move from a more skills-based curriculum towards the implementation of personal development concepts in combination with sport coaching (Bruening *et al.*, 2009). The combination of strong sports-based programming with the effective expression of values and goals allow sport to be a vehicle for social development (Collingwood, 1997). Without the effectiveness of the non-sport aspects of the programme, the affective and social skills associated with sport development will suffer, and without a strong sport-based curriculum there may be no audience left to teach; both aspects must be well maintained to support the initiatives of the project (Hartmann & Kwank, 2011).

As a tool to unite people, the implementation and application of sport as a social development tool has evolved (Collingwood, 1997). By providing an outlet of common interest, sport offers a great avenue for bringing people together and have become a strong tool for NGO/NPOs. Sport has been pushed as a tool to help meet the Millennial Development Goals (MDG's), such as eradicating poverty, hunger and child mortality, while increasing education and promoting gender equality (Whitley *et al.*, 2013). These goals were not fully met by the intended target date, so an updated set of goals have been set by the United Nations called The Sustainable Development Goals (SDGs). These goals relate to the MDGs with a new target of 2030. Sport plays a role in meeting these goals as sport has the ability to bring people together (Mack, 2016). Socialization leading to the formation of social bonds plays a large role in healthy development that strengthens social ties to a community (Osterlund & Seippel, 2013). Uniting people is at the root of providing opportunity for social transformation. According to Putnam (2000), the degree to which an individual is integrated into society is directly related to the likelihood of that person experiencing depressed or suicidal thoughts. Development through sport projects have grown since their inception and have increasingly gained credit in their ability to reach people, particularly the youth, to inspire action in their communities.

Sport is an outlet that when executed properly, can be used to inspire individuals to become stronger versions of themselves and eventually become involved leaders of their communities (Collingwood, 1997). Likewise, when executed poorly, with unrealistic or poor expectations, sport can also create a disempowering atmosphere and in fact have negative implications on a community (Coakley & Burnett, 2014).

Determining success of a development through sport programme

“In the paradox that haunts even the best aid: that by doing good, by finding a noble purpose in the lives of others, you can end up subtracting that purpose from those lives; that by trying to liberate others, you may diminish them” (Perry, 2015:25).

Perry discusses the need to answer questions such as, who is really benefitting from various NGO/NPO programmes currently in existence? How does one determine the intentions of a programme? If the programme intentions are honest what impact can these programmes have on the populations they work with? Research is important in this continuously evolving field of development as needs, the environment and people are constantly evolving themselves. Programmes work on a trial and error basis to find what works for each population under various circumstances. A one size fits all approach does not exist, therefore, it is necessary to find links between similar programmes and to vary these approaches to best fit each programme (Perry, 2015).

Organisations that are voluntary by nature have a stronger ability to integrate individuals because they are free to participate as they choose; when participation is by choice, actions are not forced, and intrinsic motivation is high (Holt *et al.*, 2012). Sport offers an exciting hook that makes participation desirable to many people (Zealand, 2005). Even those who decide not to participate, may still be drawn in as a spectator; this allows sport to be a unique outlet for NGO/NPOs. While sport have an almost magnetic ability to bring people together, physical or social development will not automatically occur. Participation in sport alone does not guarantee improvement of one's personal qualities, but the quality of the programmes and the intentions and efforts of those that lead will create the change (Grundlingh, 2011).

To elicit change, appropriate resources and intervention need to be aligned in an ideal environment. Sport programmes are credited with decreased crime rates even when the successful retention rates within a programme are not always high, but in comparison to financing crime prevention, detention centres and drug rehabilitation programmes, these programmes can be of good value even if only a few individuals emerge successfully (Bailey, 2005). One study in the United States noted positive behaviour changes in children and improved attitude after participating in a community-based development through sport intervention. This improvement increased interest in school, improved communication, willingness to help at home and led to more positive interactions with parents (Bailey, 2005). Some changes, like

those noted here, may be more subjective, while others may be objective and easier to measure. Measurable means such as a decrease in theft and vandalism in a community could constitute as results of a successful programme (Cameron & Macdougall, 2000).

The value of a development through sport programme can be defined in various ways. Benefits of sport across all social classes can improve psychological, social and physical health for those who participate (Collingwood, 1997). In cases where sport is used as a development tool in marginalized areas, sport can offer a safe place to release energy especially when played directly after school during the hours in which the youth are most likely to engage in risky activities (Zealand, 2005). Through participation in sport, the youth have the opportunity to develop healthy relationships with leaders and other youths who share their enjoyment for sport and aim to positively impact them.

Benefits of development through sport programmes

Kids are drawn to participation in sport programmes through their enjoyment of sport (Grundlingh, 2011). In addition to this enjoyment, after school sport programmes can improve physical health by increasing flexibility, strength, bone density and endurance, while decreasing obesity and cardiac risk factors including blood pressure, chronic disease, depression and anxiety (Zealand, 2005). Participation in these programmes can also improve psychological and social health through increased positive social interactions with others involved in the programme.

Social development

An increasing body of literature have begun describing development through sport as a public good rather than solely an extracurricular activity (Spaaij *et al.*, 2016). For many low-income neighbourhoods, after school programmes provide safe, structured and supervised activities (Zealand, 2005). A study that interviewed teachers and students of an American inner-city school implementing a positive youth development programme noted an increase in positive social interactions with leaders and students

resulting from participation. These observations could be observed in conversations held with the students (Holt *et al.*, 2012). Students were more sympathetic of their feelings, as well as the feelings of others. They also took more pride in their work and earned better marks in school, compared to those not in the programme. These abilities can help children to better connect, understand and work with each other to achieve their goals.

“Access to a positive educational environment that promotes coping skills and that helps the children understand how they can achieve and participate can contribute to a child’s ability to recover from a stressful environment” (Zealand, 2005: 25).

Development through sport programmes can provide a space for community bonding, social gatherings, volunteer work or activities creating opportunities for new contacts and friendships. These activities bringing together communities can be especially important in loosely connected communities where social connections are limited (Osterlund & Seippel, 2013). To optimise contact among group members, the Intergroup Contact Theory states that conflict can be reduced by setting common goals among group members that all members are motivated to work towards (Pettigrew, 1998). Programmes providing opportunities for individuals to work together to reach a goal provide the strongest arena for bonding individuals of different backgrounds. Sport provides platforms for diverse groups to find their strengths in each other and create strong social capital (Skinner *et al.*, 2008). Within a society, social capital helps to identify individual roles, as well as provide purpose and emotional safety to its members; the creation of social capital uniting diverse groups of people together is called bridging social capital (Putnam, 2000). Putnam (2000) purports that opportunities are opened up as more resources become available through various connections made, especially as groups are formed that consists of individuals who differ from one another. Communities made of heterogeneous populations develop stronger social capital; these communities are more resilient and respond better to adversity and have a larger pool of skills and resources to combine in order to achieve a goal (Skinner *et al.*, 2008).

Sport itself does not create changes but provide the platform upon which changes can occur. The benefits of sport programmes stretch deep in a population creating social networks, increasing access to resources, improving economic opportunity and bonding people together. It assists in empowering individuals to begin the process of bringing their communities out of the marginalized circumstances in which they started (Coakley, 2011). Evidence exists that supports the ability of sport programmes to improve self-concept, esteem and confidence, as well as an increase in energy, efficiency, well-being and mood along with decreases in anxiety, tension, stress and depression (Bailey, 2005). Sport create opportunities to enhance individual and group competencies and allow participants the possibilities to discover and reach new potential. Youth can be empowered to be active members of their community because they are involved in decision making and encouraged to become more engaged in programme activities, as well as their own personal development (Danish & Nellen, 2012). This added responsibility benefits children by empowering them to make the choices that will impact their destiny.

“Within sport, particularly within development through sport, it is necessary to have leaders who are capable of eliciting positive behaviours from participants. These leaders are often the role models that youth look up to and inspire to become” (Zealand, 2005).

Leadership

Sports provide endless opportunity for physical, social and psychological growth. For those living in poverty, sport programmes can be a short-term solution through the enjoyment of playing, as well as a long-term solution as they improve their social abilities and confidence to fulfil their potential (Daniels *et al.*, 2006). Teachers are key agents in promoting healthy youth development that will translate to life outside of the classroom or sport fields (Zealand, 2005). The implementation of a consciously directed programme, with proper resources and under the right conditions, will lead to the most important aspect of the programme, the experience of its participants (Coakley, 2011). A community of committed and enthusiastic leaders with a strong vision and determination can be successful in attracting, engaging and empowering

participants successfully. “Self-esteem is a determining factor for motivation, persistence and academic success” (Zealand, 2005: 37). In comparison to those who do not participate in sport, youth athletes experience higher levels of self-esteem, emotional regulation and problem-solving skills (Holt *et al.*, 2011).

Self-efficacy is the beliefs in one’s abilities to successfully complete a task (Jowett & Lavalley, 2007). Strong teachers help to build strong communities with high self-efficacy and the opposite may be said for teachers lacking positive skills themselves. Often teachers with a strong self-efficacy teach children who possess a strong self-efficacy: this is not the result of a pre-planned relationship but because of the relationship developed between the two as feelings and abilities are related (Jowett & Lavalley, 2007). When modelled properly, skills learned in any environment can be effectively transferred to another with quality leadership and proper execution. While many beneficial qualities can be noted resulting from participation in these programmes, “youth development programmes are only as effective as the adults who deliver them” (Holt, 2016: 62). Leaders must create a trusting environment where participants are free to learn from their mistakes; leaders demonstrate a balance of empathy and high expectations for participants. Healthy relationships through caring mentors allow for these measurable competencies to occur (Holt, 2016).

If leaders believe in their peers, individuals will feel encouraged and excel. When leaders do not believe in them, downward trends are likely to occur. This principle known as relation inferred self-efficacy (R.I.S.E.), infers that the relations occurring directly with people, often out of influence of respect or power, directly influence the efficacy people have of themselves (Jowett & Lavalley, 2007). A sport coach working with at-risk youth stated that showing children love will encourage them to love what they are doing (Whitley *et al.*, 2013). Coaches facilitate the interactions experienced by the youth that can play a significant role in developing key life skills. These life skills can be described by the 5Cs associated with Positive Youth Development (PYD) programmes; these are competence, confidence, character, caring/compassion and connection (Holt *et al.*, 2011). Ideal leaders encompass these

qualities and have the ability to pass them on to the youths they work with. Other leadership competencies, such as goal setting, working with deadlines, working under pressure, communication with others, accepting successes and failures, working cohesively with others and the ability to receive criticism result from properly planned programmes lead by qualified leaders (Grundlingh, 2011).

A leadership intervention through sport

In an intervention of young girls in Hartford, Connecticut in the United States, where the rate of teen mothers has been among the highest in the country, the education provided in nutrition, sexual and physical activity have been declining (Bruening *et al.*, 2009). With boys performing in the bottom 30% and girls in the bottom 18% of physical fitness examinations in the United States, intervention here could have drastic impacts on physical and social quality of life in the community. The Sport Hartford programme was first introduced in the spring of 2005 with the participation of eight preadolescent girls and four collegiate athletes. Over the course of 12 weeks, university athletes visited the young girls for two hours a week. During these meetings, physical activities including traditional and non-traditional sport were played in combination with life skill sessions covering issues such as the value of education, relationships, sex, conflict resolution and peer pressures of drug and alcohol. Results of the 12-week intervention elicited gains in self-esteem and self-worth among the participants. The one-on-one attention received throughout the intervention likely played a significant role in the changes experienced. Youth in the programme increased their self-worth because they began to feel they had something positive they could contribute to society (Bruening *et al.*, 2009).

In addition to the benefit of positive interactions and leadership experiences through participation, participation itself can have benefits of its own because it can create a distraction from other factors impacting one's life.

Sport providing a distraction

Sometimes all that is needed to avoid making bad decisions is a distraction (Coakley, 2011). Sport provide opportunities for the youth to get involved in something outside of school, which can replace time that may otherwise be used to participate in risky or negative behaviours (Zealand, 2005). Common activities for many youths today may include drinking, drugs, sex and gang related activities (Hartmann, 2016). Bringing adolescents together that may fall prey to poor decisions out of boredom, sport occupy their time with productivity and engagement, building their confidence and social skills (Collingwood, 1997). Sport has been a vehicle for many inner-city children to break the cycle of crime and poverty by developing a sense of personal control and confidence through their participation in sport (Danish & Nellen, 2012 *et al.*, 2012). For these children, sport have improved their competency and confidence by enabling them to look forward to where they want to go, rather than to look back at where they came from.

Sport can also provide opportunities to build healthy relationships with teammates and coaches that may decrease deviant behaviour and boredom, while increasing healthy and productive choices (Coakley, 2011).

Sport providing a connection

According to Spaaij (2009) sport is the glue that holds society together. Social environments greatly influence child development; sport provides space for young boys and girls to practice social skills and learn how to work together (Coakley *et al.*, 2014). Bringing people together from different backgrounds allows individuals to build connections to those who may be different from them, which can bring together the resources necessary for everyone in a community to thrive (Putnam, 2000).

“Surrounding children with a range of well-designed sport and physical activity contexts and supporting them through appropriate policies may help create conditions that enable them to thrive, to lead healthy and satisfying lives, and to engage in their community in meaningful ways” (Holt et al., 2011: 311).

Development through sport projects can give meaning to lives that were previously lacking connection. Opportunities exist here for relationships to form and for bonds to be established, thereby building a sense of trust and security with one's neighbours (Seippel, 2006). Studies show that those who are more socially connected and who experience higher levels of social capital, are often more tolerant of other people and are generally happier in comparison to those who are less connected (Putnam, 2000). In a study of Aboriginal youth in Alberta, Canada, youth participants explained how sport were teaching them more than just technical skills; they learnt to work together, to believe in themselves, becoming smarter, more disciplined and mature. These youths were engaged and given the tools to improve their health on a physical, emotional, psychological and spiritual level (McHugh *et al.*, 2013). In this manner, sport can achieve health benefits through physical activity and improve psychological health through building emotional competencies and forming trusting connections with others (Grundlingh, 2011).

Organisations can provide space for community bonding, social gatherings, volunteer work or activities inviting new contacts and friendships, which can be especially important in loosely connected communities where social connections are limited (Osterlund & Seippel, 2013). Programmes that provide opportunities for individuals to work together to reach a common goal provide the strongest area for bonding between individuals of different backgrounds (Putnam, 2000). Sport and development through sport programmes provide platforms for diverse groups to find their strengths in each other and create strong social capital (Sillen, 2015).

Participation in sport resulted in the development of healthy relationships, greater commitment and enjoyment. Lessons learned through sport can have lifelong influences that may reach far beyond the individual level. These relationships are mutual for all involved and can positively impact social, psychological and physical health. Each of these aspects of health rely on the others; a change in one will impact the others.

General health benefits

Relationships that impact on social engagement can not only affect how long a person lives and the quality of life experienced, but “the more integrated one is with their community, the less likely one is to experience colds, heart attacks, strokes, cancer, depression and premature death of all sorts” (Putnam, 2000:326). Optimal physical and psychological health is obtained through regular moderate to vigorous physical activity (Grundlingh, 2011). Physical, psychological and social health can be compromised if children are not achieving moderate activity levels (Bailey, 2005). Sport and exercise are credited with the physical and psychological health benefits resulting from physical exertion. Sport plays a role in combating hypokinetic diseases, diseases that are strongly linked to sedentary lifestyles, such as coronary heart disease, diabetes, hypertension, osteoporosis and obesity (Putnam, 2000). Hormones secreted through this exertion have been known to positively influence mood, as well as psychological and social health (Mahler, 2011). Feelings of well-being, self-worth and self-efficacy are among the added social health benefits of sport. These feelings can be derived from an enhanced mental state allowing for improvement in social skills including leadership, discipline, integrity, cooperation, self-control and trust (Jowett & Lavalley, 2007). This improved mental state allows for bonding and relationships to form, encouraging social change and development (Sillen, 2015). Sport has a value that goes far beyond the joy of mere participation; sport can contribute to larger fulfilment of society’s needs.

Empowering individuals through sport

When providing aid, empowerment is key to avoid dependency on the aid providers (Perry, 2015). Empowerment can be described as the freedom to make decisions for oneself, as well as having the ability and knowledge available to make good decisions (Swanepoel & De Beer, 2011). Attention to empowering individuals and increasing self-efficacy are necessary aims in creating and defining core value of any developmental programme. The beliefs in one’s own ability to successfully complete a task is formed based on experiences (Jowett & Lavalley, 2007). When establishing a programme to empower participants, it is necessary to provide opportunities for

people to think for themselves rather than enforcing decisions on them (Swanepoel & De Beer, 2011). When individuals are provided with education and allowed to make their own decisions, empowerment occurs allowing them the dignity to make decisions to fulfil their needs.

In a successful development through sports programme, the empowerment gained through sport participation is transferable to other aspects of the participant's life. Whitley *et al.* (2016) investigated the transferable competencies in the Kayamandi township noting competencies, such as self-concept, self-discipline, group skills and respect for others, which were developed through the sport programme and transferred to aspects of daily life for participants. Empowering individuals to make their own decisions and discover that they have the ability within themselves to make positive and productive decisions for their own lives can have many impacts within the community which can include the reduction of crime within a community.

Impact of a community sport programme on crime

Compromising behaviours are targeted by a programme with the aim of creating new behaviour patterns (Danish *et al.*, 2012). Sport participation leads to personal and social skill development that can decrease compromising behaviours such as leaving school, drug use or crime, and instead keep youth engaged in school and other beneficial activities. A study of school aged youth observed a 34% lower school dropout rate in individuals participating in sport activities outside of school in comparison to those not participating in sport (Papacharisis *et al.*, 2007). With each youth who remains in school there is one less youth out in the streets finding trouble.

Even if only a handful of individuals are encouraged to make better decisions this year that is a few less making negative choices and a few more who are willing to invest their positive energy into their communities. In fact, it can be more beneficial to start with a small group of willing participants, watch them grow and allow the others who were less convinced at the start, to have the opportunity to watch and later join out of their own free will (Swanepoel & De Beer, 2011). These actions create a new cycle of

growth. They take time to develop, but to know that even if only one person is changed in the process, there is one more person out there doing good and one less causing harm.

Successful community programmes begin with outreach and retention of participants through an activity for which there is a large interest, for example sport (Zealand, 2005). Midnight Basketball began Chicago in the 1980's where the sport was deemed to be most influential due to the popularity of Michael Jordan and the Chicago Bulls basketball franchise (Hartmann, 2016). In a city where a lot of negative activities occurred at night, a need existed for social intervention and a distraction for those committing crimes. Midnight basketball was designed to give the at-risk youth a chance to bond with their community and fill their time with something enjoyable and safe. This programme's transformative results in Chicago soon spread to cities throughout America. Crime rates dropped, cities integrated, and school retention increased in communities where this programme was implemented (Hartmann, 2016).

There are countless developmental programmes in existence with a goal of reducing crime. Many of these are successful in different ways. Because these programmes exist within a variety of different cultures and environments, multiple approaches may be necessary to provide aid within various circumstances.

Approaches to development through sport

Development through sport can be described in two main forms, which include the dominant vision and the interventionist approach. The interventionist approach has the purpose to elicit transformation and fundamental change for participants, while the dominant vision reproduces existing social relations and teaches valuable social knowledge and skills necessary to the modern social life (Danish & Nellen, 2012). The ideals of the interventionist approach align best with the values of development through sport programmes, but some aspects of sport including discipline in practise, respect for the rules of competition and focused attention of those surrounding the individual do align with the dominant approach. With the interventionist approach, the

focus is placed on understanding sport's role in the bigger picture in order to achieve a successful outcome (Hartmann & Kwank, 2011). For the purpose of this study the term development will represent an interventionist approach.

While a variety of approaches exist within the realm of development through sport, and many of them are successful in their own way, limitations remain that reduce the ability of a programme to be successful in eliciting social change.

Limitations of sport programmes

Access to sport facilities can often be a realistic indication of access to other facilities and resources for that individual (Osman, 2003). While these facilities can provide opportunity, these resources alone will not guarantee participation, the development of social skills or improved education (Sherry, 2008). Skinner *et al.* (2008) stated that the community must be in a position where they are ready to change, and the resources must reach the proper target through reasonable means. Often, it may be appropriate to start developing sport programmes where individuals are comfortable to avoid drastic changes in environment that may be stressful; providing programmes in a street or a local park may be a practical introduction (Skinner *et al.*, 2008). Facilitating comfort in a safe environment is often a necessary challenge to overcome in creating development through sport programme.

Creating a safe and comfortable environment can be done by providing programmes within the communities they aim to serve (Zealand, 2005). Within the Kayamandi township, Western Cape Province, South Africa, development programmes like the one to be investigated in this study continue to grow and develop.

Development programmes in Kayamandi

The need for development programmes is high in Kayamandi and at times the big picture may seem overwhelming (Osman, 2003). There is much work to be done in these marginalized communities where crime and health risks are very high (Rock, 2011), but the impact of small initiatives is far reaching. Development through sport

projects provide an outlet for individuals to reach communities and provide a safe place for individuals within communities to play, learn and develop in a positive environment (Zealand, 2005). Sport is a vessel that can bring people together, thereby changing the future for those who reside in a township. The time is prime for development through sport projects to be most effective in transforming lives in a township (Whitley *et al.*, 2016).

A general need was and remains evident for social change in the Kayamandi community (Rock, 2011). The hope of the Legacy Centre in Kayamandi is that through steady improvement, this community will become a better place in the world (Legacy, 2017). Formed in 2001 the Centre has since grown to accommodate students from Grade 1 to Grade 12. Initiatives of this after school programme focus on spiritual well-being, emotional and psychological needs, health and exercise, as well as building relationships and social networks. These efforts may improve the odds of employability and financial security for those participating. The programme is empowering the next generation not just to be citizens of Kayamandi, but to be citizens of the world. Volunteers of the programme note differences in the children they work with in comparison to those who do not participate. One teacher stated, “they don’t think like other kids.” These children form a community come together with a common goal in mind. They have hope in their eyes and teachers know that they are making a difference (Legacy, 2017).

Sport is one aspect of the Legacy Centre as their aim is to improve health through a holistic approach. Children participate in various after school programmes that motivate, encourage and give them the tools they need to better their lives and improve future generations. Because sport draw interest to this programme, a new soccer field was built for the centre as part of the 2010 FIFA Legacy Project. The Legacy Centre, while not the only programme in existence in Kayamandi, continues to grow and is currently impacting the lives of 160 learners. Learners here have gained better access to quality educational assistance and are empowered to take responsibility for their life choices and find pride in their community (Legacy, 2017).

Influences of programmes can be strongest in communities like Kayamandi, where resources are lacking (Massey *et al.*, 2016). In these marginalized communities, crime and health risks are at an all-time high (Legacy, 2017), and positive programmes providing positive and encouraging role models are necessary for child development and empowerment (Visionafrika, 2017). While sport is not the only way to reach children in Kayamandi, sport is known for its ability to bring people together (Whitley *et al.*, 2016). Through the union of people, new ideas and perspectives are discovered and acceptance for others can occur (Putnam, 2000), which can change the future for those who reside in Kayamandi (Grundlingh, 2011).

Developmental programmes, particularly in marginalized areas such as the Kayamandi township, can create opportunities that bond people together. This bonding leads to the formation of a network of relationships that surround an individual, which can aid them in accessing resources and opportunities, as well as receiving emotional support and comfort from those around them. This network is known as social capital.

Social capital

Definition of capital

Social capital, also defined as the network of relationships in a community, allows a community to function (Jowett & Lavalley, 2007). The existence of social capital in a society contributes to the overall well-being of that community; societies are cleaner, safer, healthier, happier, people are more involved in their communities and education is higher in areas where social capital is high (Haralambos & Holborn, 2008). A sense of belonging is created through the formation of these networks that influences behavioural patterns in a society and further defines identities with the collective (Lin, 2001). The bonds created through these social interactions allow the formation of a self-identity (Donnelly & Coakley, 2002). Social capital is developed as a person establishes relationships with others typically through participation in activities (Sillen, 2015). Participation in activities such as sport, volunteer work, political organizations or other clubs in which socialization with other people occurs can help to develop a

person's network of social capital (Haralambos & Holborn, 2008). While participation allows for relationships to form, involvement in these groups or organizations will not increase social capital automatically. It is the active and involved membership that will allow relationships with others to form and grow, thereby creating the opportunity for social capital to develop (Putnam, 2000).

Putnam (2000: 19) further defines social capital as 'the investment in social relations with the expectation of returns in the marketplace'; it is the resources, real or potential, embedded in the accumulation of relationships. These resources are woven into the social structure and relationships among individuals, which allow for the investment of personal resources with the expectation of earning a profit in return (Bourdieu, 1974). Social capital works to enhance economic and human capital by increasing the flow of information and opportunities throughout a social network (Lin, 1999). Individuals within this network can influence others in the network, which further reinforces their social credentials (DeLuca, 2013). This in turn may affect an individual's access to resources and relationships.

According to French sociologist, anthropologist and philosopher Pierre Bourdieu, dense networks allow the capital of the collective to be maintained and continued (Hunter *et al.*, 2015). Social networks provide the connections to others who can be of assistance in completing tasks or favours (Sillen, 2015); individuals feel free to ask for assistance with the understanding of reciprocity, in other words, the willingness of individuals to help others and the expectation to be helped in return. Reciprocity forms the backbone of social capital (Putnam, 2000), creating a sense of altruism, selflessness and concern for others (Lin, 1999). Involvement in these social networks also creates social norms and facilitate cooperation in a society (Sillen, 2015), which influences trust and social well-being (Lin, 2001). Bourdieu noted that members of the dominant social classes use their networks to maintain wealth within their own class system (Hunter *et al.*, 2015). These individuals often have contacts with useful networks that others of lower socio-economic status may lack, which could bring them financial gain (Haralambos & Holborn, 2008). This brings attention to the economic

inequalities that hide behind symbolic forms of capital such as social capital (Powercube, 2011).

Social capital is a defining factor in understanding the social class a person belongs to and the likelihood of continuing a cycle of poverty across generations (Hassan & Birungi, 2011). The people who make up the network of relationships surrounding that individual tend to belong to the same social class (Putnam, 2000). Resources and opportunities available to that individual remain dependent on what is available in their social network (Sillen, 2015). To change social class and in some cases to break the cycle of poverty, it is necessary to bond members of various social classes together in order to increase access to resources, knowledge and opportunities (DeLuca, 2013). Developmental programmes tend to accomplish this as leaders from different social classes support a programme (Piercey, 2016). The interactions between these individuals could lead to social changes that can impact the community.

The role of social capital in social movements

Social engagement, social capital and social movements result from the existence and interaction of each of these on the other. Social movements are purposeful, organized groups striving to work towards a common goal (Little & Little, 2014). Social capital has been the backbone of social movements throughout history because it develops a network of relationships allowing individuals to engage one another in conversation that can lead to social change (Putnam, 2000). Individuals can come together to solve problems and make social advancements. A shift is occurring with the aim of urban regeneration and economic growth, which has created a need for new industries to be more focused on people encouraging team work (Bailey, 2005). Through working together to solve a problem, individuals become more tolerant of others who may be different from themselves (Putnam, 2000). Social cohesion is formed in this network because more people learn to work well together creating new ideas and solutions (Sillen, 2015).

Relationships formed through working with others can develop healthy bonds. These bonds can be formed with others participating in a chosen activity or developmental programme; these bonds can also be formed with leaders or coaches of a programme (Bruening *et al.*, 2009). Through creating these bonds, relationships can form that may have a beneficial impact on an individual.

Beneficial relationships

Mutually beneficial relationships form among people and create a foundation that allows them to thrive (Holt *et al.*, 2011). These relationships can encourage positive change and behaviour for all involved. These changes can have encouraging impacts on future generations or as Putnam (2000:297) noted “social capital keeps bad things from happening to good kids”. The connections kids make through activities such as sport, art, music or other extra-curricular activities encourages them to build relationships. Role models can provide hope and open the doors to the opportunities that do exist (Zealand, 2005). Without this support, even the “good kids”, may have nothing else to do with their time, resulting in the possibility that they may become involved in negative activities such as vandalism, crime and drugs. Without a reason to say no, what else can be expected of them? Community engagement could be a remedy for social ills such as teenage pregnancy, violence, crime and suicide (Coakley, 2011). Poor education and low socio-economic status limit these opportunities for community engagement, as well as the access to resources due to a lack of funds and skills (Frank, 1985), therefore, families living in lower socio-economic environments experience higher levels of social ills.

According to Putnam (2000), social capital can play a larger role in preventing child abuse than poverty and education. As children play and socialize together, they begin to develop relationships and an understanding of what is healthy and acceptable. Children not involved in social programmes, do not form these connections with other children, they feel less safe and are more likely to act out resulting from emotional problems. The parent’s social capital is also the largest predictor of a child’s social

capital. A parent who involves themselves in organizations is more likely to involve their child (Putnam, 2000).

Increased social cohesion created through the formation of relationships can help to develop social networks capable of reducing isolation, which can have the effect of lowered depression and crime rates and an expanded support system leading to improved self-confidence (Bailey, 2005). This increased sense of cohesion can also influence individuals to become more involved in their societies (Sillen, 2015). A study in the United States observed social capital across multiple states and found that in states where social capital was high, people were more likely to vote in elections, volunteer, socialize and had higher levels of trust for one another. In these states the level of teenage pregnancy, high school dropouts, violent crime and suicide were all significantly lower in comparison to those states who scored lower on the index (Putnam, 2000).

In addition to creating a healthy social environment, increasing social bonds through forming relationships with other people can lead to increased access to resources and opportunities. This increased access may provide opportunities for further schooling or job opportunities that can increase economic capital for an individual.

Socio-economic position

Social class, economic position, education and social connections impact almost every other aspect of life. These factors influence life chances; the possibility of achieving economic success or power (Coakley *et al.*, 2014). Putnam (2000) states that families of low socio-economic status who have historically lower life chances can improve their chances through improved social capital. "Social capital is crucial for families who have fewer financial and educational resources" (Putnam, 2000:299). The relationship between social capital and financial status is evident and often passed down from one generation to the next (DeLuca, 2013). Beliefs in one's ability to change these chances are also often passed on to the next generation.

Financial status may be viewed from a fatalistic perspective, inferring poverty is the result of chance or bad luck, but for the majority of South Africans experiencing poverty, the blame is usually thought to be structural, that is, they blame the society and circumstance they live in set up by the current government and that formed during the apartheid era (Davids, 2010). For families living in poverty, the networks of other families can increase opportunities to share resources and mutually improve access to these resources. Families can work together to share responsibilities among themselves; where one family may lack another may be able to provide and vice versa (Osman, 2003). However, for those in disadvantaged areas, the sharing of resources through the formation of social capital may not bring as much increased wealth as hoped for (Putnam, 2000). The benefits of building relationships with those from an outside social network, bridging social capital, can increase access to a variety of resources. In this sense, it is only when social networks connect that resources can be expanded (Skinner *et al.*, 2008).

Social capital's most basic description is the aggregate of benefits and resources obtained through human social networks and relationships; this social investment can pay off in the market place (Nicholson *et al.*, 2008). Bonding social capital, social capital formed among individuals of similar ethnicity, status or religious background, creates networks among likeminded individuals, but this dimension of social capital can also be exclusive to those who do not belong (DeLuca, 2013). It can create a sense of hate or dislike for outside members (Putnam, 2000). This also decreases the likelihood of sharing resources with others who also do not have access to new and different opportunities.

Social capital can be formed through sport as individuals come together to participate and form relationships with one another (Sillen, 2015). Typically, the sport one chooses to play is strongly influenced by an individual's background and social class. Ability to afford the costs of participation affect a person's ability to participate (DeLuca, 2013). These costs lead to the likelihood that participation in sport will surround an individual with others also coming from similar economic backgrounds.

Access to sport and social capital

Sport bring people together by providing common structured activities (Zealand, 2005). Participation in these activities helps to define social integration and build social capital within a community. Face to face contact, necessary in sport participation, is one of the most important keys in building relationships (Osterlund & Seippel, 2013).

Although a link exists between academic success and sport participation, social class still impacts access to sport resources (DeLuca, 2013). Social class favours those with power and wealth to retain their riches through increased access to resources gained through isolated participation in elite sport. This occurs while disadvantaging those already marginalized by society as these individuals are unable to participate with and form relationships with those of higher social class (Heffernan, 2014). Organised sport is dependent on material resources and access to facilities that are allocated to those who can afford it. Those in power are able to justify their success and financial status through hard work and through the resources that are available to them (Davids, 2010). Therefore, the money that is necessary to participate in sport limits access to many athletes.

Historically, children from lower income families are likely to be less physically active in comparison to those from higher income families (Hunter *et al.*, 2015). They are less likely to become involved in the after-school programmes that could be an advantage to them in the future. This disparity results from the insufficient financial resources required to pay for participation in sport (Davids, 2010). Safety concerns also limit participation in lower income neighbourhoods because children play outside in the streets (Holt *et al.*, 2013). These lower income families tend to be those of a minority group (DeLuca, 2013); poverty has been linked to race, which has been associated, not generally by choice, with weakness, laziness and failure (Davids, 2010). While for many, sport offers hope to transform their lives from rags to riches if they work hard. However, for the majority these dreams fall short due to lack of resources (Coakley *et al.*, 2014). "Sport serves to reproduce social and economic distinctions and preserve the power and influence of those who control the resources

in a society” (Alan cited by Coakley *et al.*, 2014:16). Due to this lack of access, sport continues to reinforce the prevailing economic distinctions (DeLuca, 2013).

Recognising the value of sport and physical education, the United Kingdom began the new millennium with “A Sporting Future for All” programme aimed at ensuring that each member of society has the opportunity to participate in sport (Bailey, 2005). While a one size fits all approach does not fulfil the needs of all, sport programmes of all levels and styles have the ability to incorporate increased social cohesion, and lower crime rates (Demombynes & Özler, 2002). Improved levels of education, attitude and employment rates result from the socialization gained through sport participation (Seippel, 2006). With this in mind, an awareness to a globalized world of sport comes to light because discussions are held as to what is the best approach for development through sport organizations in an evolving world. Sport allow opportunities for individuals to come together and connect with others who come from a variety of backgrounds (Sillen, 2015). For this reason, many professionals including sport administrators and policy makers believe sport is the way to develop social capital in a community (Nicholson *et al.*, 2008).

Access to sport plays a role in creating the network of relationships that surround an individual (DeLuca, 2013). This network forms a person’s social capital and is formed through work, school sporting activities, those living nearby, etc. (Putnam, 2000).

Defining community

A community can be defined by a physical geographical space or by shared needs or interests (Swanepoel & De Beer, 2011). It can be described as aggregates of people bound together by loyalty and concern for others gained through shared beliefs and activities (Osterlud *et al.*, 2013). It further consists of deep ties and personal intimacy to others accompanied by social cohesion and a moral commitment to those around them (Skinner *et al.*, 2008). Communities provide the necessary space to build trust and to fulfil basic human needs of belonging that help to create social bonds and improve coordination within a society (Seippel, 2006). Social capital in a community

forms a sense of comfort through forming a sense of belonging (Lin, 2001), which influences behavioural patterns that further define identities with the collective (Putnam, 2000).

For the purpose of this study, community will encompass a group of people in a specific location who share similar unfulfilled needs. This community comes together through participating in a sporting activity and works together to fill these needs.

Community and social development through sport

In order for positive social development to occur the leaders of a programme must be effective in delivering the message in such a way that participants are willing to listen (Skinner *et al.*, 2008). Programmes that encourage participants to build relationships with each other, i.e., the development of social capital, encourage participants to work together and build their own support networks (Nicholson *et al.*, 2008). The development of successful leadership within a community can encourage trust and respect as participants are more open to listen and trust leaders who come from similar backgrounds (Hartmann, 2016). Participants can see the success these leaders have attained, which may further motivate and inspire confidence in their ability to attain similar success seeing that it has already been done. Leaders facilitate and encourage others in reaching their potential. By using sport as the outlet to reach young people it is likely that a person will reach more participants where they are most comfortable (Coakley *et al.*, 2014).

At times, the mind-set of a community may be a limiting factor for success of its residents. Parvati Pujari, a young woman from India, is a ray of inspiration to the peers in her community. In her community, it is generally accepted that girls do not participate in sport or even finish school. Pujari has done both. In her view, one girl can change her family, her community, her village, her society and even the whole of India (Griffin, 2013). Her hope is that she will be the example and the start of a new social mobility for women in her community. Through the mentorship programme of the Magic Bus Project, she was able to begin her journey through the mentorship

programme to not only finish and excel in school, but also to participate in sport. The initiative of the Magic Bus Project is a pioneer for development through sport in India, attempting to bridge the gap between poverty and opportunity by providing empowerment opportunities to youth in marginalized communities (Magicbus.org, 2013).

There is not a one size fits all approach to social development through sport. As communities evolve so should the programmes that assist them. These programmes must meet the basic needs of the participants while adapting to the diverse needs of the people that participate.

Needs within a community

Meeting both physical needs (e.g., food, clean water, clothing, shelter), and abstract needs (e.g., happiness, self-reliance, human dignity), are important for any programme aiming to improve life in a community (Swanepoel *et al.*, 2011). According to Maslow's description of the hierarchy of needs, a deficit of any basic need including physiological, safety, social and esteem results in a desire to meet those needs (Maslow, 1954). Both physical and abstract needs can be described as basic needs and the longer these needs goes unmet, the greater the will to meet these needs will be. These needs must be met from the lower levels to the top and only when lower level needs such as physiological needs are met can a person focus on social and esteem needs (Maslow, 1954).

Community formation and needs has been studied for decades and continues to be researched as cultures evolve. By giving attention to community relationships it has been noted that the increase in freedoms gained through urbanization has been accompanied by an increase in depersonalization. Technological advances have led to a decline in face to face communications, social bonds and integration (Spaaij, 2011). For this reason, programmes designed to reach and empower people must be personal and implemented in a manner that respects the community, while bringing members of the community together (Zealand, 2005). Although many programmes

are led by members from outside of the community, it is important to obtain connections with members within the community (Coakley *et al.*, 2014). It should also be considered that many NGOs/NPOs design their approach around a neoliberal standard, i.e., programmes tend to take the approaches most commonly used, generally from the western world and attempt to implement them into the communities in which they work with (Schulenkorf, 2012). The problem is that no community and no two persons are alike; a need exists for personalized programmes that empower communities to flourish (Zealand, 2005).

Songo.info cycling and academic support programme

When deciding to participate in sport, the choices available to an individual can be limited from the start, depending on their socio-economic status because sport clubs charge fees that limit access (DeLuca, 2012). Socio-economic status can further limit opportunities to compete in sport at the highest level because facilities and resources are less common in disadvantaged areas, such as South African townships (Osman, 2003). Fitness and sport have become a large industry, especially in the 21st century, as new approaches, equipment and coaching become available to those who can afford it (Heffernan, 2014). Although cycling has become part of the South African culture (Obike, 2016), the cost of equipment may deter many people when considering sports like cycling as an option for their children. An average BMX costs around R2700.00 (Sportsmans Warehouse, 2018), while entry level mountain bikes start at around R7000.00 (Specialized, 2018). For residents of Kayamandi, who on average earn R1000.00 per month (Visionafrika, 2017), and with many families unable to meet basic household needs (Davids, 2010), purchasing bikes for their children to participate in cycling would be near impossible.

For residents of Kayamandi, cycling has become possible through an organisation known as Songo.info. Through involvement in this programme youth within the township have the opportunity not only to participate in this sport, but to compete with other youth throughout Stellenbosch, Western Cape Province, South Africa and beyond (Songo.info, 2017). At these events the youth are exposed to a world outside

of their township and have the opportunity to bond with other youth their age who come from different backgrounds. The interactions these youth experience at these competitions and on a day to day basis at the Songo.info clubhouse can expose them to a variety of cultures and opportunities as some of the programme's coaches, tutors and most of the sponsors come from communities outside of Kayamandi.

The Songo.info cycling and academic support programme in the Kayamandi township of the Western Cape, South Africa, will be at the focus of this study. Through this study the researcher aimed to determine the influence of this programme on the development of social capital within the Kayamandi community.

How the programme started

The Songo.info project took off when Songo Fipaza and Christoph Sauser met in 2008. Songo, a local of Kayamandi, was inspired to help children make their dreams a reality. Christoph, a Swiss national, and past world champion mountain biker wanted to raise money for a local Stellenbosch community where he loved to train. Christoph had visited South Africa regularly since 1997 and he considers Stellenbosch his second home. In 2008 Christoph needed a partner for the ABSA Cape Epic mountain bike stage race. For this race, it was required that both racers wear matching cycling kit, and he knew the only way to find a partner in short notice for this race was to ride for a charity. Burry Stander, a South African, was up for the challenge and not long after deciding to race, the pair met Songo at an ABSA Bank dinner. Realising that their goals aligned, Songo.info had been founded; four months later the funds were available for the programme and the building of a BMX track. With bikes available to train, the children began racing in mountain bike racing, duathlons and multiport races. In 2010, the official structure and objectives were put in place and a long-term vision was created (Songo.info, 2017).

What is Songo.info?

Four days a week, Monday to Thursday, participants come after school to train, study and improve their English skills. On Fridays the children come to the facility to clean

it up before they study or ride for an unofficial session. Participants arrive at the clubhouse directly after school (15:00) and work in their assigned groups. The younger participants, particularly the BMX riders start inside with study time. A full-time tutor is available to help them and within this study time they have designated computer time to work with an English literacy programme, English Eggs. While using this programme a facilitator is available to assist them further when needed. These groups alternate on the hour giving each participant the opportunity to study, practise their English, and train on the bike. At 17:00 after each group has studied and trained the youth participate in leadership activities; team building, critical thinking, competitions, educational etc. Once the participants complete their sessions, typically around 18:00, they are free to go home. The weekends provide opportunities for the children who are well behaved and working hard to compete in competitions in and around Stellenbosch and Cape Town. Participants are sometimes selected to take part in larger national events in Durban, Johannesburg and some have even had the opportunity to compete internationally. Over school holidays various outings are planned for the youth, e.g., visiting environmental centres, hiking, trying new sports.

Some major accomplishments have been achieved by participants over recent years resulting from participation in the programme. These accomplishments include seven youngsters completing the ABSA Cape Epic, three boys completing the joBerg2C, and one completing the Sani2C. These events are hugely popular multi-day mountain bike stage races. Several children took part in the Rhino Ride and Grape Escape and with the support of Stillwater Sports (a local sport events company), the children regularly compete in the XTerra (off-road triathlon), and TotalSports Challenge (multi-sport event). Approximately 60 children are currently participating in BMX or mountain bike riding, with 30 of them riding almost every day. Despite all the riding accomplishments, the main accomplishment of the programme is its ability to meet and understand the key issues for children and young adults in Kayamandi.

There are currently five programmes running at Songo.info; BMX, Mountain Bike (MTB), Downhill (DH), Girls and Running/Multi-Sport. The BMX programme is

available to participants of all ages but caters for children six to 13 years old. Participants train on the track outside the clubhouse with a BMX coach. The programme allows for various levels of competitiveness and for those riding recreationally to participate. Various BMX league races are available for athletes to compete in, as well as three National races during the year. The MTB programme is offered to those 13 years or older and caters for all levels of fitness, skills and competitiveness. Participants can compete in the Spur Schools League, local races and various other races around South Africa. The DH programme is a new addition to the programme and has received much interest as Theo Ngubane represented South Africa in the DH at the World Cup. The Girl's Programme is designed to address needs specific to girls in an environment that is less intimidating as there are significantly less girls who participate in the programme in comparison to boys. Promoting a healthy lifestyle and empowering girls through reinforcing strong bonds and creating role models are key aims to this programme. Time is allocated on the BMX track for girls only where they can be coached in a relaxed environment free from intimidation or from being bumped by the boys. Monthly skills clinics and social rides are planned specifically for the girls and their friends. Currently the running/multisport programme is not a specific focus, but it is likely that Songo.info will expand in the future to accommodate these athletes.

Benefits of the programme

The Songo.info programme has a BMX track, 45 BMX bikes, 25 mountain bikes, 10 road bikes, computers, books, tutors, an indoor workout area and a study facility. The educational support of the programme aims to provide a conducive learning environment and personal support for the children. Songo.info believes education is the key to ending the cycle of poverty; with the help of the educational aid in the programme it is hopeful that students may be able to finish high school and study further. The general educational support system is run Monday to Thursday by a retired teacher from the community. Students receive assistance with literacy and numeracy skills with her in the clubhouse before or after riding. She monitors school term performances to make sure the children's needs are being met. Fluent in English,

Afrikaans and IsiXhosa, she provides specific tutoring in language skills, maths, accounting and science. Exam preparation occurs four weeks before exam time. Computer literacy is offered and teaches the children basic computer skills. Educational outings (e.g., visits to Table Mountain, Robin Island, the Aquarium and Cheetah Park), are offered to the participants allowing for broader historical, cultural and nature experiences. Participants are able to attend these outings based on consistent attendance and good behaviour.

These experiences enhance the world view for participants of the programme through the new people they interact with during these outings and the awareness they gain of the world that exists outside of Kayamandi. Through these experiences and the daily educational attention provided to them, a healthy environment is created for these youth allowing them to grow and connect with one another.

Summary

Segregation laws during the apartheid regime were based on race and forced non-white individuals to relocate to township areas. Today these areas continue to be the home for the majority of black and coloured people in the country. A lack of resources continues to exist, particularly in townships like Kayamandi, resulting from the country's history of apartheid and segregation. Opportunities and resources in these areas are limited, which decreases the chances of individuals breaking the cycle of poverty without intervention.

Songo.info provides a safe place for youth to build relationships with adults and other youth in the community as they come to study and train together after school. The relationships these youth form, while participating in the programme lead them to develop their own network of social capital. The development of social capital can open access to new opportunities, resource and knowledge that previously was not available to them. This study will investigate the perceptions held by the programme leaders and selected participants of a sport for development programme in a local South African township. An evaluation and discussion of social capital development

will be formed based on information collected through semi-structured interviews with these study participants.

CHAPTER THREE

Research design and methodology

Study design

A qualitative approach was implemented to explore the Songo.info development through a sport programme in Kayamandi. Information was gained through semi-structured interviews discussing the perspectives of participants and leaders involved in the programme. These semi-structured interviews allow for open ended conversation and deeper expression to be conveyed. Participants were chosen through availability sampling. The data collected was observed from the perspective of Bourdieu's theory of social capital to address how the relationships formed through participation in the Songo.info programme impact the participant's access to resources through the formation of social capital.

Ontological assumptions

Ontology as described by Ahmed (2008) is the nature of reality. It leaves researchers with questions such as, is there such a thing as a social reality? And if so, is this reality separate from its social actors? Ontological perspectives can vary drastically among researchers, so it is necessary to understand where the perspectives come from (Rawnsley, 1998). Of the two points of view in which ontology can be investigated, the constructivist approach aligns with this study. Constructivism views reality as an ongoing transformation in which the social actors influence reality, in other words reality continuously is changed, constructed and deconstructed, by social actors such as humans (Ahmed, 2008). Their perceptions of this reality although continuously evolving through interactions, is investigated through this research.

It was the intention of the primary researcher to view this research as objectively as possible, but of course as she became part of the programme over time it is possible that bias came in to play encouraging her to be slightly subjective in her interpretation of the data. The intention of the primary researcher was to assess the data in a way

that she felt highlighted the most important and common beliefs held by the participants while keeping the aims of the study in focus.

Epistemological assumptions

As one begins the research process into the social sciences questions arise leading researchers the task of determining knowledge that is worth knowing. In addition to this they must attempt to determine how we determine statements as true or false, and answer questions such as what relationship does the researcher have the research? (Ahmed, 2008). This research creates a snapshot into the lives of those involved with the Songo.info programme, therefore statements made by participants and leaders should be understood as true for the individuals that spoke them. The researcher's relationship with the data is a combination of observation of the data as an outsider as well as an effort to understand the statements made by the participants through their point of view; interpretivism (Ahmed, 2008). The interactions she had with the participants over time allowed her to better understand the participants and better be able to express their stories. This combination was beneficial in creating the full picture of the programme and allowing the primary researcher to best categorize the data as accurately as possible.

Participants

The study included 15 individuals, four of whom were current programme leaders at the time of the study and one previous leader currently working behind the scenes in the office of Songo.info, 10 were current participants of the Songo.info programme. Leaders of the programme, three female and two males, between the ages of 27 and 72, with a mean age of 40.6 years, took part in the study. Of the programme leaders three are Xhosa and currently live in Kayamandi, two are white South Africans who live outside of Kayamandi. Their involvement in the programme varies from six months to 10 years (since the programme started). The programme participants were aged between 15 and 24 years with an average age of 18.3 years and have been involved in the songo.info programme for two or more years. Of these participants, seven were male and three were female. Considering that females represent 20% of the participant population of the programme, the participant pool for this study is an

accurate representation of the programme as a whole. All programme participants are Xhosa and currently live in Kayamandi.

Participants who met the inclusion criteria and who signed consent/assent forms participated in the study. To meet the inclusion criteria for this study, participants had to be over the age of 14 years, have been involved in the programme for two or more years and participated on a daily basis; leaders had to be involved in the programme full time. Coaches and programme leaders who worked at Songo.info on a full-time basis were asked to participate in the study. Their interactions with the youth, as well as their personal perspectives, goals and expectations of the programme were key in understanding the resulting social growth experienced by those participating in the programme.

Procedure

Ethical clearance was granted by the Stellenbosch University Research Ethics Committee (REC-2017-0817). Once clearance was granted, the researcher began volunteer hours with the Songo.info programme to build a relationship with the leaders and participants. Her role in the program included being a tutoring and activity leader. Participants were selected based on the study criteria and parental/legal guardian consent forms were sent home for the parents/legal guardians to sign. A second round of parental/legal guardian consent forms was sent home because many of consent forms were misplaced or lost by the participants.

The study methodology and possible impacts were explained through verbal discussion before assent forms were signed by participants under the age of 18 who returned parental/legal guardian consent forms. In cases where the participant was over the age of 18, parental/legal guardian consent was not necessary. In this case the study was explained before they signed a consent form. These forms were in English and IsiXhosa (see Appendices B, C, and D). Any questions the participants had were answered by the researcher before continuing. These translations were made from English to IsiXhosa by an unaffiliated translator. To conduct the interviews

an environment was chosen that allowed the participants to feel most comfortable and that contributed to relaxed and free-flowing thought; this location was the Songo.info clubhouse. By conducting the interviews in the same place where the development programme was presented, participants were able to use their environment to talk about key memories that represented their experiences. An unaffiliated translator of the participant's home language, IsiXhosa, was available to assist during the interviews to allow for clarification and easier expression of thoughts when necessary. The interviews all lasted less than an hour.

Measuring instruments

Semi-structured interviews consisting of open-ended questions relating to social capital and its impact were used to elicit information from the participants. Questions were a guide to elicit information about the relationships developed at the programme and the impact of this network of social capital on the lives of those involved in the programme. The script was designed to create an open dialog between the primary researcher and interviewees. The open-ended structure of the interview script (Appendix A) allowed participants the opportunity to express their perspectives freely and in as much detail as they chose to share. This allowed for unique perspectives to emerge and created a sense of immersion into the participant's lives. Follow up questions were asked to explore their specific experiences in greater detail.

The primary researcher began volunteering twice a week, three hours a day, at the programme two months before data collection began. These hours included tutoring two hours each day and one hour of various leadership and team building activities with the kids. The prolonged engagement of the primary researcher provided during volunteer hours encouraged trustworthiness and a sense of credibility with the participants. This trustworthiness in return allowed the primary researcher to believe that the information provided by the participants formed an accurate representation of the role that Songo.info had in developing social capital.

All interviews were transcribed word for word by the primary researcher except in cases where the response was in IsiXhosa. In these cases, interview responses in IsiXhosa were transcribed by the unaffiliated translator. By transcribing the data herself, the primary researcher was more acquainted with the data and able to recognise themes as she transcribed. Transcriptions were used to organise text (by hand) into codes that formed the themes and superordinate themes of the study.

Researcher positionality

The researcher is currently involved in two other development through sport programmes in the Khayelitsha township. She started one of these programmes (REN Hockey) herself. She has been involved at another disadvantaged primary school in close proximity to Stellenbosch University. She is passionate about social change through sport. The researcher coaches multiple sport levels internationally, including coaching at a local school in Stellenbosch and a high-performance hockey academy in the United States. Her competencies include undergraduate research experience in the United States and successful completion of a Bachelor of Science degree in Exercise Science with a minor in Coaching from Shippensburg University, Shippensburg, Pennsylvania, USA.

Data analysis

Once the data transcriptions were completed the analysis began. The words of the participants were analysed with the process of thematic analysis, which helped the researcher to explain one aspect of this social world, specifically social capital, in detail (Kolb, 2012). It allowed the primary researcher to link predetermined assumptions about development through sport programmes to the responses collected (Burnard *et al.*, 2008). Themes were identified through thematic analysis to organise reoccurring ideas that were relevant to answering the research questions of the study. Emergent categories were formed through grouping, by way of common themes that began to appear in the text (Powell & Renner, 2003).

To begin the process of thematic analysis the primary researcher had to become well acquainted with the data. This process began as soon as the data were transcribed. After the transcriptions were completed, and before the coding began, the primary researcher read through the data to further familiarize herself with the data and began to recognise major themes. Once she felt comfortable with the data, she began to identify common themes and ideas which allowed her to assign codes within the data. These codes were derived from the data through the inductive or bottom up approach (Burnard *et al.*, 2008). Coding was reviewed by the study leader to ensure accuracy and absence of bias. In the later phase of data analysis these codes were grouped together with other related codes to form themes and then superordinate themes, which were later used to explain the data. A thematic map of the data was formed. Each theme can be defined in a sentence or two describing its fundamental nature. These themes were used to give meaning to the data collected through the interview process (Braun *et al.*, 2016) and to provide an accurate representation of the data, which aimed to answer the research questions.

Ethical considerations

The low-income status of the participants may have left some individuals vulnerable to social and economic pressures that could affect their physical and social well-being. Special care was implemented to limit vulnerability of those who participated in the study. This included careful and simple wording of interview questions in an attempt to avoid sensitive topics such as death, violence and drug abuse. Participation in the study was completely voluntary and those who participated were reminded that they were free to decline answering any question and were free to withdraw from the study at any time without prejudice. Participants were aware that their answers were confidential. Trust was built between the interviewer and participants through the relationship formed during volunteer hours with the project. Because of this relationship the data could reasonably be believed to be trustworthy.

To maintain confidentiality participants' names were replaced with a pseudonym that was used throughout the discussion and publishing of this research. In some cases,

the participant's age, gender or years of membership in the programme may have been used to describe them, but caution was applied to avoid revealing their identity. All information containing names, interviews and transcriptions was stored on a password protected computer.

Possible risks and benefits

Possible risks and benefits were explained, and a statement was made allowing withdrawal from participation in the study at any time and without having to provide reasons for doing so. Risks were sought out, observed and prevented by talking closely with the leaders before beginning the interview process with the participants. These conversations were aimed towards protecting the integrity and emotions of the participants. Extra consideration was given to the sensitivity needed to discuss social life with youth. Potential risks of the study possibly included stress or the rise of negative emotions for participants talking about difficult past or present experiences in their lives. These risks were minimized through maintaining sensitivity in conversations with participants and not asking personal questions that could lead to tough discussions. It should be noted that the participants could have lost training or study time in order to take part in the interviews. However, this interference was limited, and efforts were made to prevent distractions such as other students being present during the interviews.

These potential risks were outweighed by the benefits gained through sharing their experiences with the primary researcher. The volunteer hours provided by the primary researcher was beneficial to many participants in the programme as she was able to assist them with homework and lead them through group activities after training.

The competencies of the primary researcher included completion of an ethics seminar at Stellenbosch University and an emotional intelligence training course at Transylvania University in the United States. The researcher has previous experience working with another local development through a sport programme in the Khayelitsha township, as well as experience in an after-school programme at a disadvantaged

primary school in close proximity to Stellenbosch University. The researcher has also coached multiple sport levels internationally, including coaching at a local school in Stellenbosch. Her competencies further include undergraduate research experience in the United States and successful completion of a Bachelor of Science degree in Exercise Science with a minor in Coaching from Shippensburg University, Shippensburg, Pennsylvania, USA.

Assumptions

It was assumed that the responses collected through the interview process were truthful and that the participants provided information to the best of their knowledge. It was assumed that the participants had a strong knowledge base of the Songo.info programme and that their responses provided answers to the research questions.

Delimitations

Social capital was chosen for investigation to better understand social development in Kayamandi. Other topics such as financial or health status, schooling, confidence or stress were not chosen for investigation to allow the focus to fall on social capital development. The study was limited to participants between the ages of 15 and 23 years who have participated in the Songo.info programme for two or more years. The exclusion of those who have not been involved in the programme for two or more years limited the number of participants meeting the study criteria. Participants who had been in the programme for two or more years were more experienced and likely had a stronger idea of what the programme represented, what it means to them and how their lives were influenced by the programme. Participants 15 to- 23 years old were chosen for investigation to reduce ethical risk, as well as encouraging more mature responses from those participants who were in their last years of school or early adult life, post high school. These participants understood the values set for them by Songo.info and were able to explain how the relationships formed at Songo.info, social capital, has impacted their lives.

A programme was chosen from the Kayamandi township, rather than from Stellenbosch or the surrounding area, to gain information specifically on social development in a township setting. The Songo.info programme was identified for this study over other programmes because of its status in the community, its proven record of experience in developing athletes and its existing relationship with Stellenbosch University. Other development programmes in Kayamandi did not align with the reasons ultimately leading them not to be chosen for investigation.

The results of this study provided an in-depth, context rich narrative of teenage, young adult and leader experiences at Songo.info. Inferences can be made about the impact these findings could have on future relationships for the current participants, future participants and the Kayamandi community as a whole.

The findings of the current study provide only a snapshot of information into the lives of members of the Songo.info programme pertaining to social capital. This population was not representative of the entire community of Kayamandi, nor of all individuals participating in the programme, however, generalizations can be made from the results could still be made to the larger population (Smith, 2017).

Limitations

Those who chose to get involved in this programme may have different personality traits, perceptions and internal motivations influencing their decision to join the programme, as well as regarding their life choices. Youth who not participate in programmes outside of school may be less likely to offer positive perceptions of development through a sport programme in their community. Youth not enrolled in school, who were not part of a sport programme fulfil a different demographic that was not addressed in this study. This study was further limited by those who met the inclusion criteria and returned parental/legal guardian consent forms and voluntarily chose to participate.

CHAPTER FOUR

Article 1: The Development of Social Capital through the Songo.info Cycling and Academic Support Program: Leader Perspectives

This article will be submitted for publication in the *Journal of Sport and Social Issues*. The article is herewith included according to the guidelines for authors of this esteemed journal (included as Appendix E). However, to provide a neat and well-rounded final product for this thesis, the article has been edited to represent a published article as it would appear in this particular journal. This does not imply that the article has been accepted or will be accepted for publication. Subsequently, the referencing style used in this chapter differs from that used in the rest of the chapters of this thesis.

The Development of Social Capital through the Songo.info Cycling and Academic Support Program: Leader Perspectives

Carena W. Neely and Heinrich W. Grobbelaar

Abstract

The current study investigated perceptions about social capital development, i.e., the network of relationships surrounding an individual, held by leaders of the Songo.info cycling and academic support program in the Kayamandi township, South Africa. Five leaders with a mean age of 40.6 years, took part in semi-structured interviews. Thematic analysis identified the following superordinate themes: 1) education (world experiences, tutors and school); 2) networks (social skills, personal relationships, professional relationships); and 3) health (social, affective, and physical domains). Through a detailed discussion of these factors, it was concluded that relationships developed at Songo.info were impacting everyday life for both leaders and participants of the program. These relationships provided hope to the leaders that their efforts contributed to a better future for youth in the program.

Keywords

Development through sport, Kayamandi, leadership, network, poverty, socioeconomic status, Western Cape Province, South Africa, township

Stellenbosch, a town situated in the Western Cape Province, South Africa, home to both Stellenbosch University and the Kayamandi township is one of the most economically imbalanced areas in South Africa (Legacy, 2017). Kayamandi, a partially informal township located within walking distance of Stellenbosch and Stellenbosch University, is home to over 33,000 people. Like many townships in South Africa, its formation is the result of the country's racial history and migration in search of work (Rock, 2011). Despite its name, Kayamandi,

kaya (ikhaya), meaning home and -mandi (mnandi), meaning sweet, the average monthly income here is only R1000 (approximately \$78), and 70% of the inhabitants live in informal shacks made of wood, corrugated iron, cardboard and various other materials (Beyond Our Borders, 2017). Schools lack teachers, qualified staff, parental support and the necessary resources to assist learners, which contributes to the cycle of unemployment and hopelessness experienced by many in the community (Rock, 2011).

Osman (2003) found that the lack of resources limited the growth of sport programs in Kayamandi. However, a number of development through sport programs have emerged in Kayamandi, like Songo.info, which aim to uplift the community and break the cycle of poverty. The program has grown to support 50 children through an afterschool program implementing a sport (road cycling, BMX, mountain biking), in combination with an academic support program. Program leaders provide children with coaching and opportunities to compete in events, as well as educational support aimed at improving their study habits and developing leadership skills that can assist them when they finish school and enter the job market. The connections that children establish in such programs provide them with a strong network of individuals who could support, advise and link them to available resources, knowledge and others who can help them to develop further (Putnam, 2000).

Social capital

Social capital can be described as the network of relationships that surround an individual (Putnam, 2000). These relationships can benefit the individual emotionally by creating a sense of belonging (Jowett & Lavallee, 2007), and by establishing social norms and trust (Lin, 2001). Individuals with high levels of social capital are typically happier than those with lower levels of social capital. Individuals with high levels of social capital are also more inclined to be kinder to one another with the assumption that others will be kind in return (Haralambos & Holborn, 2008). Social capital creates a sense of trustworthiness and can have added economic benefits through a mutual understanding of reciprocity (Putnam, 2000). This reciprocity, helping others with the expectation of being helped in return, can lead to returns in the market place as those involved are more willing to assist others knowing they will be assisted in return (Putnam, 2000). This benefit is limited to those participating in the network of social capital and further limited by resources available within the network. While social capital may help

one to achieve gains in the market place, those lacking a network of high economic capital, are not likely to experience these returns (DeLuca, 2013). Social capital can enhance economic (financial) and human (educational) capital by increasing the flow of information and opportunities throughout a social network (Lin, 1999). Within a network, specifically a network comprised of members of low socio-economic status, the network itself will lack access to a variety of resources (Hassan & Birungi, 2011), and quality education that can help to break the cycle of poverty (Tilak, 2002). Hassan and Birungi (2011) noted that social capital is one of the strongest influencers in repeating this cycle. A lack of diverse membership reduces access to new opportunities. Therefore, membership of a particular network lacking diversity and resources will not aid members of that network in their pursuit of ending a cycle of poverty.

Social capital is most easily developed among individuals belonging to the same social class (DeLuca, 2013), but in order to experience social mobility and occupational attainment leading to a change in social class (Breen & Jonsson, 2005), individuals should surround themselves with those from different socio-economic classes and backgrounds. This phenomenon, known as bridging social capital (Putnam, 2000), can connect individuals to resources they do not have access to already. Programs that aim to improve socio-economic status can provide opportunities to connect people living in poverty to resources and opportunities that can help them grow and improve their socio-economic status (Furstenberg & Hughes, 1995). Programs with this aim often use an exciting activity such as sport to entice people to join their program (Holt, 2016). Such programs, known as development through sport programs, use sport as a tool for social development (Skinner, Zakus & Cowell 2008).

Development through sport

Development through sport programs are a form of social intervention that combines a focus on personal development with a sport skill-based curriculum (Bruening, Dover & Clark, 2009). By using an enjoyable activity such as sport, participants are excited to get involved which allows leaders the opportunity to meet various non-sport related outcomes. The combination of a sport skill with personal development allows participants to develop on physical, social and emotional levels through their involvement within the program (Hartmann & Kwauk, 2011). Participants who find enjoyment and growth through involvement in the

program, may also entice others to join (Zealand, 2005). In order to initiate and implement positive strategies for improving socio-economic status through social interventions, it is important to focus on the priorities, needs, and resources available within the community (Osman, 2003). Various developmental initiatives, including development through sport programs, continue to evolve in order to keep up with the unique challenges and poor living conditions in the world today (Department of Economic and Social Affairs, 2013). In order to meet these challenges, emphasis should be placed on healthy social development to strengthen ties to the community (Osterlund & Seippel, 2018) and to expand access to resources through cultivating a diverse set of relationships (Putnam, 2000).

In 2000 there was a push to improve existing programs and develop others when world leaders met to formulate the Millennium Development Goals (MDGs). These goals were aimed at ending hunger, creating a universal educational system, improving gender equality, improving child and maternal health, combating HIV/AIDS and becoming more environmentally friendly (Millennium Development Goals Indicators, 2015). While many of these MDGs were not fully met by the initial timeframe of 2015, major steps have been made towards reaching them. The United Nations has now created a new target with 17 Sustainable Development Goals (SDGs) to be met by 2030. These goals include creating a world without poverty, eradicating hunger, improving education and creating more sustainable clean energy (United Nations, 2018). Sport has become a popular backbone in reaching people to establish sustainable development programs throughout the world (Mack, 2016).

Sport, when implemented in a safe and positive environment, has the power to impact a community by uniting people from all backgrounds (Osterlund & Seippel, 2013). Late former President of South Africa, Nelson Mandela, famously stated at the Laureus Sports Awards in 2000:

“Sport has the power to change the world. It has the power to inspire. It has the power to unite people in a way that little else does. It speaks to youth in a language they understand. Sport can create hope where once there was only despair. It is more powerful than governments in breaking down racial barriers” (Laureus, 2014).

The Songo.info program in Kayamandi uses sport in combination with academic assistance and social support. Similar programs to this have been noted to improve transferable

competencies, i.e., skills that can be transferable to life outside of the program (Whitley, Hayden & Gould, 2016). Improvements in these competencies and self-efficacy have also been linked to increases in social mobility (Furstenberg & Hughes, 1995).

Songo.info cycling and academic support program

The Songo.info program is a development through sport program located in the Kayamandi township of Stellenbosch, Western Cape Province, South Africa. The program consists of cycling and academic support as it provides a safe place for children to study, train and develop healthy relationships after school. The program runs from Monday through Thursday for official training and study time. Unofficial optional sessions are available on Fridays for additional cycling and assistance. On weekends, the program often enters children to compete in local and regional races. BMX, mountain biking, downhill racing and a girl's only program are options on the cycling side of the program. On the academic side, the program provides a safe study area, books, computers, tutors and an English computer game called *English Eggs* on which the learners play, while practicing their grammar, pronunciation and use of the English language. Social and academic success are key points of focus within the Songo.info program.

Songo.info, officially started in 2008 and has grown over the past 10 years to incorporate resources like full time staff members, a secure building, bicycles, sponsors and an improved program structure. Over the past decade a number of Songo.info participants have left the program having received access to opportunities that have allowed them to become successful in their lives. This assistance has helped them to complete high school, find work or continue their studies (Songo.info, 2017).

The study

Aim

This study aimed to explore the development of social capital through the Songo.info cycling and academic support program. The goals leaders have for the program as well as their understanding of how the program is impacting the lives of the participants will be explored through an open-ended interview process. It was envisaged that the study could empower the program leaders' by providing them with an opportunity to share their experiences of the

program as well as their hopes for the future of the children and the role they feel they play in creating this change.

Methods

The study was explorative in nature and utilized a qualitative research framework. An inductive approach was used with thematic analysis to code and analyze responses gained through semi-structured interviews. The current article explored this topic from the perspective of program leaders.

Participants

Five program leaders, two men and three women, with a mean age of 40.6 years (ranging from 27 years to 72 years), voluntarily took part in the study. Leaders currently working on a daily basis for the program, at the time of the current study, were asked to participate. Four leaders working on ground level and one behind the scenes with experience working at the club house participated in the study. Experience in the program ranges from six months to 10 years. Three of the five leaders interviewed are Xhosa and live in Kayamandi while two of the leaders are white South Africans residing outside of the township. Each leader had a unique role in the program, which encouraged a diversity of responses and perspectives to be collected. Pseudonyms were used to maintain confidentiality.

Procedures

CN contacted the leaders of the program months before the study commenced, to introduce herself and ask permission to access leaders and participants in the program for the purpose of this study. Once the study was approved by the Stellenbosch University Research Ethics Committee (reference number REC-2017-0817), CN started volunteering twice a week for three hours a day at Songo.info, allowing her to gain trust and an open rapport with the program leaders and participants. Program leaders were formally asked to participate in the study; information sheets (in English and IsiXhosa, the mother tongue in Kayamandi), were provided to explain the study. Participants interested in taking part signed informed consent forms.

Measures

The participants were given the option of completing the interviews in their preferred language, but all interviews were conducted in English. CN conducted semi-structured interviews with the leaders asking them to introduce themselves, discuss their role at Songo.info and the experiences they have had in the program. Questions were asked to elicit information about the relationships the leaders had formed with the participants, the relationships the participants had formed with each other, as well as the relationships the leaders had formed with each other. These questions allowed a discussion about building healthy relationships within the program and how these relationships impact life outside the program for those involved. Further questions explored how personal experiences within the program have impacted life at home and school for the participants and leaders of the program, as well as about developing life goals and choices. The semi-structured nature of the interview schedule allowed for conversations to vary and gave the opportunity for each participant to tell their own personal story. The interviews were recorded and transcribed.

Analysis

Thematic analysis was used to organize reoccurring themes within the text. An inductive approach was used as codes were highlighted within the text.

Results

60 codes were identified during the thematic analysis. These codes were grouped together into 21 subthemes that formed the nine themes from which three superordinate themes were derived. The superordinate themes and themes are visually depicted in Figure 1. Table 1 includes a description of the 60 codes identified through this study.

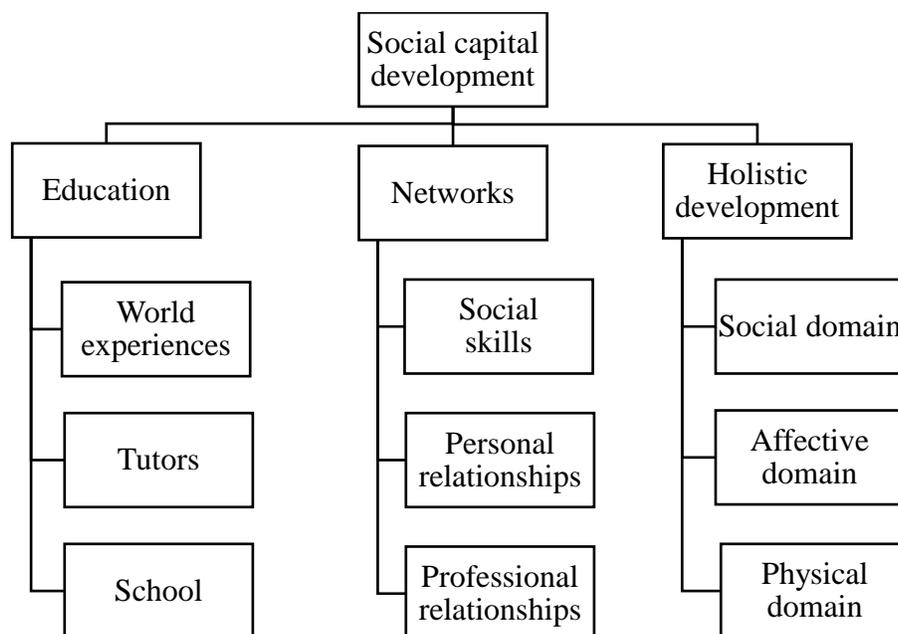


FIGURE 1: SOCIAL CAPITAL DEVELOPMENT CONSISTS OF THREE SUPERORDINATE THEMES AND NINE THEMES

Education

Education, the first of three superordinate themes to be discussed in detail includes three major themes (i.e., world experiences, tutors, school), that explain leader perceptions on the development of social capital through the program (Table 1).

World experiences. Through participation in the program, youth have been able to take advantage of opportunities to expose themselves to different people and situations which have given them a broader outlook of life outside of the township. The involvement of leaders from outside the program as well as national and international races highlight these experiences. Luvuyo stated that the program creates opportunities for the youth in Kayamandi to experience life outside of the township, thereby expanding their worlds:

Kayamandi is so small. You go to town maybe once a week, you don't really see the world... but as soon as you come here you get to go to events where you meet people, you go to races like the Epic, meeting people from around the world...and get to see different countries..., but if you are boxed in Kayamandi then there's nothing you can really dream of.

TABLE 1: EDUCATION AS THE FIRST SUPERORDINATE THEME

	Superordinate theme	Themes	Sub themes	Codes
Social capital development	Education	World experiences	Challenging the status quo	Biking in a township
				Transformation
				Girls' program
			Cultural values	Embracing diversity
				Addressing racism
				Bridging cultures
		Tutoring	Literacy	Shared experiences
				English program
				English staff
			Mutually beneficial	Exam preparation
				Mutual learning
				Continuous learning
		School	High school	Appreciation
				Study skills/support
				Responsibility
			Further education	Life skills
				Guidance
Encouragement				
Challenges of the education system	Assistance			
	Access to resources			
			Individualized attention	

The program brings people from all over the world to Kayamandi, which allows various social networks to develop for those involved with the program. The annual Champions Race in Kayamandi, a mountain bike cross country race with elite international riders in the week before the start of the Cape Epic, a popular mountain bike race in South Africa, is one way in which these networks meet. While this event provides opportunity for riders around the world to come to Kayamandi, an event like this was not always possible. Joyce explained it as follows: “...for the Champions Race to take place in Kayamandi... shows that things have changed... this would not have dared to think or happen in the olden days.”

Hosting such events demonstrated that life in Kayamandi is continuing to evolve as residents build connections with people from around the world. But breaking down these

barriers to the outside world does not only mean foreign countries. Joyce stated that for residents of Kayamandi the rest of the world begins just outside the boundaries of the township. She stated, “the first world, it is, across the river, across the bridge, across the railway line, not in a black township.”

Tutoring. The educational support program started in 2014 with the building of the clubhouse in Kayamandi. Tutors assist the children with homework every day before they may ride on the bikes. The tutoring component has expanded to include computers, books and a computer literacy-based program facilitated by a program leader. The leaders who run the educational component are passionate to help the youth to succeed. Joyce tells stories where she, in her own time, would go to a learner’s home to assist them with homework: “...I even made special time. I was meeting him on Saturday mornings at his home...” She continued, in her own time, to assist the learners as much as possible. When sharing her experiences working with the children she stated, “that is the thing that is close to my heart, to be able to sit with them... make them be able to read and count.” Her passion and dedication are contagious and allow her to have the impact she has had on the youth at Songo.info.

Karen described Joyce as follows: “you know, she really is the mother of the program...she’s very special.” Her role has impacted everyone involved. It is this care that allows her to play such an important role in the lives of these children. In fact, for all the leaders of the program, care plays a major role in their ability to encourage the youth. Karen stated about the leaders of the program: “It’s not a job, there’s, there’s a passion and a real interest.”

School. In overcrowded classrooms (often more than 50 learners per class with one teacher being responsible for 12 classes and more than 600 students as described by Joyce), teachers are unable to provide individual attention to every learner. As a result, some children fall behind, and once these children reach high school, teachers may not have the time or patience to assist them. Joyce stated that at this point “no teacher is going to sit down and teach them the alphabet...” The individual attention given to participants at Songo.info give these youth who have fallen behind an opportunity to catch up.

According to Karen the program assists the children by improving the necessary study tools for them to be successful by “plugging the gaps as to what these kids aren’t receiving in

school.” While it is difficult to teach an overcrowded classroom.” Veliswa stated it’s almost impossible when not every child is eager or able to learn: “...those that are struggling, they are, at the end of the day, becoming the disruptors of the class...” In theory these crowded classrooms will become more productive once youth receive the assistance they need.

These children, when given proper attention by a caring leader who is willing to help, can be guided successfully through the learning process. The program provides opportunities for the learners to connect to tutors who can assist. These connections contribute to the formation of social networks that will impact their lives. These networks will be explored next.

Networks

Networks played an important role in the development of social capital according to the program leaders. This superordinate theme consisted of three major themes, i.e., social skills, personal relationships and professional relationships (Table 2).

Social skills. Social skills are necessary for youth to develop in order for them to learn to work successfully with others, combine resources and achieve their goals. When asked how networks impact the youth at Songo.info, Luvuyo explained that through involvement in the program they learn how to communicate more effectively with each other:

That (communication) helps them to create more opportunities for themselves, otherwise if you cannot talk to people or you cannot even tell people who you are, then it’s a problem, you will never get anywhere in life... so that’s why we need them to be social as much as they can.

The socialization process starts between the participants themselves as they spend time together, bond, train together, work towards common goal and build relationships that influence their decision making. This socialization process allows them to form close and meaningful relationships with others in the program. Veliswa explained that “they (the youth) become this huge family and they can compromise (give and take) for each other... even with the leaders, we’ve become this family and we work as team.” This demonstration of social capital shows each individual’s willingness to contribute to the group with the expectation that contributions will be made back to benefit them- an understanding of reciprocity. This

cooperation allows individuals to work together to successfully achieve common goals, which in return enhances their social bonds.

TABLE 2: NETWORKS AS THE SECOND SUPERORDINATE THEME

	Superordinate theme	Themes	Sub themes	Codes
Social capital development	Networks	Social skills	Empathy	Compassion
				Acceptance
			Teamwork	Communication
				Defining roles
		Personal relationships	Individual relationships	Friendships
				family
				Social support
			Leadership qualities	Passionate
				Role models
				Local leadership
		Professional relationships	Sponsors	Understanding needs
				Development of leaders
				Program knowledge
			Program staff	Clubhouse
				Bike equipment
				Tutoring materials
Academic scholarships				
Working together				
Meeting objectives				
Fulfilling various roles				

Personal relationships. Fostering personal relationships is a role these leaders felt was important to the community. Veliswa noted: “I must be a parent, be a sister, somebody that is close to them.” Her ability to fulfil these various personal relationships with them has been key to her ability to relate and assist the kids when necessary. She says:

If they want to ask anything about life, they just come straight to me, sisi please help us, what if we want to try this and that, and then what’s going to happen? So, I must explain it to them and I must give them advice.

The personal relationships developed among leaders and participants allow leaders for an open rapport within the program which encourages youth to seek advice and prevent them from making negative decisions. Luvuyo's personal relationships with the youth are developed as he makes effort to understand their personal background and dreams: "I have to try and get as much information as I can get from the children to see what they want, what do they want to achieve." By doing this he is able to give participants more personal attention and assistance which further builds trust between them. In his view, developing personal relationships empowers the children to speak up about what they want and need, which allows the program an opportunity to try to meet those needs. This is important for their personal growth of each individual, but also for the continuous development of the program.

Professional relationships. To create opportunities for youth to form the impactful relationships mentioned above, forming professional relationships such as those among leaders, staff, sponsors etc. is necessary in order to build the program in which these opportunities can occur. These professional relationships build the foundation in which these networks build economic capital. Karen spoke about the importance of having a strong structural and financial base upon which to build a solid program:

You can have the greatest intention in the world, but you need to pay for security, you need to pay salaries, you need to pay for the car and the petrol and the electricity and all the rest.

The professional relationships built behind the scenes of the Songo.info program impact the kids' future network of relationships that will impact the opportunities available to them in their lifetime. Leaders building professional relationships with an understanding of reciprocity creates opportunities for the program that will impact the youth. Reciprocal relationships, therefore, have to exist between the leaders, participants and sponsors, to continuously grow the program and the impact it makes. The leaders acknowledge that maintaining these relationships is very important, with Luvuyo claiming about in role:

I have to be a link between the kids and... (administration and sponsors) ... I bring everyone together, not just the kids and the people who are working from the office in town but the people that are working here in the program itself.

Health development

The superordinate theme, holistic development, is comprised of three major themes: the social; affective; and physical domains (Table 3).

TABLE 3: HOLISTIC DEVELOPMENT AS THE THIRD SUPERORDINATE THEME

	Superordinate theme	Themes	Sub themes	Codes
Social capital development	Holistic development	Social domain	Social mobility	Exit plan
				Leadership/life skills
				Well-rounded impact
			Decision making	Drugs/drinking
				Career choice
				Goal setting
		Affective domain	Attitude	Motivation/discipline
				Enjoyment
				Giving back
				Positive behavior
			Security	Emotional connection
				Bullying
		Empowerment	Hope	
			Confidence	
			Trust	
		Physical domain	Safety needs	Secure infrastructure
Crime				
Cycling	Physical competencies			
	Competitions			

Social domain. Every day at Songo.info provides opportunities for the youth to witness how their behaviors have an effect on others and their environment. They begin to understand the relationship between their own social mobility and their decision making through their everyday interactions with others at the program. Social mobility becomes possible when behaviors among leaders and the participants align in a way that allows for growth to occur. Leaders attempt to do this as they work with the youth to develop exit plans for when participants leave high school and the program. Luvuyo mentioned:

We have... three kids, four that are working now, from the program... even those who drop out at school, we try to find jobs for them ... there's quite a few people that went through the program and like most of them didn't go through like universities but Songo and everyone tried to make sure that they can still do something and they, now they have professions... we always try and find something for them.

Equipping the participants to move onto something after they completed the program enhances social mobility by providing opportunities for those who take part in the program. It allows the leaders to be optimistic about the future of the kids they work with and the community. With each participant that finds a job after high school, that is one less person out on the street causing trouble. Karen noted, "I think if you can break that cycle and provide more hope and opportunity, then the impact is that you improve the community."

Affective domain. Songo.info aims to be an emotional safe place where children know they can play and learn freely and that that support is available when they need it. Dylan elaborated on this as follows:

I think in all schools, I think cases of bullying and, and you know times when kids are down and you spend a while, a few days asking them you know what wrong, what's going on, you don't seem yourself and, and only really when they open up to you do you realize that it's not just, it's not just a kid being, maybe being difficult or being moody, there are... genuine problems and I think kids, especially in, in the communities and the township, they deal with a lot of things on a day to day basis... some of their situations at home are quite hectic.

The leaders become sympathetic to the participants' various situations and are willing to listen to them in order to help them through their struggles. Leaders hope that by providing this safe place and a healthy environment that youth will grow themselves and be motivated to give back to others coming from similar backgrounds. Leaders are hopeful that the youth remain involved with the program even after they have moved on. Luvuyo elaborated on this:

We try and encourage them to you know come back and give back to the program in any way that they can... just to continually pop into the program and, and for the young kids

to have someone to still look up to. And you know, we invest a lot of time and money into the lives of the kids which is, which is, you know great, but we also hope that they... come back and pass onto the next generation.

This idea of giving back is the start of creating a new cycle to replace the cycle of poverty these kids are born into. By providing a safe and nurturing environment the youth have opportunities to grow, experience new things and overcome the challenges they face. Through involving the youth in the program after they leave, these participants are able to play a role in creating that growth for someone else, further empowering that individual.

Physical domain. When Songo.info first began 10 years ago, its primary objective was to provide bikes for the children to learn to ride. This initial objective has evolved to develop some cyclist to higher levels. Dylan stated that “for (them) to... go race against the best in the country in Durban, it’s really exciting.” These opportunities have allowed youth to grow stronger physically and encourages them to make healthy decisions about their bodies. Luvuyo described another physical evolution of the program, which was to build the clubhouse that provides a safe place for the children to spend time after school:

The program has progressed a lot, because when I got here there was no club house... there was no education before, it was just about riding bikes and before there was not that much racing, it was just a program... and then 2012, 2014 they finished with the club house and then they opened the club house I think 2013, and then 2014 they introduced the educational program.

The addition of the clubhouse has created new opportunities for participants which will impact not only their lives, but will impact future generations and the community by providing a safe place for the community to come together.

Discussion

The Songo.info cycling and academic support program is building a network of social capital as the program works to benefit youth in the Kayamandi township. Interviews with the program leaders supported this idea. The connections the youth are making with the program leaders provide them with opportunities to experience the world differently. They are developing relationships with individuals who are positive, supportive and who want to see

them succeed. These relationships are key in connecting these children with the necessary resources to help them be successful (Hassan & Birungi, 2011). Without the care and compassion demonstrated by leaders and supporters of the program, it is likely that change would not be possible for the youth of Kayamandi, and that the future of the township would remain stagnant.

Social capital. Access to resources and academic assistance are increased through relationships formed at Songo.info, which increase the likelihood of the youth breaking the cycle of poverty they were born into. Social capital works to enhance economic and human capital by increasing the flow of information and opportunities throughout a social network (Lin, 1999). Reciprocity forms the backbone of social capital (Abbott & Freeth, 2008) creating a sense of altruism, selflessness and concern for others (Lin, 1999). Understanding that each individual has their own network of social capital forms a sense of connectedness in a society, which can influence individuals to be kinder to everyone knowing that their connections could be of benefit to them (Haralambos & Holborn, 2008).

These relationships can benefit the individual emotionally by creating a sense of belonging (Jowett & Lavalley, 2007). The connections participants form through the program aim to continue improving access to resources that will assist them in the future. The hope is that this access, created through a network of social capital, will increase the chances of the youth achieving success in the future.

While the youth involved with the program can find support in the relationships established through the program, they are not the only ones who benefit. The program leaders also develop their own network of social capital through their involvement in the program. Veliswa stated: “we’ve become this family.” Leaders at Songo.info form relationships with the youth and other staff, giving them a sense of purpose in the community and a necessary support system. Their needs, including abstract needs, such as the need for a sense of purpose, love and belonging (Maslow, 1954), are satisfied through their experiences and relationships with the program.

Education. A major influencer of social capital is education (Hassan & Birungi, 2011). While many people throughout the world take access to quality education for granted, many people living in poverty or of low socio-economic status lack easy access to it (Breen &

Jonsson, 2005). Within the Kayamandi township, schools are struggling to keep up with the needs and volume of students. Learners are often passed through to the next grade without really knowing what they are supposed to have learned and once these children reach high school level, it becomes evident that they are not able to keep up, and as Joyce mentioned, teachers are not willing or able to sit down to provide individual attention to these kids. Lacking the necessary facilities, resources and support for a quality education, their dreams of success starts to diminish (Rock, 2011). As a result, many children drop out of school and later struggle to find work. Education can empower youth to stand up from marginalized circumstances from which they come (Haasler, 2012).

In many cases children lack parental support at home either because their parents are away working most hours of the day, or when parents are available they are unable to assist with homework because they themselves did not finish either primary or high school (Rock, 2011). To combat this setback, leaders at Songo.info have stepped up and they hope to make a difference and create a new generation of parents who will be able to assist their own children in the future. The program has contributed to the lives of countless individuals over the last 10 years by providing youth with an opportunity to improve their marks, finish high school, and even further their education after school. These opportunities would have been unlikely without the network of individuals surrounding these children in the program. This network, composed of leaders, other youths and individuals encountered at various races and events, allow the youth with the opportunity to expand their social network as they connect with people from a variety of backgrounds.

Networking. By joining the program, youth and leaders at Songo.info expanded their social network. They develop social skills that allow them to build their own social network (Danish & Nellen, 2012). By learning to compromise and work as a team, these individuals can better understand how to work well with others (Skinner *et al.*, 2008). The central idea of the current study, building social capital, has been described by leaders of the program in terms of two main types of relationships i.e., personal and professional. These relationships surrounding individuals of the program, both leaders and participants, allow growth to occur.

The personal network of relationships surrounding an individual begins at home. Relationships with parents, siblings and other family members are the first to form one's social

network and in time become one of the biggest influencers in making life decisions (Yang, 2017). In cases where these relationships are lacking or weak, it is necessary to look elsewhere for similar connections (Poole & Regoli, 1979). The importance of fulfilling these personal roles before being able to teach properly was noted by leaders throughout this study. This is important for teachers, because children who lack basic social connections will struggle to learn if they do not trust and feel comfortable in their environment (Putnam, 2000). This environment at times requires that leaders fulfil multiple roles for the participants, demonstrating healthy relationships to them and allowing them to model these relationships as they build their own (Osman, 2003). Of the many roles the leaders at Songo.info play, having empathy and being a role model, may be the most important.

The Songo.in program continues to expand in its ability to assist youth in meeting their needs and achieving their goals. As Songo.info continues to grow and evolve, the relationships formed must also continue to grow and evolve. The relationships formed allow the network of social capital for the children to expand which increases the opportunities available to them. In order to provide for the needs of the youth on the ground level, which make these opportunities necessary, material and staff needs need to be filled. Business relationships funding the program allow for these material needs to be met. Networking is important to secure the financial support needed to run the program effectively.

Building strong relationships with all involved; leaders, staff, sponsors, youth and the community, has contributed to the continued growth of the program. Without each of these relationships it would be impossible to meet all the needs of the participants.

Holistic development. The leaders help the participants in making decisions that will improve social mobility and impact the rest of their lives. These decisions begin with drug and alcohol education, moving on to decisions regarding school, further studies and career choices. It is the hope of this program that everyone, even those who do not finish high school, will be able to create a positive path for their life. To improve these chances, leaders work to improve the social skills of participants, improving their ability to behave in social situations and bond with other people. These bonds allow individuals to form healthy relationships (Osterlund & Seippel, 2013). Connecting with others allows individuals to relate, learn to work together and increase access to opportunities and resources previously unavailable to them (Skinner *et al.*,

2008). The hope of the program leaders is that through connections made in the program, participants will have the opportunity to break the cycle of poverty in their community.

Emotional security is also improved by forming healthy relationships in a healthy environment (Putnam, 2000). By providing a safe place physically and emotionally for youth, the leaders are able to assist them where necessary. Most of the leaders shared similar instances where they were able to assist a child who was struggling with a personal issue in his/her life. This assistance enhanced the bonds between leaders and participants because the participants learn to trust and work together with their leaders. Through developing these relationships, leaders hope the youth maintain an attitude of gratitude for the program. Leaders of the program mentioned repeatedly that they hope the children become leaders themselves. They hoped that their impact will carry on as successful youth return to assist in the program that opened up possibilities for them to find success in their own lives. The leaders hope to empower well rounded individuals to go out and continue making a difference in the world.

Similar to studies of other various Southern African townships this study gave participants and opportunity to tell their story and empower them to make decisions for themselves. Participants demonstrate that what they are learning can be and is transferable to life outside of the township (Whitley *et al.*, 2016). They spoke of other youth outside the program using drugs and their choice not to because they know they are not allowed to in the program. Through this the youth are gaining a sense of right and wrong on their own and are able to apply that to life when they go home. As Zealand (2005) also found, sport provides opportunity for youth to work together to achieve their goals; participants in the Songo.info program demonstrated their ability to work together to improve their marks and riding abilities.

Conclusions

Through participation in this study the leaders were empowered to share their story, experiences, hopes and dreams. In relation to the aims of this study, to explore social capital development at Songo.info and how this development impacted the lives of participants, the themes that emerged from the data suggests that the program is increasing the participants' networks of social capital, which allow them to create new life opportunities for themselves. The participants are making connections to the leaders, thereby gaining access to resources and opportunities that were previously not available to them. The leaders find meaning in their

work as Songo.info's aim is not solely to produce high quality athletes. The program uses sport as a means to an end in the process of addressing social issues in Kayamandi. Social capital, the network of relationships surrounding an individual, plays an important role in this development. These relationships can empower youth to make positive decisions for their life. As youth at Songo.info strengthen their social capital network, their world views change allowing them to see the world as more than a small home or shack in Kayamandi.

Delimitations

The study only provided insight into the lives of five program leaders. This sample is not representative of the entire community of Kayamandi, or of all individuals involved in the program. Inferences can be made from the study to similar programs under similar circumstances, but conclusions should be generalized with caution. The individual differences of leaders even under similar circumstances will vary and impact their perceptions.

Recommendations

Further research in this field could monitor changes as programs like Songo.info continue to develop. To conduct similar interview processes with participants who have been involved in the program longer and from younger ages could provide new insight as to social capital's impact on success in the long term. This would provide an opportunity to determine the impact of individuals who joined the program at a young age and who remained in the program for a longer period.

Declarations of conflicting interest

The author(s) declare that there are no conflicts of interest pertaining to this research, authorship or publication of this research article.

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CHAPTER FIVE

Article 2: The Impact of the Songo.info Cycling and Academic Support Program: Participant Perspectives

This article will be submitted for publication in the *Journal of Sport and Social Issues*. The article is herewith included according to the guidelines for authors of this esteemed journal (included as Appendix E). However, to provide a neat and well-rounded final product for this thesis, the article has been edited to represent a published article as it would appear in this particular journal. This does not imply that the article has been accepted or will be accepted for publication. Subsequently, the referencing style used in this chapter differs from that used in the rest of the chapters of this thesis.

The Impact of the Songo.info Cycling and Academic Support Program: Participant Perspectives

Carena W. Neely and Heinrich W. Grobbelaar

Abstract

This study investigated the impact of the Songo.info cycling and academic support program held by participants of the program. This study took place in the Kayamandi township at Stellenbosch a town situated in the Western Cape Province, South Africa. 10 participants with a mean age of 18.3 years took part in semi-structured interviews. Thematic analysis yielded the following superordinate themes, which describe the impact of the program: 1) educational support (tutoring, further education, resources); 2) networks (personal relationships, leadership); 3) attitude (decision making, behavior, world experiences): and 4) exit plans (goals, community, life skills). These results point towards the positive impact of the program on the daily lives of the youth in this marginalized community.

Keywords

Development through sport, exit plan, Kayamandi, marginalized youth, poverty, socio economic status, Western Cape Province, South Africa, township

Throughout the world non-governmental organizations (NGOs) and non-profit organizations (NPOs) have been established to counter the social and economic inequalities faced by marginalized communities (Schulenkorf, 2012). These programs strive to empower the communities in which they work (Nabhi, 2008). One such organization, the Songo.info program is working with youth in the Kayamandi township, Stellenbosch in the Western Cape Province, South Africa.

Various programs have emerged in Kayamandi to assist learners during their school years, in hope of improving academic abilities (Osman, 20003). With a school system that does not provide sufficient support, these programs may help to increase opportunities for youth to

finish school, study further, find work and reduce the socio-economic imbalances in this area (Rock, 2011). Songo.info is a cycling and academic support program that includes BMX and mountain biking. This program has grown over the past decade to accommodate approximately 50 participants. Though participation in the program the participants receive educational assistance, which aims to improve their study methods and English skills. They compete in cycling after school, which has given them the opportunity to attend various local, national and international races. They are also able to bond with other youth and leaders from the community who support them. This could give them access to resources that may improve their social development (Putnam, 2000).

Kayamandi

Kayamandi is a partially informal township and home to about 33,000 people. Its name Kayamandi – Kaya (ikhaya) meaning home and mandi (mnandi) meaning sweet, may not give an accurate representation of what life is like here. Around 70% of the residents live in informal houses made of wood, iron, cardboard and various other materials, and the average monthly income is R1000 (approximately \$78) (Beyond Our Borders, 2017). This township, lying within walking distance of the town of Stellenbosch and Stellenbosch University, is one of the most economically imbalanced areas in South Africa (Legacy, 2017). The high rates of poverty in the township leave many without access to quality education and resources to help break the cycle of poverty they were born into (Breen & Jonsson, 2005).

The history of Kayamandi is one that resembles many other townships across South Africa. A fear of crime resulting from multiple racial groups living in one area lead to the proclamation of the Native (Urban) Areas Act in 1923, which prescribed to people where they could live (Field, 2001). Kayamandi was formally established in 1941 after more than 20 years of growth, which resulted from the migration of many black South Africans to Stellenbosch in search of work (Rock, 2011). Currently the 75 hectares of Kayamandi is quickly growing to its limits (Songo.info, 2017). More than 30% of Kayamandi residents are unemployed (Visionafrika, 2017), and 70% are without formal housing (Beyond Our Borders, 2017). Schools are unable to keep up with the growth of students nor do they have access to the resources necessary to properly assist learners (Fiske & Ladd, 2004).

Sport in South Africa

South Africa's late former President Nelson Mandela believed in the power sport could have in changing a society (Laureus, 2014). His support for the 1995 Rugby World Cup, which was hosted and won by South Africa, allowed this event to be a demonstration of sport's ability to unite individuals and a country (Cleary, 2013). The team played under the slogan "One Team, One Nation" (Steenveld & Strelitz, 1998). Many people around the world gave Nelson Mandela credit for seizing the opportunity to unite opposing sides allowing this historic moment to take place (Maingard, 1997).

Despite the praise sport has received because of this event, not everyone is so confident in sport's ability to unite an unequal South African society. Sport may be able to unite people on the field, but it can be argued that this union doesn't last when players return to their lives outside of sport (Quintal, 2015). Quintal (2015) believes that for sport to unite the country, support for sport programs in rural schools is necessary to create a more level playing field for all South Africans. Considering the cost of the resources necessary to excel in sport, elite sport tends to be limited to those who can afford it; these individuals tend to come from similar socio-economic backgrounds, which can further reinforce the divides seen in sport choice (DeLuca, 2013).

The millennial development goals set out in 2000 aimed to improve life for people living in low socio-economic areas (Millennium Development Goals Indicators, 2015). Although these goals were not fully met by the intended target year of 2015, significant improvements have been made (Mack, 2016). A new set of goals have been set by the United Nations with the aim of eradicating poverty and hunger, as well as improving education and public health among other things by the year 2030 (United Nations, 2018). Sport provides a great backbone for these programs as it excites individuals to join and work together to achieve their goals (Zealand, 2005). Sport is also a less expensive way to bring people together to help meet development objectives as it promotes inclusion and empowerment; physical activity also plays a role in combatting non-communicable diseases (UN Chronicle, 2016).

Sport creates opportunities for people to challenge and change ideas (Coakley & Burnett, 2014). The growth of development through sport has allowed many previously disadvantaged South Africans the opportunity to play sport and participate in life changing programs (Swanepoel & De Beer, 2011). These programs have shifted from addressing social issues to

preventing them (Osterlund & Seippel, 2013), and empowering individuals to make changes to their lives (Swanepoel & De Beer, 2011). Through acknowledging the value of sport in creating social networks in societies, social change can happen (Piercey, 2016). Sport is one popular tool used by programs like the Songo.info program, working to develop and improve social capital (Spaaij *et al.*, 2016). Social capital, the network of relationships surrounding an individual, can influence the impact of sport programs (Jowett & Lavalley, 2007).

Potential impact of sport programs

Sport programs become development through sport when social development, rather than the sport itself, is the main focus of participation (Bruening, Dover & Clark, 2009). Programs that use sport in combination with non-sport skill development, entice individuals to join these programs and retain their youth audiences (Zealand, 2005). This enables them to implement successful social interventions (Hartmann & Kwauk, 2011). Participation in sport plays an important role in creating a sense of social inclusion (Skinner, Zakus & Cowell, 2008). This sense of inclusion can be transferable to other aspects of life outside of sport.

One sign of successful development through sport intervention is the transfer of confidence gained through sport participation, affecting other aspects of the participant's life (Cameron & Macdougall, 2000). Transferable competencies such as self-concept, self-discipline, group skills and respect for others, have been shown to develop through sport involvement, which leads to positive impacts on other aspects of daily life (Whitley, Hayden & Gould, 2016). Programs that accomplish these results can gain support from sponsors and the community, which enable programs to expand their impact even further (Osterlund & Seippel, 2018).

The potential impact of development through sport interventions can be varied. Social development, leadership skills, distractions from negative activity, decreased crime, empowerment, as well as physical, emotional and social health benefits are potential effects. Crime rates have fallen in areas where sport programs were implemented among marginalized youth (Hartmann, 2016). Programs can target youth who are at-risk of becoming involved in comprising behaviors in an attempt to help them shape new behavior patterns (Danish & Nellen, 2012). By using sport as an exciting perk of participation, youth can be empowered to join at their own will. Youth who were hesitant to join at first will be later motivated to get involved when watching other youth participate (Swanepoel & De Beer, 2011).

As these developments through sport programs continue to grow, emphasis should remain on improving healthy social development through positive interactions (Osterlund & Seippel, 2018), and creating a diverse background of relationships that could increase knowledge and create opportunities for participants (Putnam, 2000). Such programs allow participants to form relationships with a variety of people, which lead them to new experiences and opportunities. These relationships with people from different backgrounds are referred to as bridging social capital (Haralambos & Holborn, 2008), and can broaden experiences when people from a variety of backgrounds are brought together.

Songo.info cycling and academic support program

This program consists of sport and academic support and uses cycling as a means to connect and work with children in the community. The program meets after school four days a week, allowing participants from Grade 2 and older the opportunity to study, train and participate in various activities. On the weekends the participants compete in cycling races throughout the Western Cape Province, Cape Town, and even across South Africa. The program includes BMX, mountain biking, downhill racing and a girl's only program. Academic benefits of the program include tutors, a study area, books, computers and an English computer game, *English Eggs*. Established more than a decade ago, Songo.info has provided a haven for hundreds of youths from the community to develop and grow in a safe environment.

The study

Aims

The aim of this study was to gain an understanding of the impact of the Songo.info program on the youths who participated. The perceptions of the participants within this program was explored in depth. These perceptions were analyzed with a focus on the networks of social capital formed at the program as well as the impact these networks have on the youth when they are outside of the program. It was envisaged that the study could empower the youth by providing them with an opportunity to share their experiences.

Methods

A qualitative framework with thematic analysis was used to compliment the explorative nature of this study. An inductive approach was used to code and analyze responses gained through semi-structured interviews. This article explored the perceptions held by current participants of the program.

Participants

10 participants, three girls and seven boys, with a mean age of 18.3 years, ranging between 15 and 24 years, were interviewed. Individuals who were above the age of 14 and who have been participating in the program for two or more years were asked to participate. The ratio of girls to boys interviewed in the study is fairly representative of the program as approximately 20% of participants were girls. These individuals were all Xhosa, living in Kayamandi and involved in the program at the time of the study. Pseudonyms were used to maintain anonymity.

Procedures

CN contacted the leaders of the program months before the study commenced to introduce herself to the staff. Once the study was approved by the Stellenbosch University Research Ethics Committee (reference number REC-2017-0817), the researcher started to volunteer twice a week at the program to gain trust and build an open rapport with the program leaders and participants. Participants who met the inclusion criteria were then formally asked to participate in the study. Information sheets (in English and IsiXhosa, the mother tongue in Kayamandi), were provided to explain the study. Participants, 18 years or older signed informed consent forms, and those under the age of 18 whose parent or legal guardian signed a parental consent form, signed informed assent forms before taking part in the interviews.

Measuring instruments

Participants were given the option to conduct the interviews in their preferred language. An IsiXhosa translator was available. Five participants chose to complete the interviews in IsiXhosa and five chose to complete the interviews in English. The primary researcher conducted semi-structured interviews by asking the participants to introduce themselves, discuss their activities at Songo.info and their general experiences. The interviews progressed

to elicit information about their relationships with other youth and leaders at the program and how these relationships impacted their lives at home and school. Follow-up questions allowed a deeper understanding of the participant's experiences at Songo.info and how these experiences influenced their life decisions. The semi-structured interview process allowed for each conversation to vary as it gave each participant the opportunity to tell their own personal story. CN recorded and transcribed each interview with the help of the translator.

Analysis

Thematic analysis was used to identify reoccurring themes within the data using an inductive approach. Themes were identified and organized into codes by CN to give meaning to the data.

Results

26 codes were identified during the thematic analysis. These codes were grouped to form the 11 subthemes from which four themes were derived to describe the data. These themes and subthemes are depicted in Figure 1. Table 1 explains the 26 codes revealed through this study.

Educational support

Educational support, the first of four themes includes three subthemes (i.e., tutoring, further education, resources), which helps to explain the participant's perceptions of the program's impact. Each of the 10 participants mentioned the role of the program in providing educational support. Xolani spoke about the significant impact it has had on his schoolwork: "since I've started coming here all my grades have gone up. I used to fail Afrikaans to code 1, now I'm a code 5 ma'am." Participants recognize the tutoring available in the program and the relationship built with the tutor as the primary reasons for this improvement.

Tutoring. The educational support program became an integral part of daily life for the participants. It has impacted the way youth think about school work. Siviwe stated:

At first, I didn't care about my school work, but then I started to come here. I had to read my books before I go to ride, then... that stayed with me. Now I want to read my books, there's no need for me to be told to study.

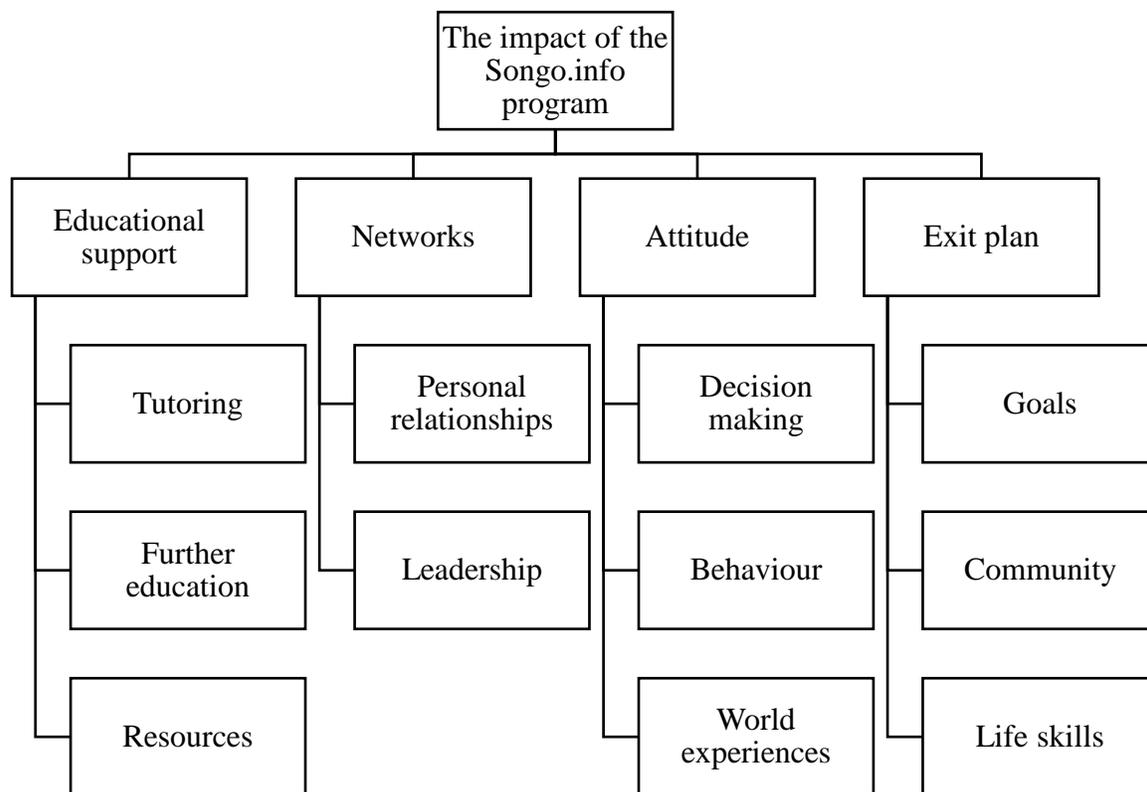


FIGURE 1: THE IMPACT OF THE SONGO.INFO PROGRAM EXPLAINED THROUGH FOUR THEMES AND 11 SUBTHEMES

These youth demonstrated that they are learning valuable skills and motivation that will benefit them in their future studies and work. Xolani added, “when I’m at Songo I always do my homework and I ask ma'am to help me when I don’t understand something.” The participants benefit in many ways from the tutoring they receive. Speaking of his experiences, Anathi said, “I like to... ask whatever I don’t know or don’t understand in class... I also ask for clarity from ma’am in whatever I am struggling with, so she can explain it to me.” Cebisa added, “when I pass I feel the impact (of the tutoring), because I get assisted by them.” These kids have begun to find success in the classroom and acknowledge Songo.info’s role in helping them to achieve that.

TABLE 1: THEMES, SUBTHEMES AND CODES EXPLAINING THE IMPACT OF THE SONGO.INFO PROGRAM

	Theme	Subtheme	Codes
The impact of the Songo.info program	Educational support	Tutoring	Specific subjects
			Inspiration
		Further education	Guidance
			Bursaries
		Resources	Books
			Computers/internet
	Networks	Personal relationships	Friends
			Family
		Leadership	Healthy relationships
			Support
	Attitude	Decision making	Filled time
			Influences
		Behavior	Responsibility
			Enjoyment
		World experiences	Observation
			Hope
	Exit plan	Goals	Goal setting
			Cycling
			Educational
		Community	Give back
Lowered crime			
Leadership			
Life skills		Work ethic	
		Time management	
		Social skills	

Further education. Cebisa aspires to become a doctor. She said being at Songo.info is the reason for her decision. She stated, “because here we fall and get injured, then we go to hospital.” She hopes to be the person to treat those injuries in the future. She is motivated by her experiences at Songo.info to be able to help others. A few participants mentioned that the program opened the possibilities for them to study further. Aphiwe mentioned:

I would... not have enough money to register at the school... they (Songo.info) try to make sure that I get a bursary and all the stuff to... they put me in tertiary institution... so they are the ones that are responsible for the school fees and text books.

Without the program finding the resources to pay for his education, this opportunity would not be possible for him (or many others going through the program).

Resources. In addition to the financial resources to study further, the program provides the necessary tools to excel at school in order to open up the possibility of studying further. Siviwe spoke about the educational resources he has received:

They've (the tutors) given me many books to read... unlike the other ones (books) we use at school, with this one I get extra activities with which I can practice for my exams.

He appreciates the quality books he has access to through the program and is able to use them to get the extra practice he needs in order to be successful. Other resources such as the internet are available to the participants. Bongani said, "when I require an internet service for my studies there are computers that I can use at the lab."

Networks

Networks, the second of four themes identified among high school and post high school participants consists of two main subthemes; personal relationships and leadership.

Personal relationships. When asked about personal relationships he has outside of the program and those within the program, Anathi stated, "I would've dropped out of school by now, because all my friends have dropped out and there is nobody that don't smoke... So, I would've been there with them." The personal relationships he forms at Songo.info encourage his behavior and life choices.

Lulama was also no longer close with his old group of friends, of whom he stated, "they were very good until they gave up (on school) and went back to the community and started

smoking, so I left them. Bongani said his friends at Songo.info encouraged him to better himself:

They advise me here, because what I am told here is to be busy with my studies and also the fact that I have to train hard, so I can get a good position in the race... those are the real good friends.

Since meeting new friends at the program, Anathi said his life has changed for the better. “It changes my life, because I don’t do things that are done there (in the community) and when I am with them (new friends at Songo.info) I feel happy.”

Leadership. Participants in the program are developing influential relationships with leaders who are available to assist them. Bongani said, “I have a very good relationship with them (the leaders) and they are the principal advisors in studying and also training and all of that.” He continued to state that the positive relationships with the leaders have influenced his life decisions for the good:

If I didn’t have a good relationship with them I would’ve stopped here long ago and joined the friends, because they have been nagging me for a long time that we should go and smoke. So that’s what I would’ve been doing if I didn’t have good relationships here.

These relationships allow program leaders and past participants to serve as role models for those in the program. This seems to play an important role in the success of the program, as Aphiwe stated, “I think it (role models at Songo.info) changed my life more, cause like... if you have someone older than you... then you can learn through him.” These relationships encourage them to explore the possibilities that are available for them.

Attitude

Attitude was the next theme that will be discussed as the participants demonstrate many commonalities in the general attitude that the participants have towards the program. It includes three subthemes: decision making; behavior; and world experiences. The participants’

attitude toward the program showed that they had an appreciation for the change that it made to their lives, demonstrated by Xolani's statement:

This program has been my savior for the years I've been here... because I have an older brother that didn't want to join, but now he's smoking and now he works at the station, because he dropped out of high school... When I'm here I'm just distracted from all the stuff that is going on outside.

Decision making. The participants took ownership and pride in their decision to join the program. As Lukhanyiso stated, "I wanted to take myself out of these things happening in the community, like robberies... and stuff like smoking." When he was asked what his life would be like if he didn't join the program, he said, "yoh! It would be a mess..."

The participants themselves and their parents made the decision for them to join Songo.info, but once they were there, some decisions were made for them. Lulama explained this: "I came here, and I was told no drinking, no smoking... the friends I used to hang around with were smoking then I was told not to be amongst them anymore." By remaining in the program, the participants are able to continue making decisions on their own that will benefit their future.

Youth within the program came from a variety of backgrounds and experiences. Their histories, even though they are not exactly the same, allow them to bond with each other and work through their situations. One participant explained how a lack of guidance at a young age influenced her to smoke weed.

I decided to smoke, because I was alone at the time, no mom, no dad, no one to tell me you must go to school now, or asking why are you going to your boyfriend's house? No one was telling me that until I reached Grade 12 and I came here. (Yonela).

Since joining the program a few years ago, *Yonela* continued to struggle with the addiction: "I even try sometimes to not smoke, but as time goes, I just think about it and do it... but sometimes I do forget if I am busy."

Yonela made the decision to join the program and surround herself with others who encouraged her to quit smoking and to work hard to achieve her goals. She said one of the

other participants told her “you won’t go anywhere if you are smoking weed.” She seems to agree with that. Her perspectives have changed since joining the program and she is beginning to see the possibilities that lies ahead of her. Yonela said, “the reasons (I want to stop smoking) is that... you can't reach all your dreams if you're still doing that.”

Involvement in the program also help other participants to deal with peer pressure, find purpose and direction in life. When asked what the program meant to him, Bongani said, “it means a lot, yoh!... like it means knowing what I want in life, because I get a lot of advice about the things I need in life...” He also spoke about how being involved in the program has helped him deal with peer pressure:

You see here in the team, this is a very good initiative, because we are all in the peer pressure stage outside there, so by being here we miss out on things like drugs and other things.

Xolani’s decision to join the program has helped him to do better than others outside of the program, as he noted:

I think I would be like the other boys, like stay out, some start drinking, smoking and drop out of high school, because that’s the usual things that happen in Kayamandi. Some kids drop out of school, because they can't join a program or something, so they stay at home, they get bored, they experiment with stuff they are not supposed to do.

Behavior. When asked about the influences Songo.info had on her, Nandipha talked about how her life changed since joining. She stated, “before I joined the program, after school I was just at home and slept, I was not doing anything before I came here.” Joining the program gave her something to do in her free time. She continued, “I joined the program, so I’m training, I’m not only doing the cycling, there are a lot of things that I’m doing now, after I came to Songo.”

In addition to fostering a more active lifestyle for the participants, Xolani talked about how the program changed his behavior. “Before joining the program, I was a very naughty boy. I didn’t listen at school, I liked bunking (skipping school).” Since joining the program his

behavior changed. He said, “when I came here my attitude was changed, I started attending classes and my grades started getting higher, because I got the help I needed.”

Cebisa agreed that Songo.info had been a positive place. She stated, “what I have learnt here is that this is the right place to be and not the streets, because when you are here... you will do the right things.” Bongani further described what the program has taught him: “when we are here we are all equal... you must respect the coaches and everything regarding the program.” Siviwe also said he used to misbehave, but he has changed. He stated, “yeah, now my mother is very proud of me, she wants me to, she wants me, she wants to see me succeed.”

World experiences. Through their involvement with the program the participants are getting the opportunity to experience life outside of their township and to see the world. Nandipha had the opportunity to compete overseas, claiming that “going to the UK with my friends; that was my very best moment...” After returning from her trip she said, “I see the world in a different way now, I think I would like to go overseas again.” Experiences like these have shown the participants the possibilities that existed outside of their township. Siviwe has also broadened his world view since participating in the program. He stated, “at first, I didn't know what I will study, I didn't know that I could study international business studies, I didn't think that was a career.” However, his experiences at Songo.info opened his mind to the possibilities. He said,

I was exposed to many things... the internet... the computers... go to the races, saw really wonderful places. I didn't think there were places like that out there.” This has opened his eyes to what his future could be. He said “I think, I think there's a lot of things, big things waiting for us out there, our mind is open.

Exit plan

The exit plan is the last theme to be discussed and it included three subthemes (i.e. goals, community and life skills), identified by the current study's participants who had already completed high school.

Goals. Aphiwe spoke about how goal setting has impacted his life. He said, “when I was not here, I didn’t know what I had to do after Grade 12...” He continued by saying that this was normal for many youths in the community. Through the program he learned to set goals.

Just before I did Grade 11... there was one lady who came here to tell us how to set a goal... so from there that’s where I knew, that now, I have to set a goal and then see how far I can go.

Opportunities like this begin the process of creating new paths for the youth at Songo.info.

Community. The program leaders have influenced the participants by showing them that they can also study and make a difference in their community. The relationships between the leaders, youth and past participants have formed a new community of their own. Anathi said:

I have learnt a lot from them (past participants), because they studied, got their qualifications and pay back to the community. Others are working so they have taught me that I should study, finish my qualification, whatever qualification it may be, then come back to the community and pay back what I have learnt and assist other children to... to become who they want to be.

He said further:

I feel happy, very happy, because there is a lot that I gain here... When I am here it is different from the community, because when I see my friends I notice that they are completely destroyed. So, when I am at home I don’t feel very happy, because I don’t have someone to play with like here. There is a lot that I do when I am here (Anathi).

Life skills. The participants were improving their life skills at Songo.info, which could contribute to their future success. Aphiwe spoke about what he has learned:

In life if you need something... you commit on something that you need to do then you need to be fully committed... and make sure that what you are doing is what you need.

He continued to discuss how for others in the program this is still a work in progress. He said, “I think... what we need to, to work on it more, is the commitment. Some are not

committed that much.” According to him this lack of commitment can lead to distractions outside of the program having a negative influence on them.

The friends that are not in here, so they got that confusion, you tell someone something here and then they go outside and get another thing outside and that confuse the kids way more (Aphiwe)

As youths become more committed to the program, he hopes these outside influences will become less important to them in the same way it has for him.

Communication is another skill that the participants were improving through their involvement at Songo.info. Lukhanyiso said, “it (participation in Songo.info) makes me learn to communicate with people.” Nandipha agreed and spoke of how her communication abilities improved through her experience, and now as one of the older participants in the program she is viewed as a role model to many. She said, “I was normally introvert, I can say that like... before I came here I never stayed with the children that are like different ages.” Participating in the program has changed her abilities in working with people. Aphiwe also spoke about how learning to communicate with different people has been helpful to him as he formed relationships in the program. This has also been beneficial in establishing relationships in the community as he said, “the way of communication with people, like the communication we do inside then we have to apply it back on the community.”

Improving these life skills is helping Songo.info to build relationships, and thereby, increasing opportunities for the youth in Kayamandi to create better lives for themselves.

Discussion

While the program is centered around cycling, most of the high school participants did not focus solely on this aspect when they spoke about the program. Instead, they spoke about the educational and social benefits, the relationships they developed as a result of their participation, their personal thoughts and attitude toward the program and their future plans. These aspects, the superordinate themes noted in this study, illustrate how the program has

impacted their lives. Educational support, social networks, attitude and exit plan, the four superordinate themes of this study, will be discussed further in the following paragraphs.

Educational support. Participation in Songo.info results in greater exposure to educational resources, along with personal assistance from tutors within the program. It is hoped that youth receiving these tools will be able to use them to create a better life for themselves. As Tilak (2002) noted, there is a relationship between education and financial earnings. Youth at Songo.info are aware of the importance of education in creating a positive life. This is evident from their statements about their dreams of further education and pursuing careers. A noteworthy relationship exists between educational attainment and origin; where one is born. In addition to this, the educational attainment of one's parents will strongly influence the educational attainment a person will reach (Breen & Jonsson, 2015). Having a parent who did not finish high school increases the chances of that child doing the same (Fiske & Ladd, 2004). While many of the children at Songo.info may have parents/legal guardians who have not finished high school, the educational support they receive at the program offers them support they would not have received at home.

Providing the learners with the resources necessary to succeed, they are given opportunities to be self-sufficient. With access to quality books that are not available at school, they were able to do extra work on their own time to improve their abilities to complete their school work. Lack of resources is a common theme in township schools, which decreases the opportunities to study further (Rock, 2011). Without joining a program like Songo.info, these resources may not be readily available to the youth in Kayamandi. Access to facilities and resources can improve educational abilities, fostering hope that they will break the cycle of poverty (Tilak, 2002).

Networks. The network of relationships surrounding the youth at Songo.info impact their lives in many ways. Through establishing positive relationships, the participants grew close to each other which made the program more enjoyable. The program motivated them to want to better themselves and give back to their community. In Kayamandi the *ubuntu* value exists in which residents of the community support and help each other (Osman, 2003). The practice of

ubuntu is defined by its compassion and consideration for others (Mangaliso, 2001). Through these relationships a positive and nurturing drug-free and violence-free environment can be developed.

Socialized norms exist in societies resulting from the networks of social capital that exist. These networks can influence social structures and maintain social class (Powercube, 2011). These norms also influence the behavior of those within the social network (Sillen, 2015). An interruption of these norms and social structures can create changes in the existing social hierarchy (Bourdieu, 1989). By forming relationships with individuals from different backgrounds (e.g., leaders of the program, other cyclist at competitions and sponsors of the program), individuals form relationships that can create opportunities for them which previously would not have been available to them, a concept known as bridging social capital (Putnam, 2000). These relationships and opportunities increase their chances of upward mobility (Demombynes & Özler, 2002), as access to resources is increased through these new social capital networks (Hassan & Birungi, 2011).

Attitude. Since joining the program, many participants noted that their behavior and decision-making abilities have been positively affected. Seippel (2006) noted that through participation in sport, youth develop an awareness that their current actions will impact future opportunities available to them. The program keeps children busy after school, which keeps them away from the negative influences they may otherwise encounter. Zealand (2005) noted the importance of filling the hours after school with activity as these hours are the most notorious for youth becoming involved in crime and experimentation with drugs.

The experiences the participants gain through participation in the program have opened their eyes and minds to the possibilities that exist and allow them to dream about what their futures could hold. The network of leaders in place to assist, along with the improved educational opportunities, will help these participants improve their socio-economic status (Tilak, 2002).

Inequality exist throughout the world (Breen & Jonsson, 2015). Growing up in Kayamandi, these participants were predisposed to the realities of poverty. Therefore, their expanded world view and the support they gained have opened their eyes to the possibilities that exist outside their community. The history of Kayamandi is one that is filled with struggle (Rock, 2011),

but participants at Songo.info were hopeful that their lives will be part of a positive change for the future.

Exit plan. The Songo.info program aims to support youth through their schools' years, provide them with resources, assistance and opportunities to pursue a brighter future. The program and clubhouse create a safe place for youth to bond, train and study together in the community. The results of the current study provide support that the program is making progress to meet these goals.

It is likely that many children under similar circumstances, who were failing school, were also simply lacking the resources they needed to succeed (Osman, 2003). Improving their marks could open doors for them to complete further education and escape the poverty in which they live (Tilak, 2002). The program creates the opportunities, but the children have to put in the effort, which will open up possibilities for further studies through receiving bursaries. These opportunities could lead to a future of better job opportunities and the possibility of improved social mobility- occupational attainment leading to a change in social class (Breen & Jonsson, 2015). It is the vision of the program that the youth will benefit from the opportunities given to them and that they will use them to create better lives for themselves and continue to give back to the community once they leave the program.

Conclusions

Social development is a main aim of the Songo.info program. While participants of this program spoke briefly of the joy they found in cycling, the interviews focused on the social impact the program has had on them through the relationships they have established. It was the aim of the current study to observe the impact of this sport program in Kayamandi and to understand how the newly developed social networks were impacting their lives. The identified themes suggest that social capital development was occurring at Songo.info and through the strong networks leading to positive decision making are being formed. These positive decisions allow the youth to take advantage of the educational assistance provided by the program and tutors, which improves their marks in school and opens opportunities for them to study further. As participants grow with the program, they continue to meet new people who influence them more and allow them to expand their opportunities and improve their socio-

economic status. Their trust in the program and its leaders creates a cycle of healthy relationships and decision making. The participants grow to understand and appreciate how the program impacts their lives and they hope to pay it forward to the next generation by becoming positive role models themselves.

Delimitations

This study sample is not representative of the entire community of Kayamandi, rather, it is limited to those who participated in the program and met the inclusion criteria. The sample was limited by the number of participants who chose to participate in the study and who returned a signed parental/legal guardian consent form. Individual differences existed among the participants even though they tended to have similar backgrounds, therefore, inferences can be made to the remaining participants of the program, but caution should be applied when generalizing these results.

Recommendations

Further research on development through sport programs could improve social development programs in South Africa and throughout the world by increasing the understanding of how these programs impact communities. While individual differences exist within all individuals, a deeper understanding of the social networks used to improve socio economic status could be investigated further. The impact of specific relationships with other participants, leaders of programs or community members could be explored to understand how these relationships influence the youth both positively and negatively. Another line of enquiry could be to describe the long-term impact of the program on these participants once they exit the program. Practitioners and leaders of other programs could use this information to benefit existing programs and start new ones.

Declaration of conflicting interest

The author(s) declare that there are no conflicts of interest pertaining to this research, authorship or publication of this research article.

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CHAPTER SIX:

Conclusions and recommendations

Brief overview

The primary researcher, an American citizen living in South Africa for the past two years, completed the current study during this period. She had many experiences in various local townships, which inspired her to complete this study. The primary researcher hopes that through this study, which provided an opportunity for individuals to speak, the voices of leaders and participants in this community programme will be heard. Subsequently, their needs, goals and aspirations could be met. She had been a volunteer at Songo.info for just over a year by the time this study was completed, but the valuable lessons learnt by the researcher stretch beyond the dimensions of this research project. The primary researcher will take these lessons with her into the next life phase as she continues to work in the field.

After introducing herself to the programme leaders and gaining permission from the Songo.info programme, as well as the Stellenbosch University Research Ethics Committee (REC-2017-0817), she started volunteering at the programme at least twice per week. She was utilised within the programme as a tutor and activity leader where she assisted youth with their homework for two hours before leading a group activity. These activities included leadership games, problem solving and team work challenges, academically based or activities for mere entertainment value. The time she spent with the youth and leaders at the programme allowed her to develop bonds with them, which built the trust necessary to complete the interview process.

Outlining the literature

The reviewed literature formed the base of her understanding that allowed her to find meaning in this work. As an American completing this study in South Africa, it was necessary to first gain a better understanding about the history of this country and the current socio-economic implications that have resulted from it. This knowledge formed

the base upon which she could build an understanding of South African townships. Various NGO/NPO programmes exist within South African townships, and these programmes have gained traction in marginalized areas throughout the world. Further research on such programmes, both in South Africa and abroad, will create a broader understanding of the vision, goals and hopes of these programmes. Whilst published research of these programmes represent an idea of what these specific programmes are like, the information gained through reading extensive literature of these programmes coupled with first-hand experience within this programme allowed CN to understand this specific programme better. In the process the specific history, aims, objectives, and unique circumstances of the programme was considered.

Conclusions

The current study aimed to meet three main objectives. Conclusions are subsequently made against each of these objectives.

Objective number 1: To analyse the role that the Songo.info programme plays in developing social capital of those involved with the programme.

Through the interviews with leaders and participants of the programme their networks of social capital were explored. Every leader and participant spoke about the relationships they had formed through the programme, acknowledging that these relationships would likely not have formed without their involvement in the programme and that these relationships are different than those they would have, or had formed outside of the programme. The youth specifically spoke of peer pressure, crime and drug use that often occur as a result of being in specific relationships outside of the programme. Their perception was that the network of social capital that would have formed if they were not part of the programme was drastically different than that formed through participating in the programme. With rules being put in place by the programme leaders that did not allow the participants to engage in harmful behaviours, youth at Songo.info were encouraged and given opportunities to form their own network of relationships. These new networks

helped them to make informed decisions, which may influence them to decide against situations that could result in negative behaviours. Youth in the programme have bonded with the leaders and have built a level of trust between them that encourages them to follow the rules because they understood that these rules were in place to assist them. Without this trust it would be unlikely that they would have been inclined to follow these rules; they would have no reason to leave their existing friendship groups and the programme may struggle to change negative behaviours. Songo.info has created a unique network of social capital within the community, which has positively impacted those involved.

Objective number 2: To understand how the development of social capital is impacting the lives of those involved with the programme.

One leader described the programme as a family, whereas one participant noted that the programme was his saviour. These perspectives point towards the relationships they have formed at the programme. Considering that these relationships differed from those that existed outside of the programme, the participants acknowledged the benefits they experienced as a result of being involved in the programme. It is plausible that the network of social capital formed through involvement in the Songo.info programme had a positive effect in sensitizing the participants to avoid falling into the trap of peer pressure. The programme seemed to have given them activities to occupy the time they normally would have spent wondering around in the streets. The existence of this programme alone was, however, not the reason why these behaviours have changed, but it was the relationships these youth formed within the programme that kept them there. This includes the trust that the participants had in the leaders who encouraged them to attend every day. Leaders and participants experienced an emotional security within their social network, which allow them to bond and create social norms. The norms that have formed within the programme have, for example, created an understanding that crime and drug use are unacceptable. Respect for one another became a defining norm in the programme allowing participants and leaders to work together to achieve their goals.

Objective number 3: To describe the impact of the programme according to participants and leaders.

The leaders spoke at length about their vision for the programme. They regarded Songo.info as a safe place for youth to be in to escape the crime in their community. Leaders hoped they were the encouragement needed to change the direction of these children's lives. Their awareness of the circumstances in which the participants lived (some leaders live in Kayamandi themselves), the leaders were able to understand the needs of the youth to create a structure that supported them to make positive decisions. Leaders worked to assist the youth to improve their marks and keeping them in school. Youth of the programme confirmed that this programme was doing exactly that. Furthermore, the leaders hoped that the impact of this programme would provide the opportunity for the youth to further their education after finishing high school. The interviewed participants confirmed that they were receiving these opportunities and that they were working hard to be able to achieve this dream. The educational component has greatly impacted the lives of the participants at Songo.info because they received tutoring that filled the gaps their schools were unable to fulfil. With the assistance they received, the youth were empowered to believe that they could be successful if they worked hard. The trust they have formed with the tutors further encouraged them that their work will pay off. The educational experience provided at Songo.info further motivated them to withstand the negative influence of peer pressure outside the programme knowing that those actions, such as using drugs, getting involved in crime etc., will negatively affect their ability to perform well at school. This encouraged the youth to develop stronger relationships with those in the programme who supported them in making positive decisions.

Delimitations of this study

This study was limited to those individuals who lived in the Kayamandi township of the Western Cape Province, South Africa, and who participated or were involved in the Songo.info programme. While two of the leaders who were interviewed in this study were

not residents of Kayamandi, their perspectives on life in Kayamandi were useful to those who read this research. Whilst this study provided valuable insight into a specific development through a sport programme in Kayamandi, it should not be assumed that all the programmes in this area would bring about the same impact. Individual differences among leaders, participants and programme designs would result in different perceptions held by different individuals.

Limitations

This study was limited to those who chose to participate, returned a parental/legal guardian consent form (in the case of minors), who were older than 14 years and who have participated in the programme for at least two years. It was decided to limit participation to those who were older and who had been in the programme long enough to allow more accurate representations of their experiences within the programme. It was inferred that older participants would be able to express their feelings and opinions better than younger and less experienced participants.

The primary researcher being from outside the community (and the country), may have been limited in terms of relating and building trust with the participants before completing the interviews because she was not able to communicate fully with those who were not able to, or did not feel comfortable with conducting the interview in English. The inability of the primary researcher to speak or understand IsiXhosa also led to the need for a translator to perform the interviews. The translator who was unaffiliated with the programme was unfamiliar to the participants, therefore, trust between them may have been limited. The translator, being from another township in the Western Cape, could also have influenced the responses given by participants.

Although a translator was available for the interviews, the participants mostly provided short answers. Only a few of them spoke in depth about how the programme and the relationships they formed impacted them on a personal level. Their responses, while providing insight on the main impact of the programme, did not paint a complete picture

of what it was like to be a participant at the Songo.info programme and about the impact of the programme.

Recommendations for practitioners

This study enhanced the understanding of development through sport programmes. Although this study cannot be used to describe all existing development through sport programmes, it can guide and improve existing, as well as future programmes implemented under similar socio-economic circumstances. This study provided insight into the personal thoughts and feelings of leaders and participants of a particular development through a sport programme within a South African township setting. The responses of the participants reflected what they felt was important about the programme and addressed the aspects of the programme that were positively impacted their lives. By providing a safe place for the youth to develop relationships, study and participate in a sport activity, they experienced opportunities that normally would not be available to them. Practitioners working in the field of development through sport who read this study will note the importance the participants and leaders ascribed to the relationships they have formed within the programme. This should be a strong focus of future programmes in order to increase the development of healthy relationships that will improve the quality of an individual's experiences not only in the programme itself, but also in their general lives.

Recommendations for further research

Further research in this field should investigate the long-term effects of programmes like Songo.info. A longitudinal study could investigate the experience of individuals who started participating in such a programme when they were young (Grade 2 or younger) and had remained within the programme until completion of high school. This would allow researchers to gain a better understanding of the role programmes like this play in the lives of these youths during this critical life period.

Longer involvement by the primary researcher before beginning data collection would potentially have allowed stronger levels of trust to form between her and the participants, which may have allowed for more in depth disclosure from the participants. A researcher who is able to communicate with the participants in their mother tongue would also facilitate trust to be established more naturally; this would also limit the need for an outside translator to be present and facilitate more fluid conversation during the interviews, which may allow for richer data to be collected.

Further research could help practitioners who are in the process of creating development through sport programmes by contributing to a better understanding of the circumstances and needs within specific communities, thereby providing them with the information necessary to design initiatives that will best aid their intended audiences. Understanding the experiences of community leaders and programme participants can guide those starting new programmes as to what contribute to programme success. This becomes valuable in starting new initiatives and empowering community members to develop their communities further.

Research on how to enhance interventions including programmes lead by community members, outsiders and government can assist future practitioners to solidify their approach. It is important to clarify what works and does not work in various circumstances and being able to alter these approaches to fit the specific needs of each community. Measuring and evaluating the efficacy of these programmes also warrant further investigation.

It is the hope of the primary researcher that this study will tell a story of what life is like in this township so that the readers can value the individual lives of the residents here not as a book of statistics, but as unique stories full of life, possibilities, potential and hope.

Appendices

Appendix A:

Interview questions: Programme participants

Tell me about yourself

-How old are you?

-What do you like to do in your free time?

-What are your family/friends like?

How long have you been part of Songo.info?

Why did you want to join Songo.info?

What do you do at Songo.info?

What does this programme mean to you?

How has the programme changed since you began?

How have you changed since you began at Songo.info?

How do you feel when you are participating?

Tell me a cycling, academic or social story or memory you have from Songo.info.

Tell me about the relationships you've made with others in the programme

Tell me about the relationships you have with the leaders/teachers/coaches of songo.info

How do these relationships impact/change your life?

What have you learned from the leaders of Songo.info?

What have you learned from other participants of Songo.info?

How do you apply these things to life at home, school and in the community?

How have the programme leaders influenced your life?

What is your plan after you are finished at Songo.info?

How has/will Songo.info help you to reach your goals?

-How do you feel that participating in the programme will help you in the future?

What would you be doing if you didn't join Songo.info?

Any other stories you would like to share?

Interview questions: Programme Leaders

Tell me about yourself.

What is your role at Songo.info?

How did you become involved in this programme?

-Why did you get involved?

How has this programme progressed over the last ten years/since you've been involved?

-When did you become involved in this programme?

Tell me about your personal role at Songo.info

-How has this role progressed since you've been involved?

What does this programme mean to you?

How does this programme impact the kids?

-cycling, academics, socially

Tell me about some stories you have of the programme.

-cycling, academic, socially

How have lives changed for participants of the programme?

As a leader of the programme, how has the programme impacted your life?

What is your goal for the programme?

What is your goal for the participants?

Describe your goals for social interaction for participants of this programme?

Describe the programme's goals for the participants?

-How do your goals align with these?

Describe the connections participants are forming through Songo.info?

How do these relationships impact their lives?

How have the lives of participants changed since they've been involved in Songo?

How has your life changed since becoming involved in the programme?

What are your relationships like with participants after they leave the programme?

What are some these previous participants doing now?

How do events like the Champions Race impact the community?

-kids, residents of Kayamandi, local South Africans, international riders

Are there any other personal stories or thoughts that you would like to share?

Appendix B:
Consent form

STELLENBOSCH UNIVERSITY
CONSENT TO PARTICIPATE IN RESEARCH
ISIVUMELWANO SOTHATHINXAXHEBA KUPHANDO OLENZIWA SI
STELLENBOSCH UNIVERSITY

You are invited to take part in a study conducted by Carena Neely from the Sports Science Department at Stellenbosch University. You were approached as a possible participant because your experiences can be helpful in continuing and improving programmes like Songo.info.

Uyamenywa uba uthinxaxheba kwesisifundo senziwa ngu Carena Neely wakwa Sport Science Department kwi Dyunivesiti yase Stellenbosch. Kufunwa ukuba uthathinxaxheba kwesisifundo kuba ulwazi lwakho lunokuba luncendu kwinqubela yeProjekt ezifana no Songo.info.

1. PURPOSE OF THE STUDY
1. ISIZATHU SESISIFUNDO

This study will gain information on perspectives on social development from those involved in the Songo.info programme. This information can be used to better the programme and others like it.

Esisifundo sizakufumana ulwazi ngokombono kubudlelwane boluluntu kubathathi nxaxheba kwi songo.info project.

2. WHAT WILL BE ASKED OF ME?
2. KUZAKUBUZWA NTONI NGAM?

If you agree to take part in this study, you will be asked to answer questions about your experiences with Songo.info. You will be asked to talk with the researcher for one session that will last up to one hour. This interview session will be conducted at the Songo.info facility and a translator will be available to assist you.

Ukuba uyavuma ukuthatha inxaxheba kwesisifundo, kuzakucelwa ukuba uphendule imibuzo ngava okanye ulwazi ngo Songo.info. Uzakucelwa ukuba uthethe nomphandi ixesha elingange yure enye. Oludliwo nondlebe luzakwenzelwa kwizakhiwo zakwa songo.info futhi umncedisi kwilwimi lwakho lwenkobe uzakube ekhona.

3. POSSIBLE RISKS AND DISCOMFORTS
3. INGABA BUKHONA UBUNGOZI ENDIZUBONA NDIKUBO

It is possible that a question asked during the interview process makes you feel uncomfortable. Attention has been given to limit this possibility during selection of interview questions, but if a question makes you

uncomfortable and you wish not to answer, you may simply tell the researcher to skip this question. There will be no negative results for skipping questions.

Ukuba kunokwenzeka ndibuzwe umbuzo undenza ndizive ndingonwabanga ncam koludliwo nandlebe. Sizame kangangoko sinako ukucutha lomathuba woba uzive ungakhululekanga kuludliwo nandlebe, kodwa uba kubekho umbuzo ubangeluba ungaziva kakuhle futhi awnamdla wowphendula, ungaxelela umphandi ngokukhululekileyo ukuba nigqithele kumbuzo olandelayo. Akuzubakhonto iphazamisa iziphumo zoluphando.

4. POSSIBLE BENEFITS TO PARTICIPANTS AND/OR TO THE SOCIETY

4. INGABA KUKHO IZINTO EZIBALULEKILEYO EZINOKWENZEKA KUMTHATHI NXAXHEBA OKANYE EKUHLALENI

The benefits that could arise resulting from your participation in the study include the addition of an added volunteer aiding the programme in reaching its goals. The results obtained from this study could also be used to benefit future programmes.

Kukho iinzuzo ezinovela ngokuthatha kwakho inxaxheba kwesisifundo xa umphandi ephumelele kwiminqweno yakhe ngokwenza oluphando. Iziphumo ezifumaneka koluphando zingasetyenziswa ukunceda ukwakha iprojekt ezifana ne songo.info ezisezayo.

5. PAYMENT FOR PARTICIPATION

5. INGABA KUZABAKHO UMRHUMO NGOTHATHA INXAXHEBA

There will be no monetary payment for participation in the study, but the researcher will be available through weekly hours to assist you in your daily programme activities.

Akuzubakho mrrhumo unjenge mali ngothatha inxaxheba koluphando, kodwa umphandi uzakuncedisa kumsebenzi wakho wesikolo nakwezemidlalo kwa songo.info phakathi evekini.

6. PROTECTION OF YOUR INFORMATION, CONFIDENTIALITY AND IDENTITY

6. LUKHUSELEKILE ULWAZI LWAKHO, AKEKHO OMNYE UMNTU UVUMELEKILEYO UKUBA ALUBONA

Any information you share with me during this study that could possibly identify you as a participant will be protected. This will be done by storing all data on a private computer that only the primary researcher has access to. Any recordings will be stored in a locked cabinet that only the primary researcher has access to. When mentioning the results in the final research report, all names will be excluded and replaced with a code representing the individual. Qualities such as gender and age may be used in describing the individual if this information does not reveal the identity of the individual. The name of the organisation, [Songo.info](http://songo.info) will be used in publication.

Lonke ulwazi othe wabelana ngalo nompandi olunokuthi lisondelelane nawe njengomthathi nxaxheba lukhuselekile. Lonto izakwenziwa ngokugcina lonke ulwazi kwi khompyutha egcina izinto ezifihlakeleyo,

apho kungena umphandi kuphela. Xa kukhutshwa iziphumo zokugqibela, onke amagama akazuxelwa okanye avezwe kuzakubekwa amanani amele amagama abantu kwaye akhomntu azawazi ukuba ameleeliphi igama. Izinto ezinosetyenziswa bubume bomntu kunye neminyaka nje ubonisa ukuba abathathinxaxheba bebeweyiphi iminyaka okanye bangama ntombhazana okanye ngabafana. Igama lakwa songo.info lizakusetyenziswa lona kwiziphumo.

Information revealing the identity of any participant will not be shared with anyone. This information will be used the writing of a master's research project and care will be implemented to protect the identity of all involved.

Ulwazi olubonisa umthathi nxaxheba alizusetyenziswa okanye ukuboniswa nabanina. Umphandi oyintloko woluphando uzakuqinisekisa ukuba wonke umthathi nxaxheba obandakanyekayo koluphando ukhuselekile.

You will have the opportunity to listen to the recordings and edit any thoughts or statements you feel need revision. Only the primary researcher will have access to these tapes. These tapes will be kept for 10 years.

Uzakufumana ithuba lomamela udliwonandlebe oluthe lacishilelwe kwaye ukuba awaneliseki uzakunikwa ithuba loba uphinde olocishilelo. Ngumphandi kuphela ozaba nemvume yobona okanye amamele olocishilelo luthe lenziwa. Olucishilelo luzakugcinwa iminyaka elishumi phambikoba ibekanti luyacinywa.

When publishing data, care will be used to maintain the confidentiality of all participants. This will be done by replacing names with number codes and when necessary, using terms as gender and age to describe participants.

Xa kukhutshwa iziphumo, kuzakuqinisekiswa uba abathathi nxaxheba basakhuselekile. Lonto izakuqinisekiswa ngoku tshintsha amagama kufakwe amanani ukuze kungaziwa uba lomanani aphantsi kwawaphi amagama, kuyakusetyenziswa isini kunye neminyaka ukucacisa abathathi nxaxheba.

7. PARTICIPATION AND WITHDRAWAL

7. UTHATHA INXAXHEBA OKANYE UPHUME SELE UNGAPHAKATHI

You can choose whether to be in this study or not. If you agree to take part in this study, you may withdraw at any time without any consequence. You may also refuse to answer any questions you don't want to answer and remain in the study. The researcher may withdraw you from this study if the primary researcher or programme leaders feel that participation in the study is adding unnecessary stress or causing harm to you in any way. If you decide to withdraw from the study, your previous responses may still be useful in data analysis with your permission. There will be no penalty if you do not wish your responses to be shared.

Ungazithathela isigqibo soba ubekoluphando okanye hayi. Ukuba uthatha isigqibo soba ubekoluphando, ungaxhoma naninina ngaphandle kojeziso. Ukuba kukho imibuzo ongakhululekanga uyiphendula uvumelekile ukuyitsiba kwaye lonto iyizukuhupna koluphando. Ukuba umphandi akakholiseki bubukho bakho koluphando uvumelekile akukhuphe. Ukuba uthatha isigqibo soba uphume koluphando, uvumelekile kodwa ulwazilwakhu luzakusetyenziswa ukuba luluncedo koluphando kodwa luzakusetyenziswa ngesivumelwano sakho. Akuzubakho sigwebo uba awfuni uba ulwazi lwakho lusetyenziswe koluphando.

8. RESEARCHERS' CONTACT INFORMATION

8. ULWAZI LOQHAKAMSHELO LOMPHANDI

If you have any questions or concerns about this study, please feel free to contact Carena Neely at [REDACTED], and/or the supervisor Dr Heinrich Grobbelaar at [REDACTED]

Ukuba unombuzo okanye into ongayiqondiyo ngoluphando, ungaqhamkamshelana noCarena Neely ngokukhululekileyo kule nombolo [REDACTED], okanye umphathi wakhe uDr Heinrich Grobbelaar kule nombolo: [REDACTED]

9. RIGHTS OF RESEARCH PARTICIPANTS

9. AMALUNGELO OMTHATHI NXAXHEBA

You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study. If you have questions regarding your rights as a research participant, contact Ms Maléne Fouché [REDACTED] [REDACTED] at the Division for Research Development.

Ungaphuma kolukhuphiswano naninina ufuna akuzubakho sigwebo. Akhonto uyenzayo ingekho mthethweni ngokuthatha inxaxheba koluphando. Ukuba unombuzo ngelungelo lakho njengomthathi nxaxheba koluphando, ungaqhakamshelana noMs Malene Fouché [REDACTED]

DECLARATION OF CONSENT BY THE PARTICIPANT/

ISIBHENGEZO SEMVUME ESEZIWA NGUMTHATHI NXAXHEBA

As the participant I confirm that:

Njengomthathi nxaxheba ndiyavuma:

- I have read the above information and it is written in a language that I am comfortable with.
- *Ndizikufunde konke oku kungasentla kwaye kubhalwe ngolwimi lwam.*
- I have had a chance to ask questions and all my questions have been answered.
- *Ndilunikiwe ithuba lobuza imibuzo kwaye yonke imibuzo yam iphendulwe ndavakalelwa.*

- All issues related to privacy, and the confidentiality and use of the information I provide, have been explained.
- *Yonke into engokhuseleko ngolwazi andigqithise ngalo ibicacisiwe ndavakalelwa.*

By signing below, I _____ (*name of participant*) agree to take part in this research study, as conducted by Carena Neely.

Ngoku tyikitya ngaphansi, mna(igama lomthathinxaxheba) ndiyavumelana ngokuthatha inxaxheba koluphando, Olwenziwa ngu Carena Neely.

Signature of Participant

Date

Utyikityo lomthathi Nxaxheba

Umhla

**DECLARATION BY THE PRINCIPAL INVESTIGATOR/
 ISIBHENGEZO ESISUKA KUPHATHI OYINTLOKO YOMPHANDI**

As the **principal investigator**, I hereby declare that the information contained in this document has been thoroughly explained to the participant. I also declare that the participant has been encouraged (and has been given ample time) to ask any questions. In addition, I would like to select the following option:

Njengomphathi woMphandi, Ndinesiqinisekiso uba konke ukulapha kweliphepha kucacisiwe kuwe njengomthathi nxaxheba. Ndikwaqinisekisa uba wena mthathi nxaxheba ulinikiwe ithuba lobuza yonke imibuzo, waphendulwa waneliseka. Ukongeza kuko konke osele ukuvile ndicela ukhetha kulemiqolo ilandelayo

	<p>The conversation with the participant was conducted in a language in which the participant is fluent.</p> <p><i>Udliwo nondlebe nomphandi lwenziwe ngolwimi lwam lenkobe nam njengomthathi nxaxheba.</i></p>
	<p>The conversation with the participant was conducted with the assistance of a translator (who has signed a non-disclosure agreement), and this “Consent Form” is available to the participant in a language in which the participant is fluent.</p>

Signature of Principal Investigator

Date

Appendix C:

Assent form

STELLENBOSCH UNIVERSITY
INFORMATION LEAFLET AND ASSENT TO PARTICIPATE IN RESEARCH
LPHETSHANA LENKCAZELO LEYUNIVESITHI YASE STELLENBOSCH
LWESIVUMELWANO SOKUTHABATHA INXAXHEBA KUPHANDO

TITLE OF THE RESEARCH PROJECT: Development of social capital through the Songo.info cycling programme

IGAMA LOMPHANDI: Carena Neely

ADDRESS: Coetzenburg Sports Campus, Coetzenburg Road, Stellenbosch, 7600

NOMBOLO YE MFONOMFONO: [REDACTED]

What is this research project all about?

Lungantoni oluphando lale projekthi?

This project will research how participating in a sport programme helps youth to develop social relationships with other youth and adults.

Le projekthi iphanda ukuba ukuthatha inxaxheba kwezemidlalo kulunceda njani ulutsha ekukhuliseni ubudlelwane loluntu kolunye ulutsha okanye abantu abadala.

Why have I been invited to take part in this research project?

Kutheni ndimenyiwe ekuthatheni inxaxheba koluphando lale projekthi?

You have been asked to take part in this research project because your experiences are unique to individuals who do not participate in the programme. Your experiences will help researchers to better understand the social relationships that form because of participation in the Songo.info programme.

Uceliwe ukuba uthathe inxaxheba koluphando lale projekthi ngoba ulwazi lwakho luphezulu okanye luphangalele kunababantu abangathathi nxaxheba koluphando. Ulwazi lwakho lizakunceda umphandi ukuba ave ngcono obudlelwane boluntu bukhulayo ngokuthatha kwakho inxaxheba kwa Songo.info.

Who is doing the research?

Ngubani lo wenza oluphando?

My name is Carena. I am from America and I am working with Stellenbosch University to understand how sport can impact social relationships to create the best results for future programmes like Songo.info.

Igama lam ngu Carena. Ndingummi wase America, ndisebenza kunye ne University yase Stellenbosch ukuzama ukwazi ngcono ukuba zingakwazi ezemidlalo ukwenza igalelo kubudlelwane bobuntu ukwakha iziqhamo ezingcono kwi projekthi ezifana no Songo.info kwiminyaka ezayo.

What will happen to me in this study?

Kuzakwenxeka ntoni kum kwesisifundo?

You will be expected to answer questions honestly and create an open dialog with the researcher.

Ulindeleke ukuba uphendule lemibuzo ngokunyanisekileyo futhi wake incoko yababini kunye nomphandi.

Can anything bad happen to me?

Ingenzeka into embi kum?

It is possible that answering questions may feel stressful. If you do not want to continue it is okay to stop at any time.

Kulindelekile ukuba ubephantsi koxinizelelo xa uphendula lemibuzo. Ukuba awfuni ukuqhubeka nge mpendulo, kukwavumelekile ukuyeka naninina.

Can anything good happen to me?

Ingenzeka into entle kum?

The primary researcher may be of assistance to you during your training and studying at Songo.info. Future participants of Songo.info and other programmes like it may improve aspects of their programmes as a result of this study.

Umphandi oyintloko angaluncedo kuwe kwingqeqesho yezemidlalo okanye akuncedise kwicala lezifundo kwa Songo.info. Abathathi nxaxheba bexesha elizayo bakwa songo.info okanye ezinye iprojekthi ezifananayo bangabotshintsha indlela ababona ngayo xa bebona iziphumo zasisifundo.

Will anyone know I am in the study?

Ingaba nabanina uzakuyazi ukuba ndikwesisifundo?

Your participation in the study will not be known to other people. Your name will not be used when writing your responses in the research study.

Ukuthathakwakhona inxaxheba kwesisifundo akuzukwaziwa ngabanye abantu. Igama lakho alizusetyenziswa xa kubhalwa iziphumo zoluphando.

Who can I talk to about the study?

Ndingathetha nabani ngesisifundo?

Carena Neely [REDACTED]

Songo Fipaza [REDACTED]

Dr Heinrich Grobbelaar [REDACTED]

What if I do not want to do this?

Kuzakwenzeka ntoni ukuba andifuni ukuyenza lento?

If you decide not to participate, you can say that you no longer wish to participate and there will be no problems with that. If you decide to withdraw from the study, your previous responses may still be useful in data analysis with your permission. There will be no penalty if you do not wish your responses to be shared.

Ukuba uthatha isigqibo songathathi nxaxheba, ungatsho ukuba akusenamqweni wothatha inxaxheba futhi akuzubakho ngxaki ngalonto. Ukuba uthatha isigqibo sokuyeka sele uqalile kwesisifundo, Impendulo zakho zangaphambili zingaluncedo ekujongeni kwesosigqibo sakho. Akuzubakho sigwebo ukuba awnamdla ukuba impendulo zakho zingasetyenziswa.

Do you understand this research study and are you willing to take part in it?

Ingaba uyaluva eluphando futhi unomdla wothatha inxaxheba kulo?

EWE

HAYI

Has the researcher answered all your questions?

Ingaba umphandi oyintloko uphendule yonke imibuzo yakho?

EWE

HAYI

Do you understand that you can pull out of the study at any time?

Ingaba uyayiva intoyokuba ungaphuma na nini kwesisifundo?

EWE

HAYI

Signature of Child

Utyikityo komntana

Date

Umhla

Appendix D:

Parent/Legal guardian consent form

STELLENBOSCH UNIVERSITY
PARENT/LEGAL GUARDIAN CONSENT FOR CHILD TO PARTICIPATE IN
RESEARCH
ISIVUMELWANO SOTHATHINXAXHEBA KUPHANDO OLENZIWA SI
STELLENBOSCH UNIVERSITY

Your child is invited to take part in a study conducted by Carena Neely from the Sports Science Department at Stellenbosch University. He/she was approached as a possible participant because his/her experiences can be helpful in continuing and improving programmes like Songo.info.

Umntwana wakho uyamenywa uba uthinxaxheba kwesisifundo senziwa ngu Carena Neely wakwa Sport Science Department kwi Dyunivesiti yase Stellenbosch. Kufunwa ukuba uthathinxaxheba kwesisifundo kuba ulwazi lwakhe lunokuba luncendo kwinqubela yeProjekt ezifana no Songo.info.

1. PURPOSE OF THE STUDY

1. ISIZATHU SESISIFUNDO

This study will gain information on perspectives on social development from those involved in the Songo.info programme. This information can be used to better the programme and others like it.

Esisifundo sizakufumana ulwazi ngokombono kubudlelwane boluluntu kubathathi nxaxheba kwi Songo.info project.

2. WHAT WILL BE ASKED OF MY CHILD?

2. KUZAKUBUZWA NTONI NGAM?

If your child agrees to take part in this study, he/she will be asked to answer questions about his/her experiences with Songo.info. He/she will be asked to talk to the researcher for one session that will last up to one hour. This interview session will be conducted at the Songo.info facility and a translator will be available to assist your child.

Ukuba umntwana wakho uyavuma ukuthatha inxaxheba kwesisifundo, kuzakucelwa ukuba uphendule imibuzo ngamava okanye ulwazi ngo songo.info. Uzakucelwa ukuba uthethe nomphandi ixesha elingange yure enye. Oludliwano nondlebe luzakwenzelwa kwizakhiwo zakwa songo.info futhi umncedisi kwilwimi lwakho lwenkobe uzakube ekhona.

3. POSSIBLE RISKS AND DISCOMFORTS

3. INGABA BUKHONA UBUNGOZI ENDIZUBONA NDIKUBO

It is possible that a question asked during the interview process makes your child feel uncomfortable. Attention has been given to limit this possibility during selection of interview questions, but if a question

makes him/her uncomfortable and he/she wish not to answer, he/she may simply tell the researcher to skip this question. There will be no negative results for skipping questions.

Ukuba kunokwenzeka umntwana wakho abuzwe umbuzo omenza azive angonwabanga ncam koludliwo nandlebe. Sizame kangangoko sinako ukucutha lomathuba woba azive engakhululekanga kudliwano ndlebe, kodwa uba kubekho umbuzo ubangeluba angaziva kakuhle okanye angenamdla wokuwuphendula, angaxelela umphandi ngokukhululekileyo ukuba nigqithele kumbuzo olandelayo. Akuzubakhonto iphazamisa iziphumo zoluphando.

4. POSSIBLE BENEFITS TO PARTICIPANTS AND/OR TO THE SOCIETY

4. INGABA KUKHO IZINTO EZIBALULEKILEYO EZINOKWENZEKA KUMTHATHI NXAXHEBA OKANYE EKHLELENI

The benefits that could arise resulting from your child's participation in the study include the addition of an added volunteer aiding the programme in reaching its goals. The results obtained from this study could also be used to benefit future programmes.

Kukho iinzuzo ezinovela ngokuthatha kwakhe inxaxheba kwesisifundo xa umphandi ephumelele kwiminqweno yakhe ngokwenza oluphando. Iziphumo ezifumaneka koluphando zingasetyenziswa ukunceda ukwakha iprojekt ezifana ne songo.info ezisezayo.

5. PAYMENT FOR PARTICIPATION

5. INGABA KUZABAKHO UMRHUMO NGOTHATHA INXAXHEBA

There will be no monetary payment for participation in the study, but the researcher will be available through weekly hours to assist your child in your daily programme activities.

Akuzubakho mrrhumo unjenge mali ngothatha inxaxheba koluphando, kodwa umphandi uzakuncedisa kumsebenzi wakho wesikolo nakwezemidlalo kwa songo.info phakathi evekini.

6. PROTECTION OF YOUR CHILD'S INFORMATION, CONFIDENTIALITY AND IDENTITY

6. LUKHUSELEKILE ULWAZI LWAKHO, AKEKHO OMNYE UMNTU UVUMELEKILEYO UKUBA ALUBONA

Any information your child shares with me during this study that could possibly identify him/her as a participant will be protected. This will be done by storing all data on a private computer that only the primary researcher has access to. Any recordings will be stored in a locked cabinet that only the primary researcher has access to. When mentioning the results in the final research report, all names will be excluded and replaced with a code representing the individual. Qualities such as gender and age may be used in describing the individual if this information does not reveal the identity of the individual. The name of the organisation, Songo.info will be used in publication.

Lonke ulwazi umntana wakho abelana ngalo nompandi olunokuthi lisondelelane nawe njengomthathi nxaxheba lukhuselekile. Lonto izakwenziwa ngokugcina lonke ulwazi kwi khompyutha egcina izinto

ezifihlakeleyo, apho kungena umphandi kuphela. Xa kukhutshwa iziphumo zokugqibela, onke amagama akazuxelwa okanye avezwe kuzakubekwa amanani amele amagama abantu kwaye akhomntu azawazi ukuba ameleliph iigama. Izinto ezinosetyenziswa bubume bomntu kunye neminyaka nje ubonisa ukuba abathathinxaxheba bebeweyiphi iminyaka okanye bangama ntombazana okanye ngabafana. Igama lakwa songo.info lizakusetyenziswa lona kwiziphumo.

Information revealing the identity of any participant will not be shared with anyone. This information will be used the writing of a master's research project and care will be implemented to protect the identity of all involved.

Ulwazi olubonisa umthathi nxaxheba alizusetyenziswa okanye ukuboniswa nabanina. Umphandi oyintloko woluphando uzakuqinisekisa ukuba wonke umthathi nxaxheba obandakanyekayo koluphando ukhuselekile.

Your child will have the opportunity to listen to the recordings and edit any thoughts or statements he/she feels need revision. Only the primary researcher will have access to these tapes. These tapes will be kept for 10 years.

Umntana wakho uzakufumana ithuba lomamela udliwonandlebe oluthe lacishilelwe kwaye ukuba awaneliseki uzakunikwa ithuba loba uphinde olocishilelo. Ngumphandi kuphela ozaba nemvume yobona okanye amamele olocishilelo luthe lenziwa. Olucishilelo luzakugcinwa iminyaka elishumi phambikoba ibekanti luyacinywa.

When publishing data, care will be used to maintain the confidentiality of all participants. This will be done by replacing names with number codes and when necessary, using terms as gender and age to describe participants.

Xa kukhutshwa iziphumo, kuzakuqinisekiswa ukuba abathathi nxaxheba basakhuselekile. Lonto izakuqinisekiswa ngoku tshintsha amagama kufakwe amanani ukuze kungaziwa uba lomanani aphantsi kwawaphi amagama, kuyakusetyenziswa isini kunye neminyaka ukucacisa abathathi nxaxheba.

7. PARTICIPATION AND WITHDRAWAL

7. UTHATHA INXAXHEBA OKANYE UPHUME SELE UNGAPHAKATHI

Your child can choose whether to be in this study or not. If he/she agree to take part in this study, he/she may withdraw at any time without any consequence. He/she may also refuse to answer any questions he/she don't want to answer and remain in the study. The researcher may withdraw him/her from this study if the primary researcher or programme leaders feel that participation in the study is adding unnecessary stress or causing harm in any way. If your child decides to withdraw from the study, the previous responses

may still be useful in data analysis with his/her permission. There will be no penalty if he/she do not wish your responses to be shared.

Ungazithathela isigqibo soba ubekoluphando okanye hayi. Ukuba uthatha isigqibo soba ubekoluphando, ungaxhoma naninina ngaphandle kojeziso. Ukuba kukho imibuzo ongakhululekanga uyiphendula uvumelekile ukuyitsiba kwaye lonto iyizukukhupna koluphando. Ukuba umphandi akakholiseki bubukho bakho koluphando uvumelekile akukhuphe. Ukuba uthatha isigqibo soba uphume koluphando, uvumelekile kodwa ulwazilwakhu luzakusetyenziswa ukuba luluncedo koluphando kodwa luzakusetyenziswa ngesivumelwano sakho. Akuzubakho sigwebo uba awfuni uba ulwazi lwakho lusetyenziswe koluphando.

8. RESEARCHERS' CONTACT INFORMATION

8. ULWAZI LOQHAKAMSHELO LOMPHANDI

If you have any questions or concerns about this study, please feel free to contact Carena Neely at [REDACTED], and/or the supervisor Dr Heinrich Grobbelaar at [REDACTED]

Ukuba unombuzo okanye into ongayiqondiyo ngoluphando, ungaqhamkamshelana noCarena Neely ngokukhululekileyo kule nombolo [REDACTED], okanye umphathi wakhe uDr Heinrich Grobbelaar kule nombolo: [REDACTED]

9. RIGHTS OF RESEARCH PARTICIPANTS

9. AMALUNGELO OMTATHI NXAXHEBA

You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your child's participation in this research study. If you have questions regarding your rights as a parent/legal guardian, contact Ms Maléne Fouché [REDACTED] at the Division for Research Development.

Ungaphuma kolukhuphiswano naninina ufuna akuzubakho sigwebo. Akhonto uyenzayo ingekho mthethweni ngokuthatha inxaxheba koluphando. Ukuba unombuzo ngelungelo lakho njengomthathi nxaxheba koluphando, ungaqhakamshelana noMs Malene Fouche [REDACTED]

DECLARATION OF CONSENT BY THE PARENT/LEGAL GUARDIAN/ ISIBHENGECO SEMVUME ESEZENZIWA NGUMTHATHI NXAXHEBA

As the parent/legal guardian I confirm that:

Njengomthathi nxaxheba ndiyavuma:

- I have read the above information and it is written in a language that I am comfortable with.
- *Ndizikufunde konke oku kungasentla kwaye kubhalwe ngolwimi lwam.*
- I have had a chance to ask questions and all my questions have been answered.
- *Ndilunikiwe ithuba lobuza imibuzo kwaye yonke imibuzo yam iphendulwe ndavakalelwa.*

- All issues related to privacy, and the confidentiality and use of the information I provide, have been explained.
- *Yonke into engokhuseleko ngolwazi andigqithise ngalo ibicacisiwe ndavakalelwa.*

By signing below, I _____ (*name of parent/legal guardian*) agree that the researcher may approach my child to take part in this research study, as conducted by Carena Neely.

Ngoku tyikitya ngaphansi, mna(igama lomthathinxaxheba) ndiyavumelana ngokuthatha inxaxheba koluphando, Olwenziwa ngu Carena Neely.

Signature of Parent/Legal Guardian

Utyikityo lomthathi Nxaxheba

Date

Umhla

**DECLARATION BY THE PRINCIPAL INVESTIGATOR/
 ISIBHENGEZO ESISUKA KUPHATHI OYINTLOKO YOMPHANDI**

As the **principal investigator**, I hereby declare that the information contained in this document has been thoroughly explained to the parent/legal guardian. I also declare that the parent/legal guardian has been encouraged (and has been given ample time) to ask any questions. In addition, I would like to select the following option:

Njengomphathi woMphandi, Ndinesiqinisekiso uba konke ukulapha kweliphepha kucacisiwe kuwe njengomthathi nxaxheba. Ndikwaqinisekisa uba wena mthathi nxaxheba ulinikiwe ithuba lobuza yonke imibuzo, waphendulwa waneliseka. Ukongeza kuko konke osele ukuvile ndicela ukhetha kulemiqolo ilandelayo

	<p>The conversation with the parent/legal guardian was conducted in a language in which the participant is fluent. <i>Udliwo nondlebe nomphandi lwenziwe ngolwimi lwam lenkobe nam njengomthathi nxaxheba.</i></p>
	<p>The conversation with the parent/legal guardian was conducted with the assistance of a translator (who has signed a non-disclosure agreement), and this “Consent Form” is available to the parent/legal guardian in a language in which the parent/legal guardian is fluent.</p>

Signature of Principal Investigator

Date

Appendix E: Author guidelines

The *Journal of Sport & Social Issues* publishes the work and ideas of scholars and others interested in understanding the relationship between sport and society from diverse theoretical and disciplinary perspectives. Contributors should follow the style guidelines of the *Publication Manual of the American Psychological Association*. Manuscripts will undergo blind review. Authorship should be identified only on the title page. Author name/address/affiliation/position should appear on the title page. Manuscripts should be prefaced by an abstract of no more than 125 words. References, tables, and figures should appear at the end of the manuscript. Notes should be avoided. Figures should be camera ready.

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