

An Investigation of Best Practices in Youth Development Programmes at Selected Football Academies in the Western Cape.

By

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Abstract

Football around the globe has been used as a vehicle for youth development initiatives. Youth development programmes foster social change in communities and provide an ideal development context that often results in active sport participation. In South Africa, there are a number of youth development programmes that not only use football, but also other sporting codes to implement and create sustainable youth development programmes. Therefore, the aim of this study was to explore best practices in youth development programmes of selected football academies in the Western Cape. This study took place in the greater Cape Town area of the Western Cape and focused on selected football academies who administer youth development programmes. A qualitative approach was used to collect and analyse data for the study. Three key informant interviews and three focus group discussions were conducted with a total sample size of twenty-one participants from the three different academies. Focus group participants were purposively selected from the under fourteen, under sixteen and under eighteen teams from each football academy. The data from the study was collected and analysed through the lens of the Positive Youth Development perspective. A thematic analysis was conducted in order to identify the best practices for youth development programmes in the Western Cape. Some of the key findings show that; Coordinators of Youth Development Programmes (YDP) developed appropriate management skills which assisted youth participants with eating correctly, coping with football training, time management and offering career guidance.

Many youth participants came from challenging backgrounds, but through the implementation of appropriate structures by football academies, this assisted in building participant confidence and positive youth development. Furthermore, findings from this study revealed that parents, guardians, caregivers and participants had a good relationship with role-players which was an influential factor in guiding youth through their developmental process. Additionally, reward systems implemented at football academies assisted in the approach youth participants took towards their own development. Lastly, the findings show that football academies involved in social responsibility projects had a bigger pool of youth to select from as compared to other academies that were not involved in social responsibility projects.

With regards to ethical considerations, permission to conduct this research was obtained from the University of the Western Cape Human and Social Science Research Ethics Committee. Permission was obtained from the South African Football Association and the selected academies involved in the research. Suitable participants were identified and invited to participate in the study. Participants were briefed regarding the aims and objectives of the study, as well as the importance of their participation and the value of their input. It was explained to the participants that their participation in the study was on a voluntary basis and that they could withdraw at any point without being penalised. Written consent was obtained from all the participants. Assent was also obtained from participants under the age of eighteen. All the participants were made aware that the study would make use of pseudonyms to protect their identity.

Keywords: Football, Positive youth development, Best practices, Sport-for-development, Western Cape, Academy.

Declaration

I hereby declare that *“An investigation of best practices in youth development programmes at selected football academies in the Western Cape”* is my own work, that it has not been submitted before for any other degree at any other university, and that the sources I have used have been indicated and acknowledged as complete references.



Ashley Ian Jacobs



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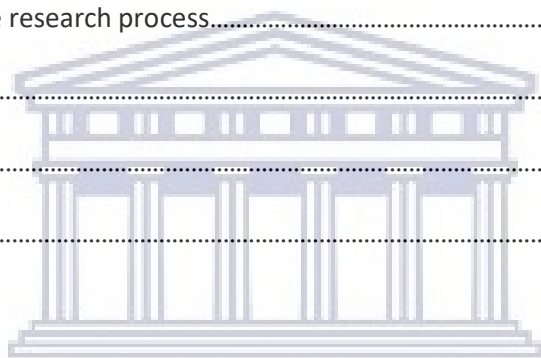
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List of abbreviations

YDP - Youth development programmes

SFD – Sport for development

SID – Sport in development

UN – United Nations

MDG's – Millennium development goals

SDC - Sport development continuum

FIFA - Federation Internationale de Football Association

PE – Physical Education



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Chapter 1: Introduction

“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.” – Nelson Mandela (Inaugural Laureus awards in 2000)

1.1 Introduction

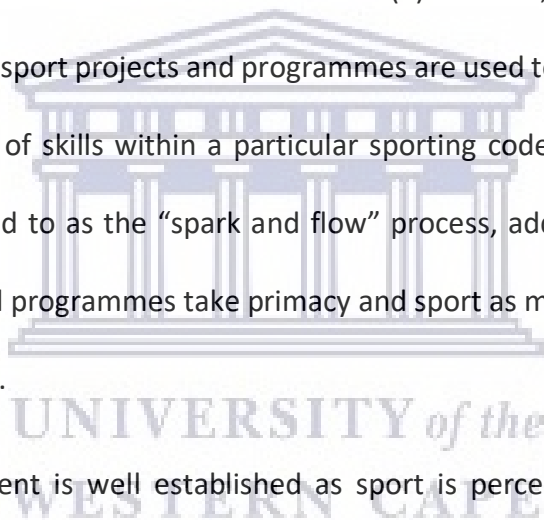
This chapter presents a background to the study explored and insight into sport, sport for development, sports development, football and youth development programmes internationally and locally. This study’s problem statement, research question and significance of the study are provided. The aims and objectives, interpretation of key terms and the summary of methodology are presented. This chapter is then completed with an outline of each chapter in the thesis.

1.2 Background of the study

Youth development programmes can be defined as a process that prepares youth to meet the challenges of adolescence and adulthood and to meet his/her potential (Ma, Simpkins & Puente, 2019). This definition is very elusive and continues to evolve as the youth development programmes change; as a result, it is extremely challenging to determine whether or not youth development programmes actually promote healthy youth development (Lerner, Jacobs & Wertlieb, 2003). Youth development programmes seek to prevent youth from engaging in anything that would cause compromising behaviour or compromise their development for their futures (Lerner, Jacobs & Wertlieb, 2003). Furthermore, youth development programmes should ideally aim to prepare youth for the next stage in their development (adulthood) and build their competencies and abilities (Ma et al., 2019).

Youth development through sport is a multibillion-dollar industry as it is endorsed by numerous organisations. In 2014, the sport industry in North America alone was worth sixty billion US dollars

(Heitner, 2015). It is estimated to reach seventy-three billion by the year 2019 (Heitner, 2015). The field of merging youth development and sport is also known as sports-based youth development. Programmes within this field use sport to attract at-risk youth into doing safe and constructive activities (Caccamo, 2013). They also teach youth the skills to deal with conflict and life skills that are adaptable to their communities and home environments (Caccamo, 2013). This idea of having sport initiatives with the agenda of development has also come to be known as *sport-for-development* or *sport-in-development* (Coalter, 2007). Many institutions and organisations globally use sport-for-development in various projects and with various aims and objectives (Coalter, 2007). However, sport-for-development can be divided into two (2) streams; sport plus and plus sport. Sport plus is when traditional sport projects and programmes are used to increase participation and emphasize the development of skills within a particular sporting code (Burnett, 2013, p. 5). The other approach often referred to as the “spark and flow” process, addresses real issues such as; health, educational and social programmes take primacy and sport as merely a tool to bring people together (Burnett, 2013, p. 5).



Globally sport for development is well established as sport is perceived by many to have the potential to rid society of a variety of social ills and improve communities at large (UNICEF, 2017). Sport is a powerful tool to bring about peace and development as recognised by organisations such as the United Nations who use it as a means to achieve their Sustainable Development Goals (SDG's). Furthermore, it has also been implemented by countless organisations around the world that use it to foster social change (UNICEF, 2017). Sport proves to be popular in this regard due to it providing a cost-effective way of addressing problems, which often stem from social exclusion; including high crime rates, poor health, drug abuse, educational underachievement and youth offending (Coalter, 2007).

Sport development is another field that compliments work done in the area of sport for development. Sport development is pivotal as it assists in the reduction of social exclusion by; enhancing community development opportunities, equal opportunities, social cohesion, life-long learning, crime prevention, active healthy lifestyles, job creation, social and economic regeneration, environmental protection and community safety (Bramham & Hylton, 2008). Development through sport is the most relevant and best way to describe sport development (Rowe, Shilbury, Ferkins & Hinckson, 2013). Briefly described, sport development is the use of sport to promote community wellness and bring about elite level success (Rowe et al., 2013).



Figure 1.1 - Illustrates the Sport Development Pyramid (Hampson, 2016).

Figure 1.1 above illustrates the Sport Development Pyramid and/or continuum. It is an illustration of the gradual progression an athlete could take from grassroots level all the way to an elite level (Ahmed, 2016). This continuum can be described as a logical progression from basic skills at a

foundation level to an elite performer at the excellence level (Collins, 2010). Although this process is logical, self-explanatory and accepted in the sporting circles, the process is open to selective use and interpretation (Collins, 2010). The foundation phase is where basic development occurs. Young people learn movement and skills such as catching, throwing and other hand-eye coordination skills (Ahmed, 2016). Young people can then move onto participation in physical recreation within their communities before making the shift to the performance level which focuses on the potential an individual has to progress to the elite level (Ahmed, 2016). When thinking about development, ideas of maturation, education, teaching of competencies, practical skills and transitions from one stage to another comes to mind (Bramham & Hylton, 2008). During these stages of development, improved outcomes are possible and desirable by all parties involved. So, when we combine these two words with our own different vocabularies, a new range of meanings emerge (Bramham & Hylton, 2008). Sport agencies have refined a very simple but powerful model of sports development known as the sport development continuum (Bramham & Hylton, 2008).

1.2.1 International perspective on youth development programmes

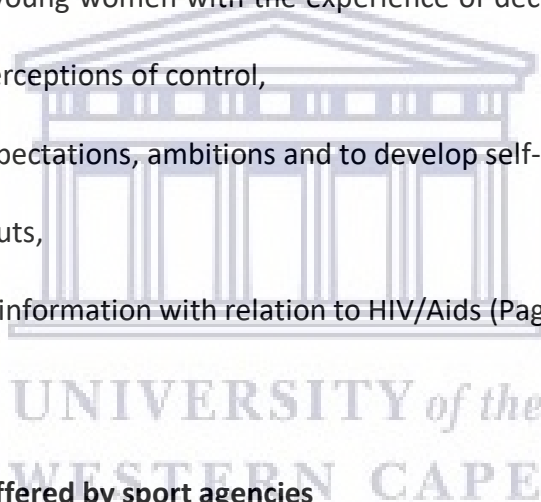
Internationally, youth development programmes have effectively been used to uplift and benefit communities and positively influence the lives of young people (Holt, 2008). Through organised sport and other physical activities, youth can have a positive experience if the conditions are conducive for development, such as a safe environment with the relevant equipment and if qualified personnel are present (Lerner, 2005). Whilst sport provides an ideal development context that can be associated with positive youth development (PYD); it is not solely the result of participation in sport (Holt, 2008). Therefore, the structure of youth development programmes and the implementation of policies and practices in which sport is delivered to children influences their development (Lerner, 2005).

Mathare Youth Sport Association (MYSA) was started by Bob Munro, a Canadian UN environmental officer, in 1987 (Willis, 2011). The initiative receives its core funding from the Stromme Foundation in Norway and other donors (Coalter, 2007). It started out as a self-help project used to clean-up slums, assist with environmental improvements and organise sport in Mathare, North-East Nairobi (Delva, Michielsen, Meulders, Groeninck, Wasonga, Ajwang, Temmerman & Vanreusel, 2010). Soccer was used in this project, because of the extremely high levels of; interest shown by the locals, basic existing facilities, equipment cost and low skill entry level (Coalter, 2007). Today, MYSA is one of the biggest youth sport organisations in Africa with more than one thousand (1,000) teams and seventeen thousand (17,000) members (Coalter, 2007). MYSA also has a professional team, Mathare United Football Club who compete in the Kenyan Premier league, the top tier of Kenyan football. This was established by MYSA for two (2) reasons; to provide motivation and role models for junior players and to provide an opportunity for players at the top of the development pyramid (Delva et al., 2010). Additionally, develop and produce players so that the broader MYSA programme could benefit from the economic security generated from potential transfer fees (Coalter, 2007).

“Go Sisters” is another youth development programme but focuses solely on empowering girls and women through sport (Coalter, 2007). This Zambian programme forms part of the Education through Sport (EduSport) organisation, established in 1999, which is involved in the “Kicking Aids Out initiative” (Mwaanga & Prince, 2016). “GoSisters” work in partnership with various NGO’s, schools, sports associations, religious groups and government institutions (Coalter, 2007). With twelve employees, EduSport uses recreation, sport and other physical activities to promote and empower people about HIV/Aids education and health (Coalter, 2007). Go Sisters aims to achieve its goals through the development and promotion of football. Similar to the MYSA programme, EduSport uses the concept of Youth Peer Leaders (YPL’s) where the youth receive training that

enables them to coach and lead their peers in life-skill training and sport (Mwaanga & Prince, 2016). They also involve some of their peers in the planning, implementation and decision-making of the programme (Mwaanga & Prince, 2016). The Go Sisters programme claims to have about fifty (50) soccer teams, five (5) of which compete in the women's football league with seven (7) players being represented in the national team (Coalter, 2007). The programme has over four thousand (4,000) participants (Coalter, 2007). The main aims of Go Sisters are to;

1. To provide extra family support, networks, reduce social isolation for females and provide a safe space,
2. To provide girls and young women with the experience of decision making, experience of empowerment and perceptions of control,
3. To increase female expectations, ambitions and to develop self-esteem,
4. Reduce school drop-outs,
5. Provide sexual health information with relation to HIV/Aids (Page 6).



1.2.2 Grassroots initiatives offered by sport agencies

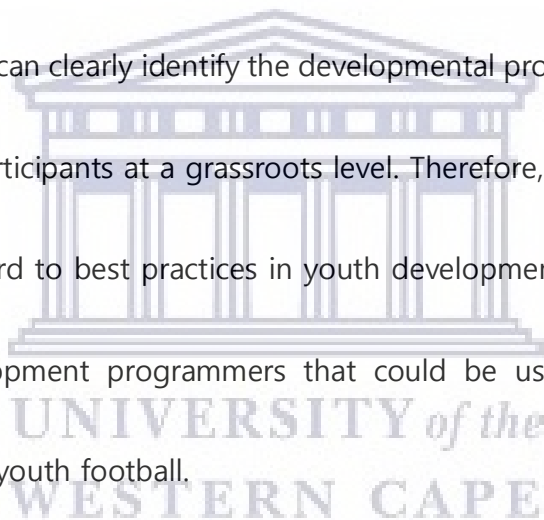
In line with the constitutional Act No.108 of 1996, the department of Sport and Recreation South Africa (SRSA) is responsible for developing and implementing all policies and programmes (SRSA, 2012). Along with other institutions such as the South African Football Association (SAFA), the SRSA has its own development programmes in place. One of which is the "Mass Participation" programme which represents the entry/first level of development and deals with improving participation opportunities in Sport and Recreation (SAFA Technical Master Plan, 2012). SAFA has a nationwide Grassroots Development Programme which is assisted by FIFA to establish and introduce the game to boys and girls between the ages of eight to twelve years old with the aim of giving them the

opportunity to play and enjoy the sport without the pressure of competition (SAFA Technical Master Plan, 2012). Up until December of 2013, Sport and Recreation South Africa (SRSA) was a partner of the Deutsche Gesellschaft Fur Internationale Zusammenarbeit (GIZ) who received funding from the German Government through the Federal Ministry of Economic Cooperation and Development and the European Union (SRSA, 2012). This partnership created and implemented a “Youth Development through Football (YDF)” project with its primary objective of establishing and supporting youth- development initiatives in African countries where non-formal educational measures and other developmental activities are combined with football training (SRSA, 2012). The project also aims to strengthen civil society in the field of “sport and recreation” and create sustainable development in the mass-participation initiatives, mass sport participation schemes with a strong emphasis on sport for development (SRSA, 2012). Youth Development through Football (YDF) focuses on four main areas; tools for youth development through football, networking support, capacity development and promotion & events (SRSA, 2012). The YDF project primary targets youth from disadvantaged youth in the age group of twelve (12) to twenty-five (25) years in South Africa and nine (9) other African countries (SRSA, 2012).



Sporting Chance was established twenty-five (25) years ago in South Africa, with the goal of breaking down barriers, cutting through income and ethnic divides using sport as a tool (Pollock, 2019). It is this belief in the power of sport to have a positive impact on youth that has enabled Sporting Chance to become one of the leading sports coaching and development organisations in South Africa (Pollock, 2019). The organisation is set on empowering youth to recognise their ability by using sport to introduce education and learning initiatives (Pollock, 2019). Through team sports, many life-skills can be introduced and nurtured which can bring about a positive change in society (Pollock, 2019). Sporting Chance has two distinctive structures; Sporting Chance Coaching Programme and Sporting

Chance Development Foundation. The organisation has managed many sports and health outreach programmes throughout South Africa including; Street soccer, Health of the Nation, Khulani Beach Soccer, Street Cricket and Calypso Cricket, Sporting Chance Development Foundation School programme and Talent ID Bursary programme (Pollock, 2019). Their philosophy of taking kids off the streets and onto the sports field has promoted a healthy lifestyle and physical activity to more than one hundred and sixty thousand (160 000) children nationwide (Pollock, 2019). Local departmental and non-departmental institutions dealing with youth development through football have implemented programmes of their own, but have not offered insight into best practices where role-players can clearly identify the developmental process, effects and outcomes of these programmes on participants at a grassroots level. Therefore, this study will address the gap in knowledge with regard to best practices in youth development. This will provide insight for upcoming youth development programmers that could be used structure and develop responsive programmes for youth football.



1.2.3 Provincial perspective on youth development programmes

Youth development programmes are essential because it provides a service and opportunity for all young people to develop a sense of belonging, empowerment and competence; all of which will be enhanced if the programmes are adopted and continued by the community at large (Holt, 2008). Football is the most popular team sport amongst youth participants in South Africa (Meder, 2013) and has the potential to be a vital tool for both youth and community development in the country. Therefore, football clubs in the Western Cape can use this platform to assist in the development of youth within the community as it is beneficial to the football club, the youth and the broader

community. With this in mind the researcher intends on utilising the base established by football clubs in the communities to explore the policies and practices of their youth development programmes. This may offer insight into the best practices for implementation and management of youth programmes at football academies.

Therefore, in this study, the researcher aimed to explore youth development programmes at football clubs in the Western Cape, South Africa with the intention of providing best practices that could aid role-players involved in youth development programmes through football.

It is noted that in the Western Cape a third of the youth are not attending an educational institution and many are exposed to negative influences (Lehohla, 2011). It is within this context that the study was conducted as the researcher recognised that sport has long been used as a tool for the upliftment of communities as Burke, Weekes and Costen (2014). Furthermore, sport has produced invaluable social benefits to post-apartheid South Africa as it assisted in breaking down the established racial divisions amongst the country's citizens (Swart, Bob, Knott & Salie, 2011). The social institution of youth sport is designed to assist and improve the health and wellness of participants and provide a foundation for positive youth development (Watson, Connole & Kadushin, 2011).

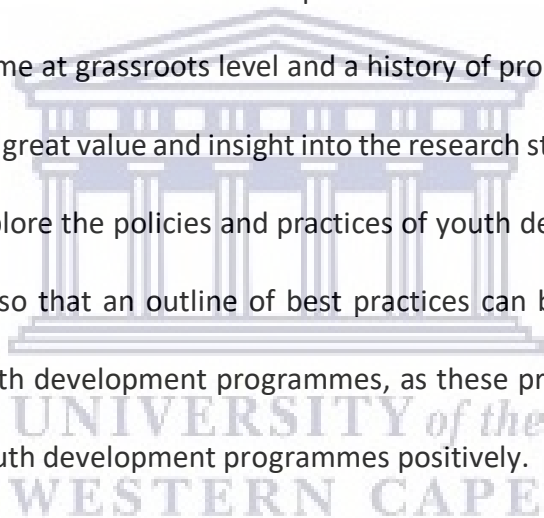
Thus, the Positive Youth Development (PYD) perspective was adopted as a theoretical framework for this study. This perspective assisted the researcher in gaining insight to the obstacles faced by youth in the Western Cape. It not only provided a sustainable platform for youth development, but a strategy for community development if implemented and maintained correctly. Holt (2008) mentions that youth are frequently viewed as a problem waiting to be solved. However, from the PYD perspective, youth are understood to have so much potential that is waiting to be discovered

and developed (Holt, 2008). With this in mind, the study may offer insight into best practices for Positive Youth Development at football academies in the Western Cape.

1.3 Problem statement

Local, provincial and national structures do not have policies and practices solely dedicated to the best practices for positive youth development programmes in the Western Cape.

In order for this to be effectively addressed it is necessary to explore youth development programmes at football academies in the Western Cape. Football academies with a well-established youth development programme at grassroots level and a history of producing football players that can compete globally will add great value and insight into the research study. It is with this view that the researcher intends to explore the policies and practices of youth development programmes at selected football academies so that an outline of best practices can be provided. This could aid football institutions with youth development programmes, as these practices could to develop or further develop their own youth development programmes positively.



1.4 Significance of the study

This study may contribute to the area of football development where there is a shortage of research done on best practices in youth football. The research also intends to provide evidence of best practices and add much value to existing work done around youth development in the Western Cape. Policies and practices will be explored at the various football academies in order to offer insight into what works best when developing youth involved in youth development programmes. Youth involved in youth development programmes experienced benefits such as skill development,

social competencies, self-confidence, social capital, civic competencies and identity exploration (Zeldin, Larson, Camino & O'Connor, 2005). Young people need to be prepared, engaged and attain a set of skills and competencies so that they can transition into adulthood successfully (Martin, Pittman, Ferber & McMahon, 2007).

1.5 Research Question

The primary research question is “What are the best practices for developing youth development programmes through football at grassroots level?”

1.6 Aims and objectives

The aim of this study was to explore best practices for youth development programmes at football academies in the Western Cape.

The research objectives of the study are to:

- a) Explore policies and practices in youth development programmes at the selected football academies across the Western Cape
- b) Explore to what extent policies that govern youth development programmes at football academies were implemented effectively at the selected football academies across the Western Cape.



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1.7 Summary of Methodology

A detailed version of the research method employed is given in Chapter Three. This study employed a qualitative research method approach.

Data was collected through the use of key informant interviews and focus group discussions. Focus-group and key-informant interviews with senior management, programme co-ordinators and participants of the youth development programmes were done at three (3) selected football academies in the Western Cape.

The researcher invited all staff members of the academies with a minimum of five years' experience and participants of its youth development programme that fall in the thirteen to eighteen years of age bracket to be part of the study. The researcher randomly selected six (6) to eight (8) participants from the under fourteen, under sixteen and under eighteen teams of each club. These randomly selected participants formed the focus-groups of the study. Purposive sampling was employed to select two key-informants from each academy, ideally a team manager/coach with a minimum of five years' experience and responsible for the youth teams mentioned above and/or the youth convenor of the academy.

Football clubs with elite academies who run youth development programmes in the greater Cape Town region of the Western Cape were selected to participate in this study. The data was collected at the clubhouses of the selected football academies as these venues were; convenient, easily accessible and comfortable for participants. Data was analysed using a thematic analysis. The researcher practiced reflexivity and trustworthiness throughout the data collection, data analysis and reporting of the findings in this study. All ethics considerations were also observed.

1.8 Interpretation of key terms

Soccer/Football – a game played on a field between two teams of eleven (11) players each with the objective to propel a round ball into the opponent's goal or hitting it with any part of the body except the arms and hands (Szymanski, 2014).

Role-players – a person with specifically assigned functions or tasks within a programme, project or process (Shapiro & Leopold, 2012).

Youth development programmes – refers to a developmental process associated with adolescence, the period an individual enters as a child and emerges from as an adult. With this Youth development programme, the individual will acquire skills, competencies and assets through continued exposure to positive people and experiences (Roth & Brooks-Gunn, 2010).

Positive Youth Development – is a comprehensive framework outlining the support all young people may need to be successful (Zarret & Lerner, 2012).

Best practices – is a methodology or technique that, through research and experience has proven to be reliable (Cato, 2001).

Socio – economics status – can best be described as a measure of one's combined economic and social status and tends to be associated positively with better health (Chase, 2018).

Sport development – relates to the participation and promotion of opportunities and benefits when actively participating in sport (Shilbury, Sotiriadou & Green, 2008).

Sport for development – is the intentional use of sport and physical activity as a tool to bring about positive change in the lives of people and communities (Burnett, 2013).

1.9 Overview of chapters

The research study is concerned with the investigation of best practices in youth development programmes at selected football academies in the Western Cape.

The outline of this thesis is as follows;

Chapter one provided a background to the research study, giving a brief overview of the International, National and Provincial perspectives on youth development programmes. The problem statement was also presented as well as the research question, significance of the study, research aims and objectives, followed by a summary of the methodology. A definition of key terms is given and an overview of chapters in the research study is presented.

Chapter two defined important concepts utilised in this study and presented a review of literature. The literature provided a description of the power of sport globally and its role as a developmental tool. Following this section is a presentation on youth development and its role within broader society. An overview of youth development through sport is provided. Approaches to youth development programmes through football are then presented. Lastly, perspectives of youth development programmes at football academies is provided, from an international perspective to a local perspective (Western Cape). The positive youth development approach was used to explore the best practices at selected football academies in the Western Cape.

Chapter three provided the research methods used in this study. A qualitative research design was used for this study. The method of data collection and data analyses techniques are also provided. A description of the sample and research setting is presented as well as the roles and responsibilities of participants within their respective football academies. Trustworthiness and reflexivity are

described. Research problems, limitations and a reflection are provided. Lastly, ethical considerations are presented.

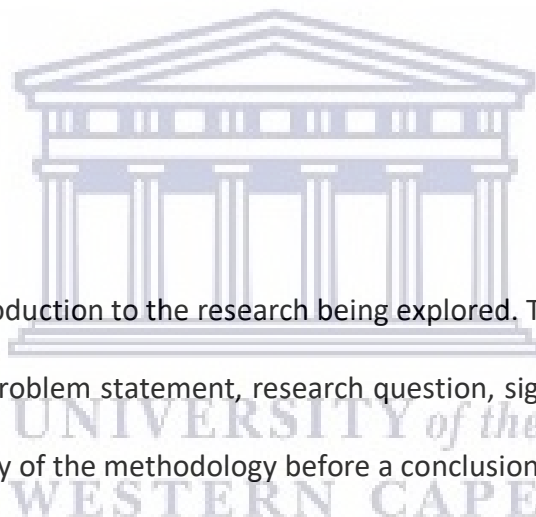
Chapter four specified the findings of the research study. Findings are presented in the form of themes and subthemes related to the Positive Youth Development approach. Each theme, subtheme and its findings are interpreted and discussed.

Chapter five offered a summary of findings and conclusions related to the research findings and recommendations for further research. The researcher also presents a reflective summary of the qualitative research process. Lastly, a study conclusion is given. References and appendices follows this chapter.

1.10 Chapter conclusion

The chapter provided an introduction to the research being explored. The objective was to present a background to the study, problem statement, research question, significance of the study, aims and objectives and a summary of the methodology before a conclusion was given of the rest of the study. The following chapter highlights the theoretical framework adopted for the study. It focuses on reviewing literature on topics of; Sport as a tool for development, youth development and its role within society, youth development through sport, approaches to youth development programmes through football and perspectives of youth development programmes at football academies.

Chapter Two which follows will present a literature review.



Chapter 2: Literature Review

2.1 Introduction

This chapter contains a review and summary of previous research done on football development globally and locally, highlighting its role in youth development. A definition of sport, physical activity and sport as a tool for development will be offered. The theory presented provides a foundation for the phenomenon being explored and provides the reader with insight into the practices implemented by football institutions in various countries. The literature review provides a theoretical framework on which to formulate an understanding into how the best practices of youth development programmes at international football academies may be beneficial in the context of the Western Cape.

2.2 Theoretical framework

Positive youth development requires the integration of multiple theoretical orientations. This is due to it being a *“linking”* field that considers multiple spheres of practice and academic disciplines. There are three theoretical strands that are central to positive youth development theory. These three are; Human development, community organisation and development, and social and community change.

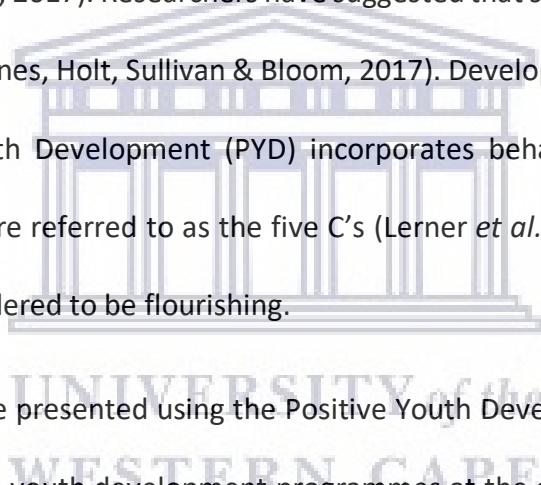
The positive youth development approach is ideal for enhancing adolescent development and assisting in reaching their full potential (Zarrett & Lerner, 2008). The approach recognises that all youth have strengths and they will develop in positive ways when their strengths are aligned with the correct resources in an ideal setting (Lerner, Phelps, Forman & Bowers, 2009). Research in the field of youth development indicates that the more youth are exposed to positive experiences and

resources, the more likely they will be to develop in a positive way (Lerner *et al.*, 2009). So, institutional and physical resources present in the social environment (E.g. family support structure) are as important in youth development promotion as individual assets such as; talent, skills and resilience (Zarrett & Lerner, 2008). These settings and its resources provide the youth with structure and routine, as well as opportunities for recreation, learning and engagement with other individuals and communities (Zarrett & Lerner, 2008).

The field of youth development has been associated with indicators of Positive Youth Development (PYD) known as the five C's, namely; Competence, Confidence, Connection, Character and Caring (Jones, Holt, Sullivan & Bloom, 2017). Researchers have suggested that sport is an important context for developing the five C's (Jones, Holt, Sullivan & Bloom, 2017). Developmental scientists have also suggested that Positive Youth Development (PYD) incorporates behavioural, psychological and social characteristics which are referred to as the five C's (Lerner *et al.*, 2009). Youth that develop each of the five C's are considered to be flourishing.

The data for this study will be presented using the Positive Youth Development theory and its five C's as a tool for exploring the youth development programmes at the selected football academies in the Western Cape.

Youth development experts have not yet clearly defined the concept of Positive Youth Development (PYD) but have come to a consensus on the key components that the approach is made up of (Dotterweich, 2006). With that being said, PYD can best be described as an approach and/or philosophy promoting guidelines that support youth in becoming healthy, competent and developing to their full potential (Dotterweich, 2006). The key components in this approach are as follows (Moore, 2015);



- 1) Emphasis on youth outcomes –highlighting healthy and positive outcomes,
- 2) Youth voice – youth involved in the planning of the youth initiative,
- 3) Long term involvement – long term commitment from everyone forged by supportive and effective relationships,
- 4) Community involvement – engagement with community at large where friends, family and community members play a massive role in the development of youth,
- 5) Strategies aiming to involve all youth – development strategies should be in place for all youth so that the desired positive outcome can be achieved,
- 6) Emphasis on collaboration – the development of youth requires the involvement of all organisations working together.

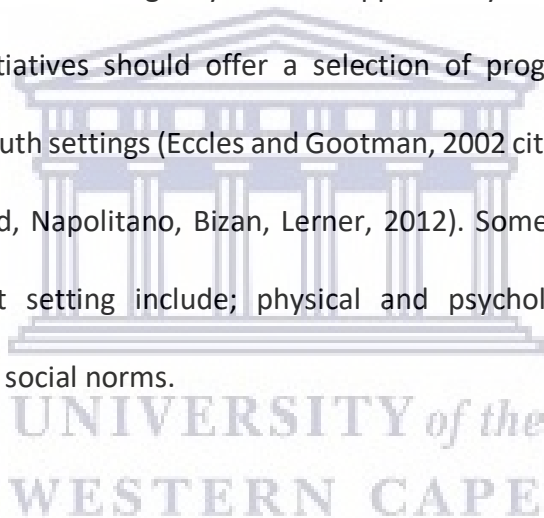
Weiss and Weiss-Bjornstal (2009) refer to positive youth development as the development of personal assets and skills which are essential for youth to become fully functional members of society. They also highlight that effective youth development programmes emphasize three components; (a) personal or life skills development, (b) positive peer, adult or community relationships, (c) psychological climate focused on learning, mastery and autonomy support (Weiss and Weiss-Bjornstal, 2009). Hamilton (1999) discussed that PYD is a concept that has been used in three different yet interrelated ways, namely:

1. ***As a development process*** – The cutting edge, contemporary theoretical framework involves relational developmental systems theoretical models (Overton, 2010 cited in Lerner, Bowers, Minor, Boyd, Mueller, Schmid, Napolitano, Bizan, Lerner, 2012). These models put great emphasis on the basic process of human development which involves the mutual influential relationship between the developing individual and the multiple levels of his/her changing

environment (Lerner, Bowers, Minor, Boyd, Mueller, Schmid, Napolitano, Bizan, Lerner, 2012). The bi-directional relationship can be illustrated by individual environment relations (Lerner *et al*). These environmental relations govern the course of development (direction, its pace and outcomes) (Lerner *et al*). When the “developmental regulations” benefit the individual(s) and his/her environment, then they can be termed “adaptive” (Brandstadler, 2006 cited in Lerner, Bowers, Minor, Boyd, Mueller, Schmid, Napolitano, Bizan, Lerner, 2012).

2. ***As an approach to youth programming*** – PYD as an approach to youth programming is the second component in Hamilton’s (1999) definition of Positive Youth Development. Eccles and Gootman (2002) National Academy of Sciences report on community programmes promoting youth development as the most influential and prominent example of the second component of PYD (Eccles and Gootman, 2002 cited in Lerner, Bowers, Minor, Boyd, Mueller, Schmid, Napolitano, Bizan, Lerner, 2012). Design, implementation and evaluation was discussed in the report on community programmes for youth and conceptualised PYD in regard to knowledge, skills, and other personal and social assets needed to make the successful transition from healthy adolescent to competent adult (Eccles and Gootman, 2002 cited in Lerner, Bowers, Minor, Boyd, Mueller, Schmid, Napolitano, Bizan, Lerner, 2012). The report produced by Eccles and Gootman (2002) was based on work done by scholars who contributed to the National Academy of Sciences committee on community level programmes for youth. Four domains of individual assets (skills, competencies and values) were highlighted by these scholars as being a good indicator of health and well-being in adolescents (Eccles and Gootman, 2002 cited in Lerner, Bowers, Minor, Boyd, Mueller, Schmid, Napolitano, Bizan, Lerner, 2012). These domains include; intellectual development, physical development psychological and emotional development, and social development

(Eccles and Gootman, 2002 cited in Lerner, Bowers, Minor, Boyd, Mueller, Schmid, Napolitano, Bizan, Lerner, 2012). The scholars noted that positive development of youth does not mean an individual needs to be in possession of all the assets. However, being in possession of more of the assets is better than having fewer, as having assets in all four of the domains would be beneficial to development (Eccles and Gootman, 2002 cited in Lerner, Bowers, Minor, Boyd, Mueller, Schmid, Napolitano, Bizan, Lerner, 2012). Eccles and Gootman (2002) state that youth must have access to environments that facilitate their development and provide them with exposure to positive experiences, settings and people. These environments should also give youth the opportunity to develop and refine real-life skills. Community initiatives should offer a selection of programmes that offer all the features of positive youth settings (Eccles and Gootman, 2002 cited in Lerner, Bowers, Minor, Boyd, Mueller, Schmid, Napolitano, Bizan, Lerner, 2012). Some of the characteristics of a positive development setting include; physical and psychological safety, appropriate structure and positive social norms.



3. ***As instances of youth programmes and organisations*** – This is Hamilton’s (1999) third instance of his definition of PYD (Lerner *et al.*) There are thousands of community-based programmes in the United States of America promoting PYD (Dryfoos, 1990: Mahoney, Vandell, Simpkins, & Zarrett, 2009; Roth & Brooks-Gunn, 2003a, 2003b cited in Lerner *et al.*). The United States have numerous national organisations that seek to provide such programmes nationwide. These include; 4-H, Boys & Girls Clubs, Girls, Inc, Boy Scouts, Girl Scouts, Big Brothers/Big Sisters and YMCA (Zaff *et al.*, 2011 cited in Lerner *et al.*). There are many examples of programmes that are effective in promoting PYD and the enhancement of one or more of the 5 C’s (Roth & Brooks-Gunn, 2003a, 2003b cited in Lerner *et al.*).

The mother of youth development, Karen Pittman, presented five (5) C's (Competencies, Confidence, Character, Connection and Contribution) that can be used to look for desired outcomes of youth development initiatives. Competence or competencies refers to the individuals' actions in a specific area which includes cognitive, social, health, academic and vocational (Zarrett & Lerner, 2008). Confidence is pivotal when dealing with youth, here it is referring to the self-efficacy and self-worth of the individual (Zarrett & Lerner, 2008). Positive bonds and relationships with people and institutions are vital when there are exchanges with family, friends, peers and community members, which details the "third C" known as connections (Zarrett & Lerner, 2008). Character highlights the respect individuals and institutions have for social and cultural norms, correct behaviour, integrity and a sense of right and wrong (Zarrett & Lerner, 2008). Caring/compassion is the individual and/or institutions level of empathy and sympathy to others and for others (Zarrett & Lerner, 2008).

Lerner *et al* (2005) use the "five Cs" (Competence, Confidence, Connection, Character and Caring) approach to understanding PYD. Researchers have theorised that youth who incorporated these five Cs would find themselves on a developmental path to developing the "sixth C", contributions. The researcher will draw on the work of PYD theory when exploring the youth development programmes at the selected football academies in the Western Cape. The multifaceted nature of youth development programmes makes this theory suitable as it allows for the exploration of youth development programmes within the components of the youth development theory.

2.3 Perspective of Youth Development Programmes at football clubs

According to the US Youth Soccer Player Development Model of 2012, a club must have a sound model for the development of all its players, as the player can only improve if the daily training and

playing environment is of the highest quality. If the environment is consistent with a clear vision of what is lying ahead for the player, development can be maximised (Woitalla, 2012). A club should also have a business plan for the growth of staff, facility management and the implementation of programming within the club structures (US Youth Soccer Player Development Model, 2012). Ongoing educational workshops and courses for administrators, coaches, parents and referees are vital elements in the formula to successful player development (US Youth Soccer, 2012). So, it is imperative that a club has a player development curriculum which will help players progress. The US Youth Soccer Player Development Model (2012) suggests that a player development curriculum should include; soccer specific skills, life skills and psychology, fitness and health components so that player development does not “...become disjointed, difficult to monitor and evaluate, causing players to graduate with skill gaps”. Player development can be split into three domains, namely; Psychomotor (motor skills) domain, Cognitive (learning) domain and the Psychosocial (emotional) domain (US Youth Soccer Player Development Model, 2012).

1. Psychomotor domain – This domain focuses on the physical fitness and motor skills development of players from their childhood to late adolescence. It is natural for some players to develop earlier than others, but in the best interest of all the players, a holistic approach to fitness and motor skills should include the ball at all times (US Youth Soccer Player Development Model, 2012).
2. Cognitive domain – Soccer is known as a thinking game, but very few youth coaches intentionally provide training conditions where players need to solve problems which could possibly happen on match day (US Youth Soccer Player Development Model, 2012). During a game, a player needs to make split-second decisions depending on the situation and pace of the game. Youth coaches should encourage players to think for themselves on the field of

play (US Youth Soccer Player Development Model, 2012). Experts in the field of youth sports have come to a consensus that “...some children reach the social and cognitive maturity required for successful participation in organised sports at the age of 8”, although their ability to understand the complexities of the sport usually develops at the age of 12 or older (US Youth Soccer Player Development Model, 2012).

3. Psychosocial domain - The US Youth Soccer Player Development Model (2012) states that, children’s social skills and values are learnt and understood through their experience of play. “Through play, children become sensitive to other children’s needs and values, learn to handle exclusion and dominance, manage their emotions and learn self-control, as well as share power, space and ideas with others” (US Youth Soccer Player Development Model, 2012).



2.4 Review of the Literature

2.4.1 International perspectives on Sport and a tool for development

2.4.1.1 Sport and physical activity

Sport can be advantages for those who play it as it promotes well-being and is important for medical health (Seippel, 2006). Sport can be described as a social good depending on the meaning an individual/athlete attaches to their activity and its impact on their life (Seippel, 2006). Sport also has a profound impact on emotional and psychological healing (Doherty & Taylor, 2010)). The benefits of sport participation include: alleviation of stress and depression, enhanced self-image and confidence, improved mental functioning and concentration (Doherty & Taylor, 2010). Sport is often played in both formal and informal settings as people tend to partake in it through sporting organisations, at health and fitness centres or as recreation with family and friends (Seippel, 2006).

Sport may be associated with improved psychosocial health above improvements attributed to an individual's participation in physical activity (Eime, Young, Harvey, Charity and Payne, 2013). Team sports seem to be associated with improved health outcomes when compared to individual sporting activities, due to the social nature of participation (Eime et al., 2006).

The international community has acknowledged and recognised the power of sport as a tool to promote peace and development (Beutler, 2008). The United Nations has promoted sport as a cost-effective tool device to accelerate and achieve the Millennium Development Goals and the promotion of peace (Beutler, 2008). It has been proven that sport can make a vital contribution to public health, gender equality, poverty reduction, universal education, prevention of HIV and Aids, environmental sustainability, conflict resolution and building peace (Beutler, 2008). Through sport activities that are organised and structured correctly, people can learn to play together with respect and laughter (Keim, 2003).

Sport serves as a tool for social development where people have the opportunity to improve communication skills, build experience in collaborating and teamwork, networking and establishing sustainable projects in communities for generations to come (USAID). The concept of sport serving as a tool for development and promotion of peace is not new (USAID). In a 2003 report compiled by the United Nations Task Force on Sport for Development and Peace, it concluded that "sport offers a cost-effective tool to meet many development and peace challenges, and help achieve the Millennium Development Goals (USAID).

Corporates globally have used sport as a vehicle to drive their corporate social responsibility (CSR) initiatives. Businesses involved in these initiatives should consider the interests of all stakeholders including; investors, suppliers, employees, consumers, the community and the environment benefitting from these activities (Smith & Westerbeek, 2007).

2.4.1.2 Sport for development

All over the globe, groups and individuals have shown an interest in sport regardless of their background, race, religion, age, gender or status. The emergence of sport for development (SFD) was largely due to the significance societies placed on sport and political policy makers emphasizing its overall benefits for societies (Van Eekeren, Ter Horst & Fictorie, 2013). There is also a growing recognition of sport as a vehicle for development and peace (SDP) (Ha & Lyras, 2013). Sport for development programmes and initiatives are on the increase and have been used when targeting underprivileged youth in mostly at-risk and/or high-risk environments (Ha & Lyras, 2013). Sport for Development and Peace (SDP) refers to the use of sport to promote a variety of outcomes outside of the playing field, harnessing the power of sport for social change (Sanders, Keim, & de Coning, 2017). As a result of this, sport is a great way to attract certain groups that were previously unreachable (Van Eekeren, ter Horst & Fictorie, 2013).

2.4.1.3 The United Nations and its Sustainable development goals (SDG's)

The United Nations Development Programme is aiming with the SDG's and the sustainable development agenda to rid the planet of poverty, promote prosperity and well-being of people while protecting our environment by the year 2030 (United Nations Development Programme, 2017). The 2030 agenda is a distinctive opportunity that could inspire a global push for development worldwide which includes the field of Sport for Development and Peace (Lemke, 2016). The United Nations Office on Sport for Development and Peace (UNOSDP) have been bringing people together through sport and supporting sport initiatives (Lemke, 2016). These sporting initiatives include mega sporting events to grass-root activities (Lemke, 2016). The UNOSDP has used this opportunity to empower young leaders through their Youth Leadership Programme (YLP), which uses sport as a tool for progress in disadvantaged communities (Lemke, 2016). As football is a sport loved and

played by many populations around the world, it is a perfect tool for initiatives implemented by the UNOSDP and its YLP.

As soon as a model/framework has been created or adopted, it is very important that it is implemented correctly and turned into an initiative that is sustainable. The United Nations Development Programme (UNDP) has the task of implementing the Universal Sustainable Development Goals (SDG's) through their work in over a hundred and seventy countries and territories (United Nations Development Programme, 2017). The Universal Sustainable Development Goals (SDG's) are an internationally agreed framework of seventeen goals to measure the progress of the sustainable development around the globe (Osborn, Cutter & Ullah, 2015). Member states of the United Nations will be expected to use these goals to frame their political policies and agendas for at least the next 15 years (Ford, 2015). The SDG's is an expansion of the millennium development goals (MDG's) which was agreed upon by governments in 2001 and has expired in 2015 (Ford, 2015). Many of the SDG's are implemented to better society and its people, but there are six (6) SDG's that could be highlighted as ideal for implementation through the use of sport and physical activity. These six (6) SDG's are as follows;

- 1) SDG number three (3) - to ensure healthy lives and promote well-being for all ages,
- 2) SDG number four (4) - to ensure inclusive and equitable quality education and promote life-long learning opportunities for all,
- 3) SDG number five (5) - achieving gender equality and empowering all woman and girls,
- 4) SDG number eleven (11) – make cities inclusive, safe, resilient and sustainable,
- 5) SDG number sixteen (16) - to promote peaceful and inclusive societies for sustainable development, providing access to justice for all and building effective, accountable and inclusive institutions at all levels,

6) SDG number seventeen (17) – revitalise the global partnership for sustainable development (Osborn, Cutter & Ullah, 2015).

The SDG's highlighted above are important and relate to PYD and intern YDP's, because it promotes and enhances the characteristics of the "Five Cs" (Competence, Confidence, Connection, Character and Caring).

2.4.1.4 The impact of Sport on sustainable development (The self, education, communities and future opportunities)

Upon casual observation of schools and colleges in the United States of America, it is evident that sport plays an important part of their value system (McPherson, Curtis & Loy, 1989). This is shown by; the size of facilities, wearing school sport jackets by athletes and other students, the amount of page numbers devoted to sport in schools, emphasis of achievements in the school, the status of athletes in peer systems, media coverage of high school and college sport, social importance of sport activities at schools and colleges and the size of sport budgets compared to other student activities (McPherson, Curtis & Loy, 1989). Some American universities have bigger sporting budgets than academic budgets and it is common for sport coaches to receive a higher salary than a university president (McPherson, Curtis & Loy, 1989). Sport and particularly competitive sport are highly valued and is seen to be essential and a desirable part of the educational system (McPherson, Curtis & Loy, 1989). Many educators have claimed that sport has many utilitarian functions. Amongst the arguments is that sport at high school and college settings;

- 1) Promote and teach self-control and self-discipline,
- 2) Encourages physical wellbeing,
- 3) Teach participants the principles of fair play, sportsmanship, cooperation, achievement-orientation,

- 4) Helps build school spirit, morale and cohesion,
- 5) Raises educational aspirations and academic achievement levels,
- 6) Develops loyalty to the school or college,
- 7) Provides a formal occupational socialisation for those aspiring to professional sport careers.

There are many personal accounts of individuals involved in both areas (sport and academic) that swear on the positive effects sport has on their educational achievement. Sport provides an effective coping mechanism for stress in athletes, especially when participating in enjoyable physical activity (Hicks, 2018).

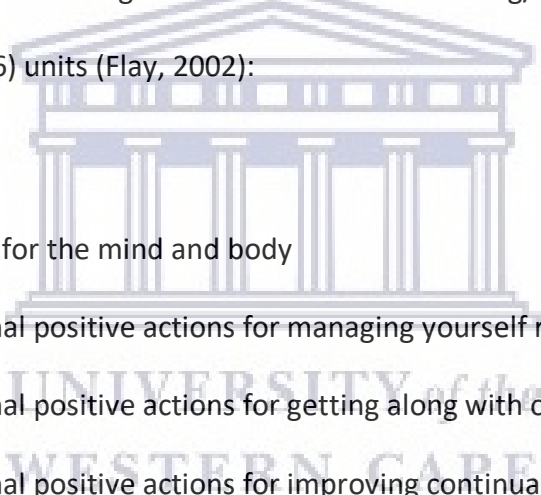


2.5 Youth development and its role within society

The Miami Youth Development Project is a university-based outreach programme which draws on work termed by William Kurtines and his colleagues as developmental intervention science (Kurtines *et al.*, 2008a, 2008b cited in Lerner *et al.*). Developmental intervention science is the integration of developmental science, intervention science, outreach research, prevention science and positive youth development literatures (Kurtines *et al.*, 2008a, 2008b cited in Lerner *et al.*). The Miami YDP started in response to the young people that were at risk in the Miami community, especially youth from immigrant groups (Central America, South America and the Caribbean) (Aviles & Grigalunas, 2018). Being a community supported programme, it aimed at realising long-term community developmental goals for the youth by creating knowledge strategies that are sustainable, effective and practical (Aviles & Grigalunas, 2018). One of the programmes developed as part of this initiative is the *Changing Lives Programme* (CLP) which targets youth with multiple problems in alternative high schools. The aim would be to positively identify developmental strategies and services,

including CLP youth as an active player in their development and the environments in which they are embedded.

Flay (2002) argued that PYD requires comprehensive health promotion programmes (Lerner *et al.*). He states that in order to prevent bad behaviour and promote good behaviour, it is necessary to use coherent, comprehensive and integrated approaches to youth programmes (Flay, 2002). Flay and Allred (2003) describe the long-term effects of a “Positive Action” programme (Flay and Allred, 2003). The features of this school-based programme include interventions involving the adolescent(s), the school and the family. The intervention, at all levels, focuses on the same broad concept which is creating a good feeling for the individual when doing/taking a positive action. The specific content includes six (6) units (Flay, 2002):

- 
- 1) Self-concept
 - 2) Positive action for the mind and body
 - 3) Social/emotional positive actions for managing yourself responsibly
 - 4) Social/emotional positive actions for getting along with others
 - 5) Social/emotional positive actions for improving continually
 - 6) Social/emotional positive actions for being honest with yourself and others

The National Registry of Evidence based Programmes and Practices (NREPP) did a review of the Positive Action Programme in 2006 and noted that it was indeed a comprehensive and integrated programme (Flay & Allred, 2003). Their review made it evident that the programme was effective in improving school attendance and academic achievement and, as a result of this, eliminating problem behaviours such as; substance abuse, suspensions, violence, dropping out, sexual behaviour and disruptive behaviour (Flay & Allred, 2003).

2.6 Youth development through sport – An International perspective

Since 2010, the United Kingdom (UK) has chaired the Thematic Working Group on “Sport and Child & Youth Development” where they believe it is their role to increase the opportunities for youth around the world to participate in sport (UNOSDP, 2014). The UK is managing research initiatives around the world to make sport participation safer for youth (UNOSDP, 2014). Millions of youth globally participate in sport each day (UNOSDP, 2014). Youth comprise of 18% of the world’s total population which is a significant segment that can contribute to the following (Sport for Development and Peace International Working, 2010);

- 
- a) Prosperity and development of communities,
 - b) Act as agents for social change and sustainable development for generations to come,
 - c) Have the ability to surpass geographical boundaries,
 - d) Have the energy, passion and interest to tackle issues of concern and
 - e) Bridge the gap between culture, traditions and modernity

2.7 Approaches to Youth Development Programmes through football

2.7.1 Youth development through football- An International perspective

a) FIFA Grassroots Programme

FIFA’s grassroots programme is very different to other programmes, because its organisational framework offers a great deal of flexibility (FIFA, 2007). Their programme offers great guidelines that can assist in supporting grassroot programmes around the world (SportzPower, 2011). There are two major steps involved in FIFA’s grassroots programme; the first phase being the *analysis on the ground* and *the seminar and festival*. The first step, *Analysis on the ground*, is dependent on the

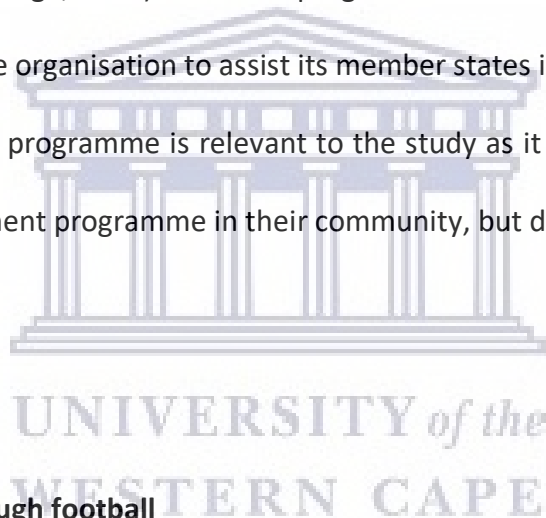
accurate appraisal of the situation on the ground, an evaluation of the country data and an assessment of local needs (FIFA, 2007). This process is usually carried out by FIFA in conjunction with the national football associations, which is essential for the success of all grassroots programmes (FIFA, 2007). Once this assessment is completed the programme objective can be established and put into a local context (FIFA, 2007). Sources can also be tailored to suit the needs and goals for the target group (FIFA, 2007).

The second step of the grassroots programme is the *seminar and festival*. The *seminar* is organised by FIFA and attended by all the coaches and educators (FIFA, 2007). The seminar is usually led by a FIFA instructor(s) and provides an opportunity for coaches and educators to understand every aspect of the grassroots programme (FIFA, 2007). The second phase within this step is the *grassroots festival* which gives teams an opportunity to play the same number of games and participate in exercises during the programme segments (FIFA, 2007). This type of event allows teams to play and not worry about the competitiveness of a competition. So, ultimately there is not a winner and participants are ideally left with a positive impression of the game rather than the possible negatives that could accompany a tournament styled format (FIFA, 2007). FIFA's grassroots programme steps serve as a basic framework for institutions wanting to establish their own grassroots programme, offering some guidance and also creating uniformity from a local level to international level

b) FIFA's Goal Programme

FIFA's *Goal* programme is available to all member associations of FIFA and allows each member association to receive funding for football development projects (FIFA, 2012). This programme was launched by FIFA President Joseph S. Blatter, which has to date provided funding and supported for over 500 development projects across the world at a total cost of two hundred million US dollars (FIFA, 2012). FIFA has also helped national associations build headquarters, training academies,

artificial and grass pitches (FIFA, 2012). Over the years this project has evolved and continues to extend and refurbish infrastructures, while also enabling member associations to fund a wider range of projects (Radnedge, 2012). These extensive projects include; the creation of academies, providing computer systems, promotion of woman's football, futsal and beach soccer, etc. (FIFA, 2012). For the 2011-2014 cycles and the approval of the congress, the FIFA committee has allocated five hundred thousand US dollars for each *Goal* project (FIFA, 2012). Each *Goal* project must be submitted to the *Goal* bureau for approval (FIFA, 2012). The Goal initiative has now become an essential source of funding and support for member associations, as with the FIFA financial assistance programme (Radnedge, 2012). The Goal programme made available by FIFA is another example of steps taken by the organisation to assist its member states in establishing development initiatives for the youth. This programme is relevant to the study as it can assist clubs wanting to implement a youth development programme in their community, but do not have the resources to execute their goals.



2.8 Youth development through football

2.8.1 A local perspective

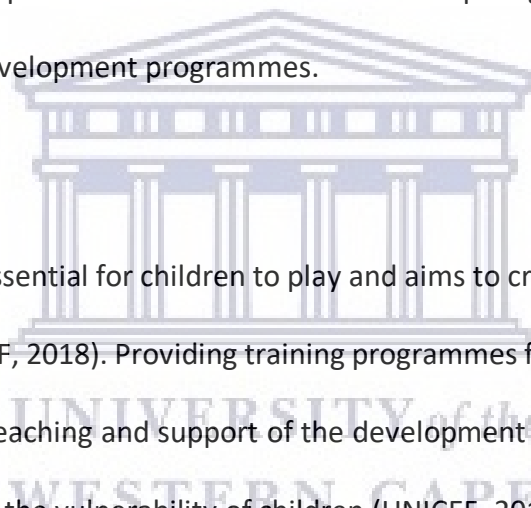
a) The South African Football Association (SAFA)

The South African Football Association (SAFA) is the national football association in South Africa. SAFA has a nationwide Grassroots Development Programmes which is assisted by Federation Internationale de Football Association, to establish and introduce the game to boys and girls between the ages of eight to twelve years old (Lekwadu, 2011). The main objective of the programme is to bring the game to the people and allow them to play and enjoy football (Molobi, 2012). Additionally,

the aim of the grassroots development programme is to showcase the positive value of football, such as respect, fair play and teamwork (Molobi, 2012). According to the SAFA Technical Master Plan of 2012, there are a few key changes to the talent development structure. These changes are effective on all levels and include; the establishment of nine provincial academies, one for each province of South Africa, fifty-three (53) regional centres of excellence and three hundred and eleven (311) local centres (Molobi, 2012). Although SAFA has a grassroots development programme in place, it does not provide best practices for institutions wanting to implement youth development programmes or existing youth development programmes run by clubs. The study will explore policies and practices being implement at club level and will attempt to give insight into the practices best suited to those youth development programmes.

b) UNICEF – South Africa

UNICEF has stated that it is essential for children to play and aims to create opportunities for youth to develop holistically (UNICEF, 2018). Providing training programmes for community members and educators who assist in the teaching and support of the development of children through play will immediately start minimising the vulnerability of children (UNICEF, 2018). UNICEF is confident that providing the five hundred and eighty-five disadvantaged schools with play, sport coaches and life-skill infused programmes can encourage mass participation in sport. This can be spread into the community through various community events that foster the physical development of community members and increase awareness of child rights, survival and health (UNICEF, 2018).



2.8.2 An International perspective

The following section highlights several clubs both locally and abroad for their youth development programmes. These clubs have produced many youth graduates who have gone onto represent various clubs at a professional level.

a) Ajax Amsterdam Football Club

Ajax Amsterdam football Club was founded on March 18th, 1900 (Wahl, 2020). After the club's acceptance into Dutch football, Ajax spent ten (10) seasons in the second division before gaining promotion to the first division in 1911 (Wahl, 2020). Ajax youth academy is world famous as they aim to form talented young players into top football players (Wahl, 2020). The road to success is long at the Ajax academy, as only the very best reach the top. Graduates from the Ajax Amsterdam youth academy include; Johan Crujff, Marco Van Baston, Frank Rijkaard, Wim Kieft, Dennis Bergkamp and Patrick Kluivert (Sokolove, 2010). The training of top players takes centre stage at Ajax as only one or two get to play in the first team (Wahl, 2020). The youth academy is known as the breeding ground in Dutch football (Sokolove, 2010). Ajax have developed something they know as the TIPS model which stands for Technique, Insight, Personality and Speed (Wahl, 2020). Players at the academy also possess a special Ajax passport, in which all their achievements are noted (Sokolove, 2010).

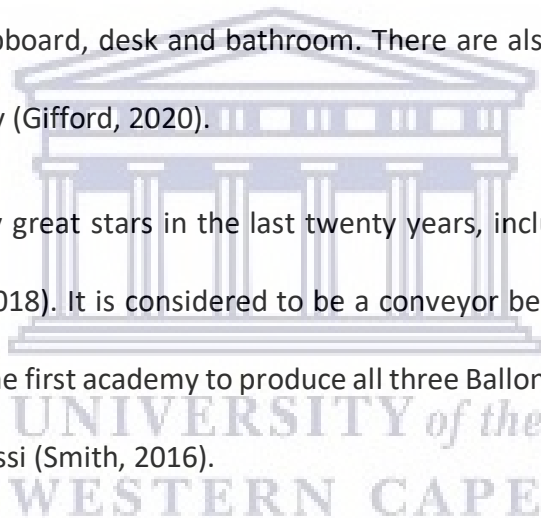
Their youth academy, fondly known as “De Toekomst – The future” is housed at a state-of-the-art facility that consists of; eight playing fields, a two-story building (housing locker rooms, classrooms, a gym, offices etc.), café and bar (Sokolove, 2010). Ajax Amsterdam operates a programme similar to that of a big-league baseball team's minor league system, where they identify talent well into

early childhood (Sokolove, 2010). With their programme, they have sixty volunteer scouts that watch games at amateur clubs and invite players for auditions at Ajax (Wahl, 2020).

b) FC Barcelona

FC Barcelona's youth academy is commonly known as "La Masia" in Spain. Their new Masia opened on the 2nd of October 2011 and features a state-of-the-art design that can expand in accordance to the club's needs (Gifford, 2020). The facility was designed to optimise the intellectual, personal and social development of its youth participants (Gifford, 2020). The new building consists of five floors, three are currently in use by the academy and the other two are reserved for future use. Bedrooms are equipped with a bed, cupboard, desk and bathroom. There are also special beds designed for taller athletes at the academy (Gifford, 2020).

La Masia has produced many great stars in the last twenty years, including; Lionel Messi, Andres Iniesta and Xavi (Marsden, 2018). It is considered to be a conveyor belt of talent achieving a new record in 2010 of becoming the first academy to produce all three Ballon d'Or finalists, namely; Xavi, Andres Iniesta and Lionel Messi (Smith, 2016).



2.8.3 A local perspective

a) Ajax Cape Town Football Club

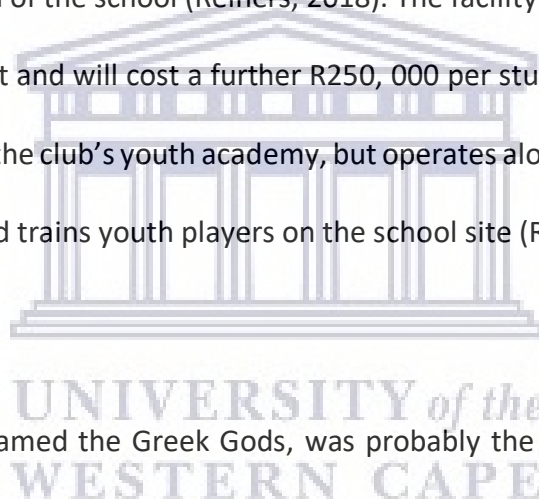
Ajax Cape Town Football Club was established in 1998 after the merger of two clubs namely; Seven Stars Football Club and Cape Town Spurs Football Club (Bindl, 2019). Rob Moore, who was the owner and chairman of Seven Stars Football Club travelled to Ajax Amsterdam to conclude the transfer of Benni McCarthy when Ajax Amsterdam indicated that they would like to establish a football development academy in South Africa with the aim of unearthing more Benni McCarthy's (Bindl, 2019). Rob Moore then developed a blueprint for a football development academy and

presented it to the Ajax Amsterdam board (Bindl, 2019). The blueprint was accepted by the Ajax Amsterdam board and Rob Moore returned to Cape Town to initiate the establishment of the academy (Bindl, 2019). After careful consideration, Rob Moore invited the chairman of Cape Town Spurs Football Club, John Comititis, to join this project and that is how Ajax Cape Town was born (Bindl, 2019). Ajax Cape Town believes in giving children the best facilities to grow and learn, with the ultimate goal of becoming future world-class players (Bindl, 2019).

Ajax Cape Town has always been a frontrunner of youth development in the Western Cape (Reiners, 2018). Ajax has now opened their very own soccer school known as the Ajax Lambda Institute (ALI), with Duncan Crowie the head of the school (Reiners, 2018). The facility cost the club R8.5-million in its first phase of development and will cost a further R250, 000 per student each year (Said, 2018). The school is independent of the club's youth academy, but operates alongside it. It currently houses, feeds, educates, develops and trains youth players on the school site (Reiners, 2018).

b) Hellenic Football Club

Hellenic Football Club, nicknamed the Greek Gods, was probably the most successful club in the 1970's (Said, 2017). At its heart, Hellenic is a community club that looked to promote young players from within its youth ranks (Said, 2017). In the year 2000, the club started its own youth academy in Landsdowne, Cape Town. The academy housed, fed and educated young players also providing top level coaching (Said, 2017). Graduates from the academy who then went on to play in the Premier Soccer League include; Lance Davids, Vuyo Mere and Emile Baron with many more playing in National First Division and other leagues (Said, 2017). In 2003 the academy closed and after being relegated from the Premier Soccer League in 2004, the club rights were sold. In 2011, Mark Byrne was granted the naming rights to Hellenic Football Club and the club looks to be back on track, with



the same principles and ideals that made it a powerhouse in South African football (Said, 2017). The club is now based in Milnerton, Cape Town after it's re-launch in November, 2011 (Said, 2017).

The club and its youth academy are not just a development club. Hellenic academy formed a partnership with Curro schools, adding an educational element to their youth development programme (Said, 2017). The aim is to produce well-rounded human beings who are able to sustain themselves well after their football careers have ended (Said, 2017).

2.9 Chapter conclusion

In this chapter a review of literature was provided from institutions around the world and their aims and objectives for youth and development programmes highlighted. From literature reviewed, it is evident that football institutions with structures in place for holistic youth development, provide the most ideal environment for positive youth development. The focus cannot just be on football development, but has to incorporate an educational, social and emotional aspect.

The Positive Youth Development perspective was highlighted and described in some detail. Key points are as follows; Emphasis on youth outcomes, the importance of Youth voice, long term involvement of the youth, community involvement in the development of youth, strategies aiming to involve all youth and placing emphasis on collaboration.

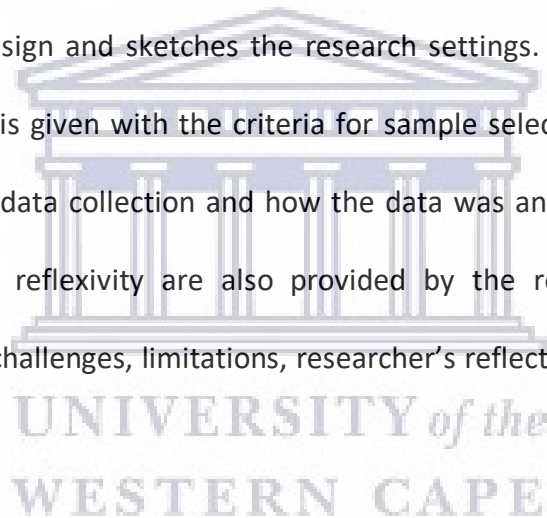
The next chapter will provide a methodological approach used for data collection and data analysis of youth involved in football youth development programmes in the Western Cape.



Chapter Three: Research Methods

3.1 Introduction

In this chapter the methodological approach used in this study will be presented. This study aimed to explore the best practices of youth development programmes at football academies in the Western Cape. The research objectives included; exploring the current practices implemented through the youth development programmes, examining the academies policies regarding their programmes, and looking at the extent to which the policies that govern the youth development programmes are effectively being implemented at the relevant football academies. This chapter also defines the research design and sketches the research settings. A brief description of the selected football academies is given with the criteria for sample selection. The researcher then provides the procedures for data collection and how the data was analysed. The approaches to ensure trustworthiness and reflexivity are also provided by the researcher. The researcher concludes this chapter with challenges, limitations, researcher's reflection of the research process and ethical considerations

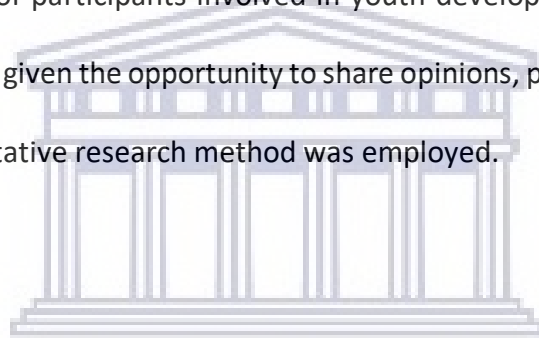


3.2 Methodology

For this study the researcher employed a qualitative approach to explore practices of youth development programmes at football academies in the Western Cape. This method allowed for the exploration of non-quantitative data such as feelings, opinions, perceptions and thoughts (Gratton & Jones, 2010). Qualitative data is collected over an extended period of time and analysis done so that emerging concepts can be understood (Gratton & Jones, 2010). Bryman (2012) describes qualitative research as a research strategy that puts emphasis on words rather than quantification

when collecting and analysing data. It is extremely challenging to convert data in the form of words into numbers, so the researcher has the task of interpreting the data which is relevant (Gratton & Jones, 2010). Qualitative research as a strategy can also be explained as broadly inductive, interpretivist and constructionist in nature although researchers do not always subscribe to all these features (Bryman, 2012).

The qualitative approach was appropriate as it allowed the researcher to explore the practices implemented within youth development programmes at football academies in the Western Cape. This research method also gave the researcher the opportunity to gain a deeper insight into the knowledge and experiences of participants involved in youth development programmes at these academies. Participants were given the opportunity to share opinions, perspectives and finer details that would be lost if a quantitative research method was employed.



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3.3 Research design

In this study, the researcher made use of a case study approach. This approach was used to collect data from key participants in an attempt to gain a holistic view of the policies and practices of the selected football academies in the Western Cape. The word “case” means “an instance of” (Rose, Spinks & Canhoto, 2015). A case can be something solid such as a group, organisation or an individual (Rose, et al. 2015). A case study research design can best be described as an investigation of one of more specific “instance of”. Case studies have the ability to investigate cases in-depth and employ multiple sources of evidence which makes the case study design a very useful tool for descriptive research studies (Rose, et al. 2015). In this study the researcher used three (3) football academies as a case to gain insight into the policies and practices utilised in their youth development programmes. In this study the researcher used feedback from participants to collect, organise and

analyse a wide range of data trying to find themes or patterns in the data. Yin (2014) argues that when case studies are dealing with current events, the researcher has little or no control over it. Therefore, this method of research became particularly advantageous over others. For this reason, the researcher employed multiple case studies in order to collect data from key participants and focus group participants in an attempt to gain a holistic view of the practices and policies that best govern youth development programmes of the selected football academies in the Western Cape.

3.4 Research setting

Football clubs with academies that administer youth development programmes in the greater Cape Town region of the Western Cape were invited to participate in this study. Youth development programmes at the selected football academies in the Western Cape were implemented and promoted through activities that developed the players holistically. The academies participate in local football associations in Cape Town and use football as an instrument for development at grassroots level. Each football academy is located in either a high- or middle-income community with the staff and participants of the youth development programmes originating from various socio-economic backgrounds. The academies are located in various suburbs across Cape Town.

The data was collected at the clubhouses of the selected football academies as these venues were; convenient, easily accessible and comfortable for participants. These methods are further discussed below and include the rationale for using it. Focus-group and key-informant interviews with senior management, programme co-ordinators and participants of the youth development programmes were done at the selected football academies in the Western Cape. The focus group discussions and key-informant interviews took place in the boardrooms of the selected football academies. These venues proved to be ideal as it reduced distractions and served as a convenient location for all

participants. The researcher made sure that the focus-group discussions and key-informant interviews were conducted at a time that was convenient for everyone. The researcher made provision for an alternate venue that better suited participants if there was any discomfort during sessions held in the boardrooms.



Map 1 shows South Africa's Western Cape Province outlined in red. Cape Town is marked by a red star.
Source: Google Maps



Map 2 shows the particular locations around Cape Town where the academies are based.
Source: Google Maps

Figure 3.3.1. Map of Cape Town, Western Cape.

The research was conducted at the selected football academies in and around the city of Cape Town. Key-informant interviews took place in the boardrooms and focus group discussions took place in the cloakrooms of the clubhouses at the selected academies. These venues were convenient for the participants and there were no disturbances.

3.5 Study population and sampling

The study population included three (3) selected football academies. They were selected on the following basis (inclusion criteria):

- a) They are involved in youth development programmes in the Western Cape
- b) These football academies participate in local football associations around Cape Town, and
- c) They have a reputation of producing league winning squads with the core of the team graduating from their youth development structures.

The researcher employed the purposive sampling method which was the best way to ensure fair representation of a population given that everyone had an equal chance of being selected thus also making it possible to generalise the findings (Gratton & Jones, 2010). The researcher invited all staff members of the academy with a minimum of five years' experience and participants of its youth development programme in the thirteen to eighteen years of age group. Purposive sampling was employed to select two key-informants from each academy, ideally a manager/coach with a minimum of five years' experience, responsible for the youth teams mentioned above and the youth convenor of the academy. To this end, two (2) of key informants from each academy was invited to participate in this study. All youth academy players were invited to participate in this study. The researcher randomly selected fifteen participants from the under fourteen, under sixteen and under eighteen teams from the three academies. These randomly selected participants formed the focus-group(s) for the study. The researcher, with the assistance of role-players at the selected academies randomly selected youth academy players based on players consent, assent from their parents/caregivers/guardians and their availability during training sessions to participate in the focus group discussions. A focus-group was held at each football academy for recipients of the youth development programme. A total of three focus-groups were conducted for this study. Participants for the study were members of high-income, middle-income and low-income communities in the Western Cape. So, there was no bias in the selection of participants. The researcher obtained permission, informed assent (Appendix B) and consent (Appendix C) from the parents of participants

involved in the youth development programmes of the football academies. Data was collected until data saturation was achieved. The youth development programmes at the selected football academies were the unit of analysis in the study.

The intention of the researcher was to interview either a manager or a coach and the youth convenor from each academy. However, it was found that these roles were interchangeable at the academies. For this reason, the two key informants from each club were in senior coaching/management positions and were chosen based on their involvement and experience with the academies.

Participants for the study are tabulated and totalled in table 3.4.1.

3.5.1 Total participants of the study

	Football club A	Football club B	Football club C	Total (n)
Key-informant 1	1	1	1	3
Key-informant 2	1	1	1	3
Youth players	7	4	4	15
Total (n)	9	6	6	21

3.6 Data collection procedures

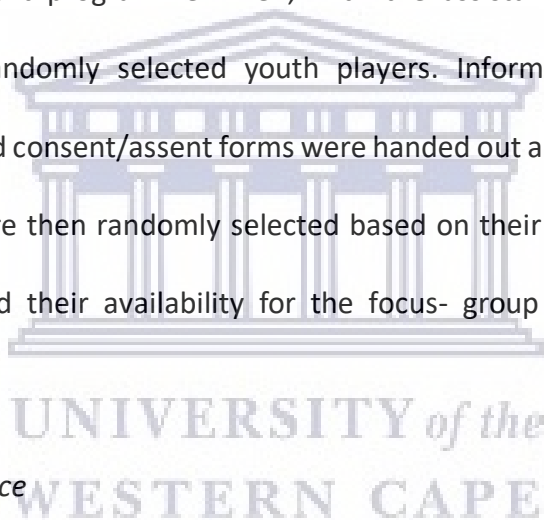
This study used multiple sets of data and data collection instruments. Data was collected through the use of key informant interviews and focus group discussions. The aim was to explore the practices of each academy and what makes their programme produce elite athletes regularly. The researcher obtained a list of members from the three (3) selected football academies provided by the management or executive committee of each football academy. The data collection process was as follows:

Step one: contacting the participants

The researcher contacted the potential football academies with youth development programmes to present the research topic, build interest and potentially confirm a commitment to participate in the research study.

Step two: Identifying key informants and randomly selecting focus-group participants

Once interest was shown by the participants, the researcher identified key-informants at each football academy based on their willingness to participate and their experience in dealing with the academy's youth development programme. Then, with the assistance of role-players at each academy, the researcher randomly selected youth players. Information sheets, focus group confidentiality agreement and consent/assent forms were handed out and explained in great detail. Focus-group participants were then randomly selected based on their consent, assent from their parents and/or guardian and their availability for the focus- group discussion during training sessions.



Step three: set a time and place

Once interest was shown and participants confirmed their participation in the research study, a time and date were set to conduct the key-informant interviews and focus-group discussions at the selected football academies.

Step four: establishing neutrality and building rapport

Youth players were warmly welcomed to the focus group discussions with the researcher and participants introducing themselves. To make the environment comfortable, the interviewer and participants were called on their first names. The researcher explained the procedure of the focus

group in great detail. The researcher explained that there are no wrong answers and that participants can respond to questions freely. The researcher made participants aware that there were no obligations to participate in the focus group discussion. Participation was completely voluntary and participants could withdraw at any time. Participants were informed by the researcher that the focus group discussion would be recorded using a voice recording application on the researcher's smartphone. Participants were encouraged to respect other members within the focus group discussion and each participant was required to sign the focus group confidentiality binding form.

Step five: introduction, opening question and probing questions

The researcher began the focus group discussion with another self-introduction and a brief recap on key points covered on the information sheet. The researcher then began the focus group discussion with an opening question. The expectation was that participants start sharing their opinions and experience with regards to the questions asked by the researcher. Probing questions were employed by the researcher to assist participants understand what was being asked and to create a conversational dialogue between participants.

Step six: inviting a summary

While asking questions during the focus group discussion the researcher gave a brief summary of what participants said. This was done to make it clear what was said and to clarify terms and ideas as a means of ensuring the validity of the data, and to gain a deeper understanding of participant responses.

Step seven: concluding the interview

Before ending the discussion, the researcher gave an oral summary of what was said by participants which confirmed questions asked and responses given by participants. The researcher then opened up the floor for any final comments to be made before the discussion was concluded. The researcher then asked the participants if they agreed upon the accuracy of the oral summary given. Participants agreed with the oral summary and the focus group discussion was dissolved. The interviewer then thanked the participants for their contributions to the focus group discussions.

3.6.1 Key-informant interview participants

The role-players of the youth development programmes served as the key-informants at the three selected football academies. These role-players had at least five years of experience within the academy's youth development programme. According to (Gratton & Jones 2010:154-55), interviews are the most widely used qualitative research method in sport as it deals with why and how things happen. Gratton and Jones (2010) further suggest that this method is superior to questionnaires, because it gives participants an opportunity to elaborate on what they are saying as they are not restricted by the format of a questionnaire which could lead to short and direct responses. Additional advantages include the opportunity to build rapport and gain the trust of participants while simultaneously having the opportunity to contextualise what they are saying (*ibid.*).

The researcher chose to conduct key-informant interviews with senior officials at the selected football academies. The purpose was to explore the youth development programmes at these organisations while also gaining information to recognise the overall best practices between them. The informants were chosen based on their expertise, experience and positions within the academies.

3.6.2 Focus group discussions

Focus group discussions, like interviews, are a qualitative method used to gain the perspectives and opinions of others (Krueger & Casey 2000). The main difference between the two methods are that, as opposed to a single participant, focus group discussions take place amongst a group of people that do not exceed twelve in number. The amount of people are limited so that everyone may have a chance to give their input, resulting in a wealth of information (Krueger & Casey 2000). Focus groups are often successful, especially with young participants, as it provides a more natural and participatory environment as opposed to an individual interview (Krueger and Casey 2000).

Given that fifteen of the participants are youth, the researcher opted to use this method to gain their perspectives of participating in their academy's youth development programme. Issues such as; how they benefit from the programme, what it feels like to be part of the programme and what provisions are made for them. All these points were addressed in the discussions. For the purpose of the focus groups, the researcher randomly selected fifteen participants between the ages of thirteen and eighteen from the under fourteen, under sixteen and under eighteen football teams at the academies. Focus-group interviews and key-informant interviews with participants of the youth development programmes took place in the boardrooms of the clubhouses of the three selected academies at a time that was convenient for all participants of the study. Interview questions were semi-structured and open-ended in order for participants to provide insight into the operations of their youth development programmes. Once informed consent was obtained, permission to record the interviews was requested. A digital recording device was used to capture recordings during the data collection phase. Interviews lasted between sixty to ninety minutes. The researcher also recorded notes of key points that arose during the interview schedules for the purpose of reliability. The researcher did not ask participants (focus group participants and key-informants) about best

practices but rather asked about their experiences in the youth development programmes within the framework of PYD theory as mentioned in Section 2.2.

3.7 Data Analysis

After all the data was collected, the researcher proceeded with analysing the data. Interviews and focus group discussions were transcribed verbatim in English. Identification of codes, themes and subthemes were established from the voice recordings, interview transcripts and focus group discussions. These formed the primary documents for the researcher to conduct thematic analysis. Thematic analysis is a qualitative analysis that is used to analyse classifications and present patterns that relate to data (Alhojailan, 2012). One of the benefits of thematic analysis is its flexibility (Braun & Clarke, 2006). It also deals with diverse subjects and illustrates data in great detail (Alhojailan, 2012).

For the purpose of this study, the researcher analysed data using a theoretical thematic analysis for both the focus-group discussions and key-informant interviews. The Positive Youth Development perspective was used as a lens for the interpretation of data. Data was analysed using data analysis software, Atlas.ti version 7.5.16., which assisted the researcher to group codes, themes and subthemes.

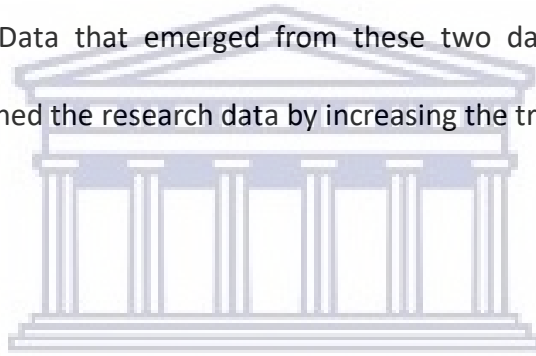
The step-by-step procedure for analysis of this study's data was as follows (Braun & Clarke, 2006):

- a) The researcher obtained permission from the participants to allow for key-informant interviews and focus-group discussions to be tape recorded. Tape recorded data was transcribed verbatim. The transcriptions were transcribed into English text.
- b) The transcriptions were read carefully several times by the researcher.

- c) Transcriptions were analysed and coded using atlast.ti 7.5.16 software.
- d) Phrases and/or related ideas were grouped together in thematic categories.
- e) Thematic categories were then synthesised into a narrative summary which aimed to reflect the experiences of the participants. These themes were used by the researcher to refer back to literature hence building a valid argument.

Data was analysed until data saturation was achieved.

The analysed data from the two (2) data sets (key-informants and focus group) were then triangulated. The triangulation of mixed data is often thought to assist in validating claims that arise (Thomas & Harden, 2007). Data that emerged from these two data sets provided a deeper understanding and strengthened the research data by increasing the trustworthiness of the data.



3.8 Trustworthiness

The researcher used the approaches of Creswell (2009) to ensure trustworthiness. Trustworthiness of findings took place throughout the process of the research; this gave the researcher an opportunity to record procedures validating the findings from the study (Elo, Kaariainen, Kanste, Polkki, Utriainen & Kyngas, 2014). Qualitative trustworthiness is when the researcher checks the accuracy of findings using certain procedures, whereas qualitative reliability shows that the researcher's approach is consistent across different projects and different researchers (Creswell, 2012). Creswell (2012) highlights eight strategies that can be organised, implemented easily and used often when compared with those that are more difficult to implement and are used occasionally. The eight strategies include; triangulation, member checking, rich descriptions, bias,

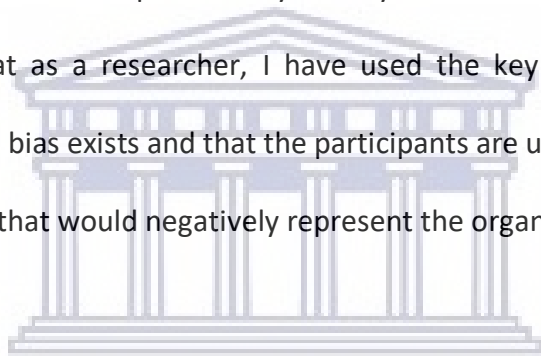
negative information, prolonged time, peer debriefing and external auditing. The researcher made use of the following three (3);

- a. *Member checking* was used to determine the accuracy of the findings by taking the themes and/or final report back to the participants in the study to determine whether the information was accurate or not. The researcher referred back to the participants during the interviews and focus groups by summarising their perceptions for clarity.
- b. Clarifying the *bias* brought in by the researcher. This was done through self-reflection, as it created an open and unbiased narrative. Throughout the reporting of the findings, the researcher offered reflective insight where necessary.
- c. The researcher did *peer debriefing* so that the accuracy of the account was enhanced. This person reviewed the work and asked questions about the study. After each set of data collection, the researcher was debriefed by his supervisor. All opinions and ideas were discussed and the supervisor acted as a neutral sounding board to eliminate any bias which may have existed.

3.9 Reflexivity

As a passionate football player and coach still involved in the game, the researcher acknowledges his own thoughts, opinions, assumptions and interpretations regarding the topic of discussion. The researcher kept a reflective journal to document all biased opinions, thoughts and feelings of the topic being studied. The researcher was fully aware that being subjective could influence the findings of the study. So, it was vital to remain objective as the researcher of this study.

According to Yin (2013), the validity of a study depends on how well the researcher collects and interprets the findings so that it reflects the reality of what has been studied as accurately as possible. As mentioned above, the data for this study has primarily been collected through interviews and focus group discussions. As a means of verifying the information given to me, I applied the method of testing rival explanations which entails being continuously sceptical about the assumptions made and the trustworthiness of the evidence being gathered (Yin, 2013). In addition to this, Yin (2013) suggests that triangulation is a means of increasing the validity of one's study. For this reason, I made use of this method by using respondent validation, observation and corroboration between the information provided by the key informants and the players in the focus group discussions. Given that as a researcher, I have used the key informant technique, it is acknowledged that a possible bias exists and that the participants are unlikely to have provided me with information or opinions that would negatively represent the organisation.



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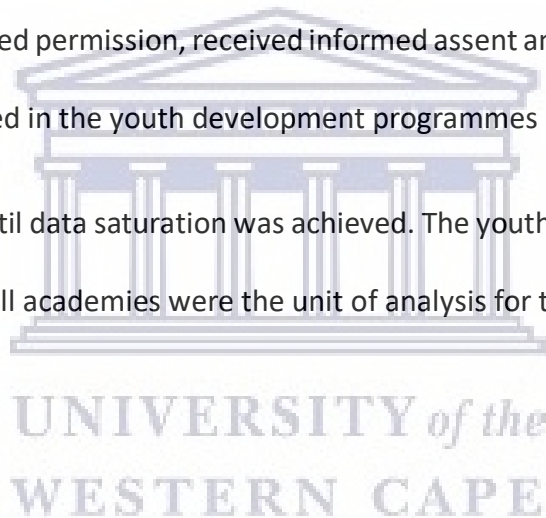
3.10 Research Reflections

Limitations which I have encountered during the research process included:

- a) Gaining participants proved to be challenging, as potential participants had; time constraints, other commitments before and after training sessions or had to adhere to contractual commitments which did not allow them to expose information about their clubs.
- b) Time for scheduling key-informant interviews and focus group discussions turned out to be challenging for a number of reasons. Distance to venues, free time available to participants did not suite the researcher, Vis versa or both. Delays in the completion of relevant documentation before data could be collected. Availability of players in the focus group

discussion clashed with team training times or key-informants had very limited time outside of training hours. Club training sessions were conducted at the same time.

- c) Concerning methodology, it was not possible for me to video record the focus group discussions as Gratton & Jones (2010) suggest, as I did not have access to such equipment nor did I have the funding to obtain it. Even though this method would have made it easier to identify which participants disclosed certain pieces of information, I think that it is in itself a limitation as the youth that I have worked with might have found it intrusive and might not have shared information as easily if they were being video recorded.
- d) The researcher obtained permission, received informed assent and consent from the parents of participants involved in the youth development programmes of the football academies.
- e) Data was collected until data saturation was achieved. The youth development programmes at the selected football academies were the unit of analysis for the proposed study.



3.11 Ethics Considerations

Given that this study is affiliated to the University of the Western Cape, permission to conduct it was sort from the University of the Western Cape's Humanities and Social Sciences Research Ethics Committee and from the Chairpersons of the football academies identified to participate in this study. Once participants were identified, they were informed regarding the purpose of the study, its aims and objectives. They were then invited to take part in the study and it was mentioned upfront that they could withdraw from the study at any time and that there would be no repercussions involved. Participants were offered counselling services if they felt distressed at any stage of the research. When participants agreed to participate in the study, they were asked to sign

a consent form and focus group confidentiality binding form which the researcher issued to the participants of the focus group discussion before it commenced. For junior football players involved in the selected club's youth development programmes, it was necessary that an informed assent form be issued which had to be signed by the parents/guardian. Also, permission was given before taking part in the focus group interviews. All football players from the selected academies were under eighteen years of age. So, under South African law, the players do not have signing power until they are eighteen years old.

Before the researcher proceeded to conduct interviews, permission was sought to audio record the procedure and if participants did not want me to do so then their request was granted. However, no requests were made by the participants during my data collection. With regards to anonymity the participants had the choice of making their identity known or unknown. All of the participants chose to remain anonymous, therefore pseudonyms were used. Before the work was published, the participants had an opportunity to review what has been written and they were given an opportunity to amend or elaborate on points previously made. Under no circumstances was access granted to the data collected. It was only accessible to the researcher and supervisor and remained in safekeeping. After five years all primary data will be destroyed. The researcher kept a journal to track and store interview information. This journal was only available to the researcher and was stored in a locked filing cabinet.

3.12 Conclusion

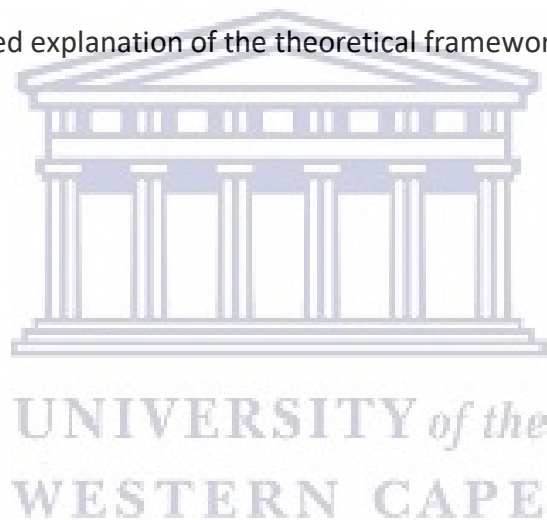
In conclusion, this chapter gave insight into the methodological approach employed in the study. A detailed description of the research design was provided and an explanation of the procedure for population sampling was revealed. Steps of data collection were elaborated on thoroughly and the

method of analysing qualitative data was provided. Trustworthiness and reflexivity for this research study were described and explained explicitly. Delimitations, Limitations and reflection were also highlighted in this chapter.

In the chapter to follow, research findings will be presented along with a discussion. The researcher provides an in-depth discussion on the themes that emerge in the findings. The theoretical framework guiding this study will be used with the findings to seek the best practices at the football clubs in the Western Cape.

The chapter which follows presents the research findings and a discussion of the findings takes place.

The researcher gives a detailed explanation of the theoretical framework which guides the study.



Chapter 4: Discussion of Results and Findings

4.1 Introduction

The purpose of this study was to explore the practices of youth development programmes at football academies in the Western Cape. Hence, this chapter presents the results of the data collected as well as a discussion of the findings for the research study. The interview findings will be presented in a qualitative form by means of tables and quotes. Themes that emerge from the data will be discussed in-depth. Participants in the study offered responses, explained and expressed their own experiences regarding their involvement in youth development programmes at football academies in the Western Cape.

Findings from the focus group discussions and key-informant interviews will be displayed in units of the predetermined framework and the themes that emerged. Data for the study was collected using semi-structured interview questions. These questions were guided by a pre-selected theoretical framework and literature in the discipline being explored. There were three focus groups which comprised of youth development players from each football academy. Five key-informant interviews were conducted with senior officials at each participating academy and experts in the field of youth development through football.

There were two sets of data collected for this study in total, the focus group discussions with participants in the youth development programmes, and the key-informant interviews with senior officials, coaches and experts in the field of youth development through football.

A thematic analysis was employed to analyse data collected for this study. As a result, several themes emerged as experienced by participants in this research study.

4.2 Profile of participants

Participants in the study were made up of young football players involved in youth development programmes. They were between the ages of twelve and eighteen. These individuals formed part of the focus group discussions at the football academies across the Western Cape. Other participants included the key-informants who comprised of senior academy officials, coaches, managers and other experts in the field of youth development through football. Pseudonyms have been used to protect the anonymity of the participants. Participants' of the study are detailed in the tables below

Table 4.1 Club A Focus Group 01 – Football players

PSEUDONYMS	GENDER	AREA
James	Male	Southern Suburbs
Angelo	Male	Southern Suburbs
David	Male	Southern Suburbs
Alex	Male	Southern Suburbs

Table 4.2 Club B Focus Group 02 – Football players

PSEUDONYMS	GENDER	AREA
Andrew	Male	Cape flats
Tony	Male	Cape flats
Gary	Male	Cape flats
Trevor	Male	Cape Flats

Table 4.3 Club C Focus Group 03 – Football players

PSEUDONYMS	GENDER	AREA
Tristan	Male	South Peninsula
Luke	Male	South Peninsula
Bob	Male	South Peninsula
William	Male	South Peninsula
Paul	Male	South Peninsula
Shaun	Male	South Peninsula
Peter	Male	South Peninsula

Table 4.4 Key-informants

PSEUDONYMS	GENDER	POSITION
Coach Kevin	Male	Senior coach at Academy A
Coach Simon	Male	Technical director at Academy A
Coach Brandon	Male	Technical director at Academy B
Coach Craig	Male	Technical director at Academy C
Coach Michael	Male	Senior coach at Academy C

4.3 Findings and Discussion

The discussion to follow will begin with a summary of the findings through the lens of the theoretical framework of each theme and/or sub theme. There were three selected football academies explored. Therefore, the findings will be presented within the five C's of the positive youth development perspective. A summary of the findings is tabulated below and expanded in the form of narrative quotes and discussions to follow;

Theme & sub-theme	Findings from Role-players	Findings from participants
Competence (social, cognitive, academic and vocational)	Role-players/coordinators of the YDP had to employ conflict management skills when dealing with recruitment of staff. When dealing with any conflict, role-players would refer to the academy's mission and vision statement. These assisted coordinators to remain focused and solve any issues between staff members when making important decisions. The role-players of YDP's spent lots of time on nutrition, making sure players were eating correctly to cope with the type of football specific training they did. Career guidance by role-players of the YDP's emerged as a very important aspect of the youth's holistic development.	Youth participants developed the appropriate time management skills that suited their personal schedules and the demands of the YDP's. Youth participants were fed before training sessions and match days if they were unable to meet the three daily meals at home. Youth participants were educated on football related and non-football related careers paths.
Confidence (self-confidence, Self-esteem, self-regard)	Role-players put the correct structures in place to offer support to youth participants that were from challenging backgrounds. It was found that role-players had reward/demerit systems to encourage youth participants to strive for excellence.	Youth participants were found to be equipped appropriately and provided with the best facilities to develop their abilities. Youth participants indicated that the feedback sessions held with role-players was a great form of transparency with regards to their progress within the YDP. Youth participants also mentioned that having parents/guardians around them after training sessions provided a good diversion from football and kept them interested in the YDP.
Connection (connection to role-players, teammates, family, community at large and players)	Role-players were found to be competent and trustworthy. Parents and caregivers trusted their children with the role-players. Transparency was a key factor when role-players communicated with parents/guardians especially	It was found that youth participants, parents, guardians and other caregivers associated with participating youth had an open relationship with role-players of the YDP's. Youth participants expressed their comfort around their coaches when they needed

	regarding the progress of youth participants.	assistance. Findings that emerged also indicated that youth participants had a great relationship with their peers/teammates.
Character (values and ethics, teamwork)	It was found that certain role-players felt that not all individuals involved with youth development are sincere. Role-players placed great value on youth participants becoming active members of society.	The reward system gave youth participants a unified goal to work towards. It was also evident that youth participants took charge of their own development which created a sense of harmony in the YDP.
Caring (responsibility, caring and compassion)	Role players were found to be actively involved in social responsibility projects. It was also found that communities where academies were actively involved benefitted immensely.	Youth participants expressed a sincere love and care for their peers and coaches. Youth were also concerned about others within their communities, enquiring about possible initiatives by their academy to uplift their communities of origin.

The findings were based on data collected by the researcher from role-players (managers, coaches and co-ordinators) of the youth development programmes (YDP's) at the selected football academies and youth participants (youth football players) as they experienced it. From the thematic analysis of the key-informant interviews and focus group discussions, themes within the theoretical framework emerged. Pseudonyms are used to protect the anonymity of participants involved in the study.

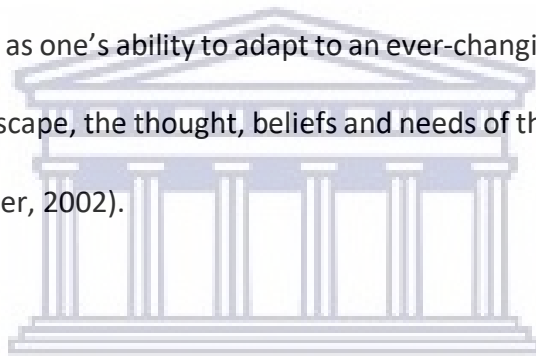
4.3.1 Competence

Competence refers to one's actions in specific areas that includes; social, health, cognitive, academic and vocational (Lerner, Lerner & Phelps, 2008). Social competence denotes to interpersonal skills such as; interaction with others, conflict resolution and getting along with others. Health competence involves the use of exercise, nutritional plans and rest to keep fit. Cognitive competence refers to cognitive abilities such as; thinking, reading, learning, reasoning,

remembering, decision making (Lerner, Lerner & Phelps, 2008). Academic competence talks about school performance such as; test scores, grades, attendance, skills and attitudes toward academic success and vocational speaks of work habits such as; entrepreneurship, career paths, industry knowledge, and experience in the industry (Lerner, Lerner & Phelps, 2008). Responses from role-players and youth participants at the football academies will be presented below as it relates to various competencies and sub themes which emerged in this study.

4.3.1.1 Social competence

In this section respondent comments with regards to interpersonal skills will be presented. Social competence can be described as one's ability to adapt to an ever-changing environment which takes into account the people, landscape, the thought, beliefs and needs of the individual and others who share the environment (Winner, 2002).



“Starting as an amateur then developing professional players over a period of time, there is greater emphasis on producing a player who’s on a level where he can relate with other people and becomes a better person not only just a footballer” – Coach Craig

“There are a lot of players in our team that are following what they eat when they eat it and stuff like that. Under the guidance of our coach who gives us the best advice of what is the best.” – James

Coach Craig is making it evident that their duty as role-players is to turn players raw talent into controlled skills that can be executed at will as they move through the developmental stages as illustrated in Figure 1.1 (Chapter 1). Basically, working with what they have within an environment and creating a player that can compete professionally. He goes on to state that even though there

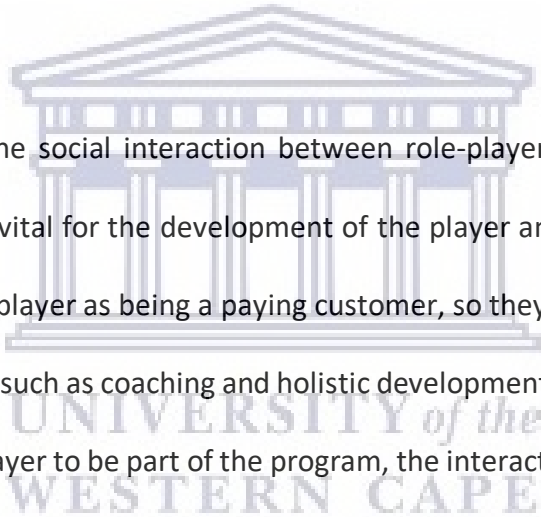
is a focus on producing a top football player, it is important that the player can get along with others around them, problem solve and develop social skills. He/she should not only be competent on the field but also possess social skills so that they can interact with their team mates and role-players. The findings of this study are similar to that of Hucles (2013) who indicated that the sport field offers a place to develop not only as an athlete, but as an individual. Thus, the availability of a dedicated coach that invests his/her time and effort into the positive development of children, both on and off the field can be a great benefit (Hucles, 2013).

To youth participants, a coach will serve as a mentor, advisor, lifeline or simply a person to lend an ear and listen (Hucles, 2013). This is echoed by James, an under-eighteen player from Academy A. James further substantiates the statement made by Coach Craig when he refers to the meal-plan he follows and how it constantly changes. However, with the help of the coaching staff, he stays on track. It is evident that the interaction between player and coach is aiding the development of players and coaches alike. Adequate diets are crucial if a player wants to perform optimally as a professional football player (Ono, Kennedy, Reeves & Cronin, 2012). It is important that the tradition within the world of professional football make attempts to structure the players' attitude towards nutrition (Ono, Kennedy, Reeves & Cronin, 2012). Coaches have a vital role to play in teaching players and their parents about sport performance and nutrition (Johnson, Wojnar, Price, Foley, Moon, Esposito & Cromartie, 2011). In many cases the coach is viewed as a trusted source of information with regards to nutrition (Johnson et al., 2011). When coaches educate the players, parents, teachers and community members about good nutrition, it can set the trend for healthy eating habits and better-quality food options in those environments (Johnson et al., 2011). Thus, what is created is a duality, where the coach sees the progress in players and the player acknowledges the input from coaches. This duality works well within the YDP's.

“...the players who enrol in our program are paying customers. I say paying customers because as soon as you make a payment then it would be a service customer relationship. That doesn’t take away from what we do” – Coach Simon

“High performance you need qualifications...qualified coaches, you need equipment, you need the venues, and you need the off-field development...” – Coach Simon

“We are cautious to jump quickly at coaches available with a fantastic background that might not fit into our culture. We see that as a dangerous thing whether we like it or not. The coaching positions are very influential within our overall setup. So, if we got a coach who doesn’t fit our culture that is going to be a problem. We generally add a coach a year. So, it’s something that we are cautious about. Regarding volunteers, we generally will be more interested in the character and servanthood.” – Coach Brandon



Coach Simon believes that the social interaction between role-player (coach/manager) and the youth development player is vital for the development of the player and the success of the youth programme. He refers to the player as being a paying customer, so they have to provide the player with the best possible service such as coaching and holistic development. Even though the academy requires a payment for the player to be part of the program, the interaction between the coach and the player is very natural. Coach Simon was very formal in his approach but stressed that the foundation needs to be correct in order for the players to benefit. He emphasised that coaches in their youth development programme are equipped to provide that to the players. The role of youth coaches is more important than anything else; as they play a vital role in motivating and developing youth they come in contact with (O’Sullivan, 2017). Providing kids with a broad range of experiences for as long as possible has the best outcome in terms of maximising talent and assisting with their personal development (O’Sullivan, 2017).

“We have probably about eight fulltime coaches, seven...then we have a volunteer program which has volunteers from overseas as well as local volunteers. We also have an internship program which includes one or two graduates from the academy.” - Coach Brandon

Coach Brandon mentioned how cautious they are when approaching coaches to be part of their youth development programme. Coaches not only implement and communicate academy culture, philosophy and football specific goals to the players, but coaches also represent the brand, and they serve as an ambassador for the academy. It is evident that Coach Brandon and the other decision makers at the academy value individuals with the correct fit for their academy’s culture but also a coach that will be influential in the development of the players. For this reason, the academy adheres to a strict coaching/management setup. Being a good coach does not depend only on having the correct qualifications, but also depends on the methodology, man-management, personality and mental attitude of the individual (Cox, 2016). He/she is also someone that is trustworthy to both parents and players (Nowell, Norris, White & Moules, 2017).

4.3.1.2 Interpretation of Social competence through Positive Youth Development

It was found in the study that youth participants developed interpersonal skills needed to function optimally in a social setting through exposure to the selected academy’s YDP. The positive youth development theory describes social competence as interpersonal relationships, group and self-identities and the development of citizenship (Ma, 2012). Development of a supportive and positive relationship with different people in various capacities is a vital adaptive skill that adolescents and children must acquire if they want to live happily in a society (Ma, 2012). Many of the coaching staff made an effort of building rapport with the players as this would form the foundation for a good working relationship between player and coach. Andrew mentioned that the healthy social

interaction he had with coaching staff has been “*doing well for me, improving how I play*”. Imitation of others, influences both the behaviour and self-efficacy of an individual (Blum, 1998).

A positive social environment combined with good social support will favour the development of social competence in youth (Ma, 2012). Wentzel (1991) discovered that there was an association between youth that displayed social competence and academic achievement. Youth that have a high peer status and exhibited prosocial and responsible behaviours were usually high academic achievers (Wentzel, 1991). As stated by the role-players at the selected football academies, it’s important to recruit the correct coaching staff that not only have the credentials but also a personality that can fit into the academy’s culture and relate to the youth present in their YDP. This is vital as these coaches will implement the programmes in an environment that offers the correct social support in addition to being a mentor and role model.

4.3.1.3 Cognitive competence

The section to follow will highlight participant comments pertaining to cognitive abilities. Cognitive competence can be defined as the degree of success in functioning within a specific environment (Pollina, Greene, Tunick & Puckett, 1993). Cognitive competence refers to critical and creative thinking (Sun & Hui, 2012). Trautwein (2009) described cognitive competencies as the ability to master complex demands in a particular setting. There are several components of competence which include; cognitive and practical skills, knowledge, attitudes, values, emotions and motivations (Trautwein, 2009). The common theme that emerged from both the key-informants and youth development players was the on-and-off field football and non-football related knowledge. Then, processing this knowledge and applying it practically when needed.

“Regarding our coaches, number one, are the requirements. We require the coach having a SAFA D license. If they don’t have that then unfortunately they can’t coach. Number two...no drinking, no smoking and no substance abusing policy. We do a police check” – Coach Michael

“It really helped me understand the different techniques and everything” – Angelo

Coach Michael stressed the importance of coaching recruitment, the criteria when selecting potential coaches for academy A’s YDP and their previous coaching education. He states that the minimum requirement for a potential coach coming into the YDP is a South African Football Association D-license (SAFA D), which is the first certificate of one’s formal coaching education. A police check is also mentioned which shows the seriousness of the hiring process. You need an individual that can do the job, but he/she also needs to be cleared of any criminal background as this could be detrimental to the development of the players, coaching/management staff and possibly the reputation of the academy. Angelo’s response during the focus group further substantiates what was mentioned by Coach Michael regarding the importance of a coach’s background and education. Angelo states that *“It really helped me understand the different techniques and everything”*. Angelo is referring to the experience, background and education of the coach and the impact it had on his game, in this case, his technique in particular. This is a critical point mentioned by Angelo, as the experience and educational background of a coach will assist a player becoming more cognitively competent on and off the field of play. With all the experience and information being passed down from the coach to the player, the player will ideally become more knowledgeable about the game. Additionally, the player will be able to think critically, make informed decisions and become more expressive on the field of play. It could play a pivotal part in helping the player understand what is required of him/her and as a result assist their development. The best coaches understand that a team requires a variety of qualities and skills (Cox, 2016). Certain

players might do well in technical areas while others might excel in areas of leadership, fitness, strength and commitment (Cox, 2016).

“...so each coach undertakes all the assessments in the year from the technical director. He will have two scheduled assessments and two unscheduled assessments. Okay so what that means is that two sessions a year the technical director will contact the coach submit your session, I’ll be then assessing you according to the structures. Then another way, coaches shouldn’t take it as a scare tactic at all, it’s actually a self- development process where we look to do an unscheduled assessment” – Coach Simon

“...there’s a coaching induction course, mini course, that we studied and we went through. I think for two weeks” – Coach Kevin

“We are going to host a high-performance development camp. All coaches are travelling to a neutral venue in the country on the fourth of March. Coaches from across Johannesburg, Cape Town and George will come together as one group. Technical directors will put on sample sessions. They will then discuss philosophy points in detail and we look to do that at least once or twice a year. All coaches then know what they need to do and type of mentorship and team building that is required or high-performance programs. The other one is to obviously to put them onto local and possibly international courses. Obviously funding for international courses becomes a big thing, but if a coach is willing enough, we will then try and help him the best we can to make sure he is educated” – Coach Simon

“There’s this theory thing that they have been doing now for the past few weeks. It’s helping me become...like if football doesn’t work out for me due to an injury or something then I have something on my side...like sports management, so the theory stuff has helped a lot” – Tony

Coach Simon from Academy B made mention of assessments and the importance for the coaches’ education and ultimately its effect on the players’ development and the academy’s success. He explained the process of how coaches are assessed on their application of practical knowledge (their methods of coaching/managing) but also how it fits into the academy’s structure or philosophy. It

also a means of keeping tabs on coaches so that they can stay informed with the latest trends and pass that onto the players which ultimately assists their development. The ultimate goal of reflective peer coaching is to collaborate for better teaching, better learning and also the promotion of self-assessment (Vidmar, 2005). Models of assessment that teach effectiveness focus more on summative evaluation rather than formative conversation with regard to teaching (Vidmar, 2005). Summative evaluations are when colleagues observe each other once or twice a years and complete institutional evaluation forms. In comparison, formative conversations about teaching assist in guiding the instructor's objectives and personal goals within the institutional framework (Vidmar, 2005). Peer coaching enriches personal reflection of their practice, provides them with suggestions from their peers and assists in refining their practice (Soisangwarn and Wongwanich, 2013). This also fosters a community of teachers who intend on improving their teaching skills (Soisangwarn and Wongwanich, 2013).

Coach Kevin explains that all coaches at the academy are required to attend coaches training to familiarise themselves with the philosophy of the academy and the latest trends within football. Successful corporate communication begins with a healthy business culture where the promotion and modelling of a standard organisational philosophy is in place from the top down (MacFarland, 2013). Leadership within an organisation need to clearly define the values of the organisation and what they expect from the employees (MacFarland, 2013). Coach Simon shed some light on the academy's coaching clinic that is hosted at a neutral venue annually. Thus, the academy emphasises that coaches/management education would ultimately filter down to the individuals that need it the most, the players. It also empowers the coaching and management staff to continue their own development with the help of the academy. In-house training is an opportunity for the employer to transfer knowledge to the employees in a more natural setting as opposed to external training

(Heathfield, 2018). This type of training also enhances the employee's readiness for the next promotion and is generally far superior to a public seminar (Heathfield, 2018).

Tony shared his sentiments on the knowledge passed down from the coaches to the players during their theory sessions, which is a vital component of the YDP at academy. The theory classes not only add value to his on-field development but it is also providing him with a foundation for a potential career off the field of play if he should suffer a career ending injury or decides to pursue another path.

"It is not only your coach that that will notice that you are struggling with something. Other coaches see that and try to talk to you and try to provide private training sessions with you. We did that last year, we were struggling with something else then another coach called us and we met him at the pitch. So, the standard is high compared with previous the clubs I was playing for"- William

Focus group participants from Academy C were in agreement about the coaches in their YDP willingness to assist them to grasp certain concepts until they were comfortable with it, even if it meant a one-on-one session with the coach. William spoke about this scenario and how coaching staff work together to achieve this cognitive competence in players even if the coaching is being done by a coach from another development team. This displays the willingness of coaches to assist any player regardless of their team within the YDP.

4.3.1.4 Interpretation of Cognitive competence through Positive Youth Development

Findings from the research indicate that youth participants improved their understanding of the game (football) and ultimately their technique through exposure to the qualified coaching staff at the academies. Cognitive competence shows that individuals can manipulate their experiences,

organise and adapt their thoughts to guide their behaviour (Sun & Hui, 2012). Cognitive competence involves three inter-related mechanisms; cognitive processes, cognitive structures and overt behaviours (Sun & Hui, 2012). As seen from the findings presented, the YDP at the selected football academies are continuously equipping their coaches and players with knowledge. Coach Simon makes mention of the high-performance development camp which coaches in their YDP attend. This camp helps the coaches expand on their knowledge and become mentors to one another. Coach Kevin also talks about the induction programme that new coaches to the YDP go through to inform them on how things operate at the academy. These processes serve to introduce coaches to the standard set by the academy in terms of coaches' knowledge and knowledge expansion as a result of improving the YDP. Tony shared his sentiments by stating that, through the theory component of their training, he is able to equip himself with knowledge to pursue a possible career in sport management if he suffers from a career ending injury. Cognitive processes, such as metacognition, cognitive styles of self-regulation and cognitive skills (thinking, analysing problems, reasoning and information processing) can influence behaviour such as problem solving, task performance and decision making (Sun & Hui, 2012). In addition to that, it can also affect cognitive structures such as; goal-orientation and self-schemas (Sun & Hui, 2012).

Social interaction assists in excelling an individual's cognitive competence (Sun & Hui, 2012). Through conversing, modelling, collaboration, encouragement and guidance, youth acquire the ways of reasoning, thinking and problem solving from more competent sources instead of performing these tasks alone (Vygotsky, 1978). William shares his experiences of collaborating with his coach and coaches from other age groups when trying to correct a component of his development. He also states that these coaches create opportunities for private sessions where the performance component under investigation can be looked at in greater detail. Socio-cultural

contexts such as classroom, school, family and educational systems assist with cognitive competence among youth (Sun & Hui, 2012). It is vital that a “mediated learning experience” is provided which presents opportunities for youth to; learn thinking skills, to become aware of thinking processes and thinking skills which will help them excel in performing tasks and transferring these skills into wider contexts (Sun & Hui, 2012). Angelo shares his sentiments on the impact knowledge and experience from his coach has had on overall understanding of the game, his technique and overall performance. This could only be achieved through continuous opportunities presented by the coach to his players and allowing them to understand the concept(s) and then attempt to implement them in a realistic situation.

4.3.1.5 Academic competence

In this section participant comments regarding academic matters such as; schooling, teaching and learning will be discussed. Academic competence is a multidimensional concept which is composed of attitudes, skills and behaviours of a learner that contribute to academic success in the classroom (Di Perna, Volpe & Elliot, 2001). It is always challenging to strike the balance between sporting excellence and academic achievement. With that being said, education is a vital component to the holistic development of youth.

“Now I don’t have the expertise in terms of do you need some after school tutoring with maths. Then it is trying to get hold of a teacher at his school or say to him try and get somebody there. Also, to provide an opportunity where we got a caregiver preferably somebody who is retired that will know how to supervise their work, get them into their spaces or even groups of teams and say alright under nines in that corner under elevens in that corner and you guys just have to finish your homework or assignments. Any questions you have or there is internet access that you need, you go to that computer” – Coach Michael

“They do facilitate you to study if you need to even if it is for an hour and a half come down to training” – David

“The academy allows you to take a few days to study and all those things, as parents and the club understand that it is first education and stuff” – Alex

Coach Michael identified and acknowledged the importance of the players’ academics but was honest in stating that he is not equipped to tutor the players. However, the academy does its best to contact the teacher if the player needs assistance with school work. This is a method that the academy used on occasions and when there is a caregiver such as a parent, grandparent or guardian available. David and Alex comments support Coach Michaels claim on supervising the players with homework.

Coach Kevin emphasises the importance they place on the players academic performance by affirming that the academy *“have procedures in place whereby we go to schools and we get feedback from the teachers, the principal of how our players are doing at school”*. This is a great way for the academy to monitor the players’ academic performance. Authorities in China have stated that the country is making attempts to combine both soccer talents with academic success (Liubing, 2017).

“...youngest thirty-five boys are at the new academy school...grade five, six and seven” – Coach Brandon

“In the early years we saw while investing in boys they needed to invest in education. So, we started providing scholarships and that scholarship program grew to where we are now. We have sixty boys on full-time scholarships all the way through to their matric. We guarantee we will see them through matric unless there is an attitude, discipline issue. As of this year (2017) thirty-five of those boys are in our own school. We launched our own school beginning of January 2017” – Coach Brandon


“We have seen a growth and other clubs see they need to offer education now because they can’t compete with what we are doing unless they offer education”
– Coach Brandon

Coach Brandon explains how they focused heavily on the players’ education to the extent that they launched their own school for the players to attend. Thus, it is evident that they realised the importance of education and the development of attitudes, skills and behaviour, for their players regardless of the football goals they have set for the YDP. This has given them a competitive edge in comparison to other YDP. Several youth forums have emphasised the importance of quality education to prepare young people for their future (Laurie, Nonoyama-Tarumi, McKeown & Hopkins, 2016). Recommendations were made by the United Nations to encourage quality education and support youth in programmes (Laurie, Nonoyama-Tarumi, McKeown & Hopkins, 2016). The emphasis on formal tertiary education is important, especially for the players as they have an option to pursue a different career if their football career does not materialise. As can be seen from the comments made by Coach Brandon, education is a major priority for their youth development programme as it creates a holistic individual and not merely an educated footballer with football specific knowledge.

4.3.1.6 Interpretation of academic competence through Positive Youth Development

Youth participants in the study expressed their sentiments on the support structures available to them such as homework sessions with dedicated tutors and/or with coaches before training sessions. Provisions were made by the academies for players to prepare for their school tests and/or examinations at the academy’s premises. Players were given time off training until academic commitments were fulfilled.

Academic competence can be described as the multidimensional characteristics that an individual possesses. Academic skills can be described as both primary and complex skills (writing, reading, calculating and critical thinking) which an individual needs to interact with and access content specific knowledge (DiPerna, Volpe & Elliott, 2001). Academic enablers on the other hand are concerned with behaviours and attitudes (Motivation, interpersonal skills, and engagement and study skills) which an individual needs to take advantage of (DiPerna, Volpe & Elliott 2001). Coach Brandon explains the importance of schooling within their YDP and how it has grown into a scholarship program until youth player's matriculate. He shares the news of the academy investing in the players' education by opening their own school, accommodating thirty-five players from grades four, five and six.



Youth development programmes have always had the potential to assist with academic competency and a few studies have proven this. A study completed in 2005 of a *boys and girls club education enhancement project* showed that students achieved higher scores and grade averages in spelling, reading, social studies, science and history compared with a controlled group that did not participate in the study (Arbreton, Sheldon & Herrera, 2005). The *BBBS community-based mentoring* programme, which is a community-based initiative mentoring sixteen (16) to eighteen (18) year old youth, had improved academic grades compared with the control youth (Tierney, Grossman & Resch, 2000). David mentions how his academy facilitates the study process, where players study for an hour to an hour and a half before training. Alex shares similar sentiments, stating that players are given time off to focus on their studies during exam periods as school education are a high priority.

4.3.1.7 Vocational competence

This section will present participant responses on work habits, career choices and further development once they have graduated from the youth development programmes. Vocational competencies can be defined as broad industry knowledge and experience, usually combined with an industry qualification (Bowman & McKenna, 2016). Key informants and focus group participants were aware that career choices needed to be made either at the end of their involvement with their respective YDP or at the end of their involvement with the sport.

“We arrange scholarship programs with some universities in the USA which we have contact with. Our contacts in Mauritius which we had three boys go play for and I have contacts with PSL clubs as well as Vodacom (ABC Motsepe) teams that we send the kids on trial” – Coach Craig

“We are in our seventh year now; we have to make an effort and time to get a Vodacom (ABC Motsepe) team or a National First Division (GladAfrica Championship) team” – Coach Craig

“In the next year or two I need to get overseas. I would like to either get into a club there or an institution there where I can better myself” – James

“My ultimate goal is to play pro football at PSL, EPL level but I always set a small goal a real goal, monthly goals” – Angelo

Coach Craig reiterates the importance of options for players at the academy by mentioning the avenues available to the players once they have graduated from the YDP. Scholarships in the United States of America and playing opportunities in Mauritius are some incentives available to youth graduates. Tom Vernon, a British football coach from the “Right to Dream Academy” in Kumasi, Ghana states that the focus must be on education as much as it is on football training (Tutton, 2010).

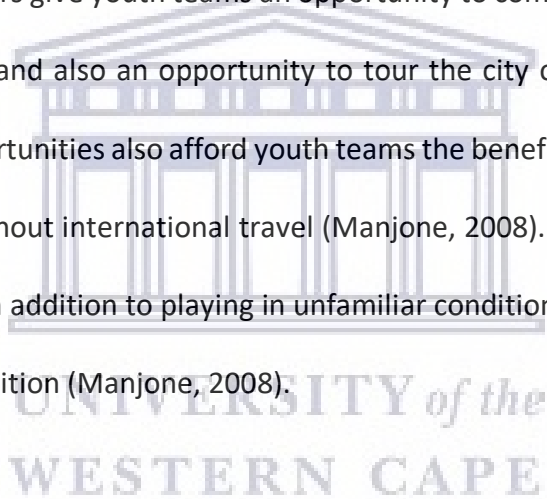
Vernon explains that of the thirty (30) graduates produced, twenty-one of those are at Universities in the United States and England on scholarships (Tutton, 2010).

Even though Coach Craig states the contacts he has with Vodacom (ABC Motsepe league) teams and Professional Soccer League (PSL) teams, he explains that they remain ambitious as an academy to acquire their own professional franchise. This displays how ambitious the club is and that they would like to continue the development of players after graduating from the YDP. James and Angelo shared their plans once they graduate from the academy's YDP with both players stating their desire to play professional football abroad. As a researcher, it was evident that the youth I encountered had the desire to play abroad and not on home soil. A telecoms engineer living in Senegal is of the opinion that local football is under-developed and that it is not attractive (Hann, 2017). In addition to that, he states that there is no historical rivalry between local teams compared with teams in Europe (Hann, 2017). African fans also partake in the dreams exported worldwide by the Premier league or the Champions league when they view matches on TV (Hann, 2017). An African footballer can earn five-hundred (500) to a thousand (1000) times more money playing for a European club as compared to playing in Africa (Farhat, 2018).

“We take players on tour overseas and locally. We expose them to different scouting and academy structures as well as first team structures when they are older. We then get them into trials that way and send players to associated clubs that we use in the feeder network. Because we are a high-performance programme that doesn't have a first team, we intentionally did that so that we could be open with the players we send them to. Our high-performance programme structure allows not just one system or one style of play. We look to develop different styles of play so when a player is then put into a high performance first team environment they know they can adapt” – Coach Kevin

Coach Kevin gives a brief description of the three pathways the academy provides for their players once they have graduated from the YDP. He enlightens us on the mentorship programme as well as; the academy ethos, philosophy, culture and goals which is something they hold in high esteem.

The overseas tours and opportunities abroad have inspired the players with Trevor stating *“my goal is not to play football in South Africa, not in Africa. I actually just want to play in Europe. That is my goal”*. Gary shared a similar sentiment *“I would like to be scouted by any club in Australia”*. Andrew notes that in the upcoming tour to Australia, he *“would like to be scouted and start off in Australia and maybe one of Europe’s teams even a league 2 team could sign me or something. I would be happy to go”*. Youth sport tours give youth teams an opportunity to compete against other sporting teams from other countries and also an opportunity to tour the city or country they are visiting (Manjone, 2008). These opportunities also afford youth teams the benefits and experiences that are very difficult to duplicate without international travel (Manjone, 2008). Learning about new things and making lifelong friends in addition to playing in unfamiliar conditions is another positive effect of international sport competition (Manjone, 2008).



“One is pro football. The second is scholarships specifically an American university scholarship. The third is vocational, whether they are furthering local study, work or internships” – Coach Brandon

“Some of the boys have got an option of lower pro football opportunities, halfway sports, and university scholarships. We find that the boys are going with the university scholarship route which we think is very encouraging. They still desire to pursue an education.” – Coach Brandon

“I’d say Europe because the standard is high there. There are good teams so it is easier for you when you play there and decide to come back to play” – Paul

“I just want a degree so I can become a mechanical engineer” - Bob

Coach Brandon explains that the academy has three ways players could explore once they graduated from the clubs YDP. He finds it encouraging that even though the club have these options available, the players seem to be flexible in pathways at their disposal. Programmes that introduce youth to a variety of career options and connect academic learning to tangible career goals can be more motivating (Lamb & Freund, 2008). A number of studies have shown that curricula that contextualises academic skills within work-related scenarios improved programme retention and completion and student outcomes (Lamb & Freund, 2008). When discussing their future with the focus group, Paul expressed his desire to play abroad and shared his potential future post the YDP. Bob and other players in the focus group shared their plans on potential futures if football did not work out for them.

4.3.1.8 Interpretation of vocational competence through Positive Youth Development

Findings that emerged showed that participants felt that they had more career opportunities through their involvement in the YDP as compared to before their engagement with the YDP. These career opportunities were football and non-related. Vocational competence within a particular industry consists of a broad industry knowledge and experience with relevant industry qualifications (Cederfop, 2015). The individual who possesses vocational competency will be familiar with content within their specific vocation and will have current and relevant experience in the industry (Cederfop, 2015). Vocational training and education relevance vary considerably across countries depending on the complex of the institution's arrangements (Eichhorst, 2015). In developed nations, vocational training and education can be classified into three distinct categories; technical/vocational schools, formal apprenticeships and dual vocational training systems (Eichhorst, 2015).

Due to the recent global recession, youth unemployment in industrial countries around the world has increased (Eichhorst, 2015). Evidence available suggests that vocational training and education, particularly combined vocational schooling and structured learning on-the-job is considered to be one of the most important policies in the drive to combat youth unemployment (Eichhorst, 2015). In many developing countries, parents and youth ignore vocational education which is regarded as a 'second choice' option (Subrahmanyam, 2014). However, in developed nations such as; Germany, Austria, the Netherlands and Switzerland, vocational education is at the core of their curriculum (Subrahmanyam, 2014). Many people associate vocational education with blocked future pathways, low academic performance and poor-quality provision (Subrahmanyam, 2014). These concerns are validated in parts of Africa where vocational tracks do not lead to higher education; teachers are underpaid, accompanied with outdated learning environments (Subrahmanyam, 2014).

4.3.1.9 Concluding summary related to Competencies

Generally, the participants exhibited characteristics of competence across the specific competency spheres highlighted in this section. Participants showed signs of competence both on and off the field of play which proves that their involvement in the YDP, whether it is as a role-player or youth footballer, has benefited them. Competencies that emerged were;

- a) Conflict management – between players in the YDP and amongst role-players when making decisions (especially on recruitment of coaching/management staff).
- b) Time management – co-ordinating training session and times, managing school homework and eating plans/ special diets.
- c) Nutrition – planning and implementing the correct eating plan guided by the role-players of the YDP.

- d) Taking responsibility – making sure players within the YDP do their non-football related activities (Homework, family time etc.)
- e) Career guidance – guiding players within the YDP on football industry opportunities and non-football industry opportunities.
- f) Communication – with teammates and role-players to achieve the desired goals and objectives which ultimately assist the development process of all involved.
- g) Teamwork – encouraging teamwork through tours, match day routines and training session preparations.

These are all very important competencies and skills that the players within the YDP's and role-players possess. Academics was a major topic, as players highlighted its importance and YDP's that offered the most academic support was evident from the data that emerged.

4.3.2 Confidence

This section will consider role-players and youth participant responses from the three football academies related to the theme of confidence. Confidence refers to an individual's internal sense of self-efficacy and self-worth (Lerner, Lerner & Phelps, 2008). From the responses, role-players and youth participants showed evidence of self-confidence, self-esteem and self-regard. This was a clear indication that it was present in their personal lives and naturally carried over into their sporting environment.

4.3.2.1 Self-confidence and self-esteem

Self-confidence can best be described as confidence in one's abilities that enhances motivation which makes it a valuable asset to the individual(s) with imperfect willpower (Benabou & Tirole, 2002). Self-esteem is a decision people have about their worth as a person (Crocker & Park, 2004).

These subthemes are evident in the quote presented below.

“The fundamentals of movement and that’s normally between ... eight and twelve you at the ‘learn to train phase’. From twelve, thirteen and fourteen onwards you get the ‘train to train phase’. Now they train to train all aspects of the game that is soccer and then the next phase is train for competition. The final phase is ‘training as a professional’.” – Coach Craig

“We are struggling a little bit with footballing intelligence and here is our disadvantage we get boys who come from Pinelands primary, all the schools in Pinelands. We get boys that come from very good model c schools, but they are not street wise...our boys don’t come from the streets. How hard you become (through street soccer), how you stand up for yourself. Our boys don’t have that, so there’s still a little bit of we put them in cotton wool” – Coach Craig

Coach Craig expressed the importance of age appropriate training as one of the key components to youth development in football and how it goes onto develop the players’ self-confidence and self-esteem. Similarly, it is important to note that every child progresses differently in their social, intellectual and emotional development and all these aspects are of equal importance (Jones, Greenberg & Crowley, 2015). Similar to the findings in this study, the ideal teaching method within the football academies YDP’s are age-appropriate learning. Age-appropriate learning is all about identifying the readiness of the child to learn, his/her level of understanding and then selecting the ideal method of teaching and activity (Gosalia, 2015). If a child is presented with a task that they are not ready for in the areas mentioned above (social, intellectual and emotional), they will not learn and they may suffer setbacks instead of progressing (Jones et al., 2015). Coach Craig also explained the various phases in their periodised training plan for each age group. So, it is evident from the comments on the phases of development that if it is followed and implemented correctly by management and coaching staff, players will benefit immensely from it and ultimately self-confidence and self-esteem will increase. It is vital that role-players have a general idea of the type

of activities appropriate for the age group they are dealing with. Therefore, role-players should also consider the previous experiences and prior knowledge of the group before selecting the appropriate activities (Jones et al., 2015).

Coach Craig also reflected upon the backgrounds of the players currently involved in their YDP. Here, he is alluding to the lack of self-confidence shown by their players when coming up against players with more life experience. He commends his players for the *“the finer side of football that you play”*, with greater focus on the technical and tactic aspect of football. However, they lack the harder parts of the game which seems to be learnt through experience playing more street soccer. He continues to mention the traits developed by being more street-wise through playing street soccer and how their players are still protected or naïve in their approach to play.

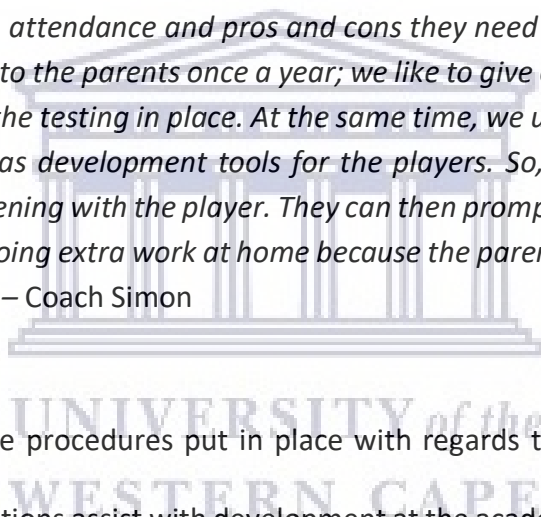
“I would like to be someone’s role model one day”. Alex shared similar sentiments when he mentioned that *“I would like to say...I create my own little example for others to follow”* – Angelo

Respondents from the Academy A focus group revealed characteristics of self-confidence and self-esteem in our discussions. It was evident that the age appropriate structure put in place by the academy was beginning to manifest as expressed by Angelo. These statements prove that their levels of confidence are very high, not only in their abilities on the field of play but holistically. A lack of confidence often goes hand-in-hand with a low self-esteem (Revermann, 2018). The individual will talk negatively about him or herself and about his/her abilities (Revermann, 2018). An individual with a higher self-esteem is more likely to be confident enough to try again if they didn’t succeed at their first attempt (Revermann, 2018). People that feel good about themselves also tend to be more optimistic.

“We are evaluated each and every time we set training sessions, there is an app called s2s...we can also check the player’s growth and so on” – Coach Kevin

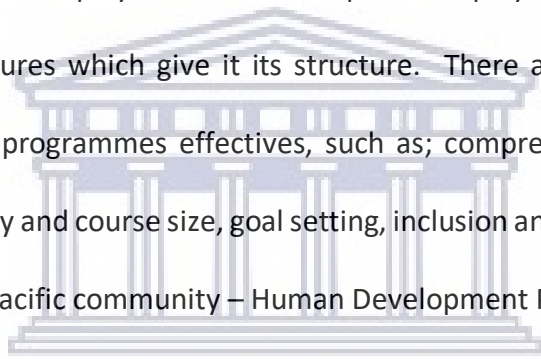
“This year we also introduced the player points system (PPS) whereby players’ information is no longer objective but rather subjective. We know how the players have been performing throughout the year then at the end of the year they are evaluated on how many points they gathered throughout the year. Then we have the High Performance Centre (HPC). We get regular reports on how our players are doing, because we are trying to work towards world standards. Also, the theory sessions have a huge influence on the player points system.” – Coach Kevin

“We have player reviews every October; they will get feedback on their theory results, their physical testing, and their physiological and technical testing throughout the year which they have three opportunities to improve. As well as overall performance, attendance and pros and cons they need to improve on. We like to give feedback to the parents once a year; we like to give objective feedback. That’s why we have the testing in place. At the same time, we use these feedbacks not as criticism but as development tools for the players. So, the parent knows what is exactly happening with the player. They can then prompt the child at home maybe they can be doing extra work at home because the parent knows what they need to improve on” – Coach Simon



Coach Kevin explains how the procedures put in place with regards to session structures, coach evaluations and player evaluations assist with development at the academy and the positive impact it has on self-confidence and self-esteem of all involved. These coach and player evaluations assist with development as it gives the coach and/or player the opportunity to reflect on his/her performance. It also identifies strengths and weaknesses so that the coach and/or player know exactly how to make improvements. Ultimately, the clarity that this process provides assists in the individual taking full control of his/her development, which is extremely empowering. He also gives a brief description about an application used by the coaches and players. The application also allows coaches and players’ to; view upcoming training sessions, give feedback, communicate with coaches/manages and fellow players. He also shares a bit about a new system put in place at the

start of 2017. The players' performance throughout the theory session and the theory testing will be shown on the player points system. The monitoring and evaluating procedures for both the coaches and players involved in the academies YDP's. Coach Simon explains what happens at the player review sessions with parents at the end of the year. He makes it clear that the evaluations and testing is not used to criticise players involved in the YDP but rather used as a tool for; development, encouragement aimed at giving them confidence and self-belief to continue their development positively and used as a mechanism to provide feedback to the players' which would help them improve. He also alludes to the players' parents and the role they play in the development process. There are quite a few role-players in the development of players at the academy. Effective YDP's incorporate many features which give it its structure. There are a several programmatic elements that influence the programmes effectiveness, such as; comprehensive personal planning, programme duration, intensity and course size, goal setting, inclusion and conducting of assessment activities (Secretariat of the Pacific community – Human Development Programme, 2009).



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"I felt that if I got into this academy, I must be getting better because I do not want to stay at the same level my whole life" – Gary

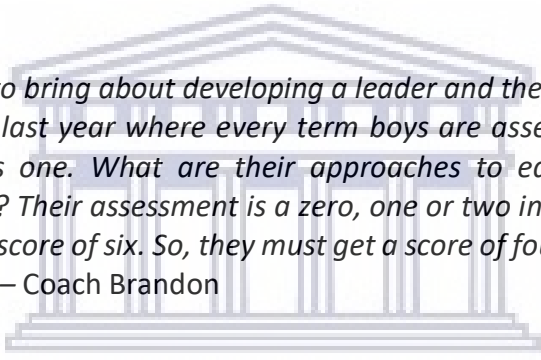
"I want to beat you like I want to become professional and go further than you did. He (Andrew's brother) told me to do it and he's challenging me to do it, I think that motivates me" – Andrew

"My uncle who died...I was told that he put in the most work in the team at the time, so it's like if I want to make it pro then I must beat him. My best friend, it's like they are trying to compete with me because I want to be the best, so I try my best to be the best" – Tony

"A lot of people are in gangs...like people I play with in the streets, some of them are part of gangs and they try to convince me to go with them to their home and do Tik (Crystal Meth) and stuff. I would say no, because I want to become a pro" – Trevor

The respondents from the focus group discussion showed many characteristics of self-confidence and self-esteem. Most of the respondents mentioned what motivated them to continue in the academy programme and what gave them confidence. Gary notes his willingness to improve and develop through the appropriate levels. This indicates that he is self-motivated, driven and sees the value in mastering each level and then progressing to further his development. Andrew mentions family members, in particular his brother who motivates him through various challenges which encourages him to continue developing and excelling in the clubs YDP. He shared an account of one of the challenges and his promise to his brother. This type of motivation and encouragement from external sources is vital, especially when it comes from someone that you value. Andrew clearly holds the opinion and advice given from his family in high regard. It is encouraging to see family members show full support and assisting Andrew wherever possible in his development process. Tony shared similar sentiments by stating that his late uncle and his best friend are the benchmark and motivation. That benchmark gives him the confidence knowing that he is exceeding them. The fact that Tony feels he is exceeding or surpassing his late uncle and best friend, builds his self-confidence and self-esteem. As a result of this, he is motivated to continue on his developmental journey. Trevor states that in addition to the; procedures, evaluations and training within the academy's YDP, it motivates and assists in boosting his self-esteem and self-confidence. He explains that the negative influences such as, gang activity, is another factor motivating him to succeed in his developmental path. These negative circumstances are what motivate him to do better and stick to his goal of becoming a professional football player. In a study done between 2003 and 2006 by Farris-Berg (2007), which relates to the factors that influence school participation. The study found that students identified the three (3) following influential factors; lack of motivation, lack of personal attention (from teachers, counsellors and administrators) and teaching strategies and curricula (were not challenging, interesting, culturally relevant or interactive). The first factor, lacking

motivation, the students' mention that they were not motivated to work hard by teachers and administrators (Farris-Berg, 2007). With regards to a lack of personal attention, students mentioned that a lack of attention by teachers, counsellors and/or administrators led to them not working hard enough to finish school. Many of the students stated that a lack of access to the school counsellor and limited tutor time with their teachers to assist them when needed played a major role (Farris-Berg, 2007). According to the study, students suffered from boredom due to teaching strategies and curriculum choices. The lack of cultural relevance was also an influencing factor to the students not motivated to finishing school (Farris-Berg, 2007). These findings were not consistent with the findings of this study.



“The other key area to bring about developing a leader and the character side, we brought in a system last year where every term boys are assessed in character/ leadership. So that’s one. What are their approaches to education and their approach to football? Their assessment is a zero, one or two in the three areas so they have maximum score of six. So, they must get a score of four, five or six to get a badge every term” – Coach Brandon

“Get a badge they get privileges...don’t get a badge they lose out on privileges. That includes playing tournaments, playing for the board team and there is also as they get older they progress through different levels” – Coach Brandon

Coach Brandon explains their methods of motivating players, developing future leaders and increasing self-confidence and self-esteem. This process involves a system or framework but the outcome is in the hands of the players. Also, he sheds light on what it means to get a badge with this system.

“I’m the only person who plays for this club from Paarl. So, if they see me doing bad stuff, maybe if I go drink now or I go out with my friends and smoke and stuff then they’ll say this club is not doing anything. So, they look at my character and judge the club by my character” – Bob

“Some of the small boys look up to me and want to play soccer” – Shaun

Bob and Shaun shared what motivates them to continue chasing their dreams. A big part of it is the example they are setting for others in their communities. It is evident that the academy’s YDP is something the respondents were proud of. The self-confidence manifests itself through Shaun’s account of younger boys in his community. Bob stated that he sets the correct example through his good habits and behaviour in his hometown of Paarl. Community members are always looking at him and they have a positive view of the club based on Bob’s character. A player lacking confidence and with a low self-esteem would not think that someone else could be inspired by their involvement with an academy’s YDP.

4.3.2.2 Interpretation of self-confidence and self-esteem through Positive Youth Development

Findings from the data collected show that role models kept youth participants interested in their development, as the youth aspired to be like their role models. The selected academies provided a secure environment for youth participants to develop in a positive way, as many of the youth participants came from challenging environments filled with crime, gangsterism, drug and alcohol abuse. This setting allowed for youth participants to flourish and it ultimately assisted in improving self-confidence and self-esteem of youth participants.

The self-esteem of youth can be understood as a group of pictures used as a reflection of how they perceive themselves (Kay-lambkin, Kemp, Stafford & Hazell, 2007). These perceptions are developed through the individuals good and bad experiences throughout their childhood. Alex and Angelo are testament to youth with a positive self-esteem and perception of themselves. Both these players express their feelings on being role models to others around them or for aspiring youth football players.

During the adolescent years, the individual starts interacting more with his/her environment (Plummer, 2014). How they interact with the environment around them is the result of their developing self-esteem (Plummer, 2014). When an individual's self-esteem is developing well, they will tend to be more self-confident, self-motivated, and self-reliant and are able to maintain and sustain relationships with others around them (Plummer, 2014). Shaun is a prime example of an individual that has a positive influence on his environment not only due to his good character but also due to his community affirming his example and contribution with positive comments, feedback and support.

Active role-players such as; parents, teachers, coaches, managers, guardians and community leaders all play a vital role in how youth perceive themselves. The supportive role played by these role-players will determine the success of the youth, as this connectedness, warmth, responsiveness and guidance aids positive self-esteem and self-confidence (Eccles & Gootman, 2002). The selected football academies in this study all had a mechanism in place to promote self-confidence and self-esteem. Coach Brandon mentioned the system they have in their YDP that assesses the players' leadership skills and character. Their badge system determines the privileges they get to enjoy. Coach Simon makes mention of the player review system they employ, giving players the opportunity to discuss areas of improvement with their coaches and build a pathway to improve and develop those areas in a positive way. These are a few simple mechanisms employed by role-players at the selected clubs to make youth part of their developmental process and as a result build their self-esteem and self-confidence.

4.3.2.3 Concluding summary relating to Confidence

Analysis of data with regards to confidence demonstrated that the participants possessed characteristics of self-confidence and self-esteem. Role-players mentioned the effectiveness of age

specific training in assisting the players through their phases of development. It was evident that even though a large number of players came from challenging backgrounds, the YDP assisted in boosting player confidence on and off the field of play. The YDP also increased self-confidence and self-esteem through;

- a) Correct structures in place at the academy – The academies had their own interpretation of what was the correct structure in order to improve self-confidence and self-esteem. A few things that were mentioned was the age specific phases of training and
- b) Initiatives to reward performances and aid the phases of development – Coaching staff made mention of the player point system and the badge system that they employed within their respective YDP's. These not only provided players with benefits, rewards and privileges but also gave them a sense of achievement. The type of rewards players received is specific to their age group or phase of development they find themselves in.
- c) Feedback from role-players on physiological and technical testing covered various aspects of football and non-football related areas of development. This process is a major factor in boosting the self-confidence and self-esteem of the youth involved in their respective YDP's. It is an opportunity for youth to reflect on their development in a specific phase and then to take responsibility for their further development.
- d) Support structures established by family and friends. The support provided by family and friends are vital as players spend a lot of time with this unit off the field of play.

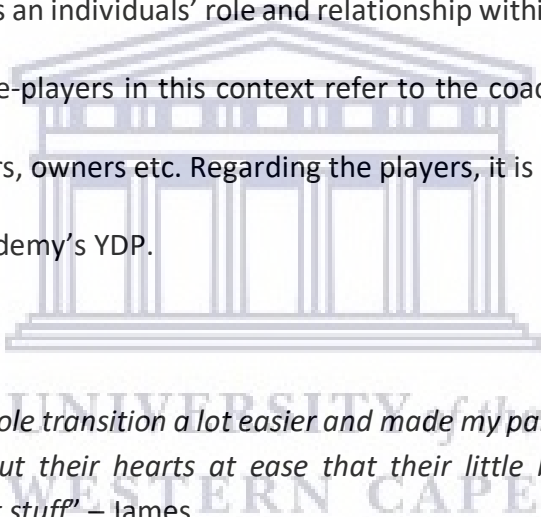
A few participants mentioned that being a role-model to other aspiring footballers in their communities increased their self-confidence and self-esteem levels. Being a motivation to others definitely aids the confidence of players in the YDP.

4.3.3 Connections

Connections refer to the positive bonds an individual(s) has with people, organisations or institutions that reflected in their exchanges between the individual(s) and their peers, family, school and community in a case where both parties contributed to the relationship (Lerner, Lerner & Phelps, 2008). Analysis gathered from the data received indicated characteristics of connectivity in a variety of settings. These settings will be discussed in the following sections; 1) connection with role-players, 2) connection with teammates, and 3) connection with family.

4.3.3.1 Connection with role-players

Role-players can be defined as an individuals' role and relationship within a particular social context (Colman and Han, 2005). Role-players in this context refer to the coaches/managers relationship with sponsors, funders, donors, owners etc. Regarding the players, it is their relationship with their coaches/managers at the academy's YDP.



"Coach made the whole transition a lot easier and made my parent's lot at ease...I think (laughs). He put their hearts at ease that their little boy is under good guidance and all that stuff" – James

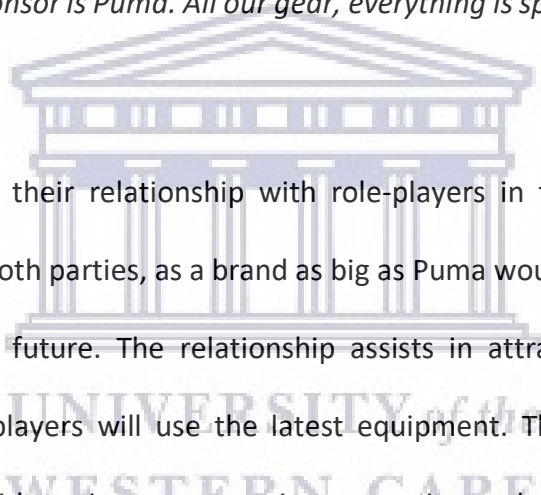
"I started training with them when I was in high school and then I started liking them...liking the coaches" – David

"I am not going to lie...the first time I got here, the coach will remember, I came as a goalkeeper (laughs). My ultimate aim was to lose weight. The coach said I must go play inside, so I started playing centre-back. I absolutely loved it and I think after a month or so I told my parents this is what I want to do. I want to become a footballer!" – Angelo

"I find recently that I have been able to ask my coaches for guidance and things like that" – Alex

James, David, Angelo and Alex share similar sentiments regarding their management/coaching staff and also their first contact with the YDP of the club. James in particular highlighted how the coach made his transition from another YDP to the academy's YDP easier than he expected. Angelo shares the potential and desire that the coaches unlocked in him. These testimonies prove that the players within the YDP have a healthy relationship with the role-players at the academy. Hucles (2013) states that many sport participants will have accounts of a coach that had a major impact on their life. The role of the coach is significant in the players' youth development (Hucles, 2013).

"Our number one sponsor is Puma. All our gear, everything is sponsored by Puma"
– Coach Kevin



Coach Kevin commented on their relationship with role-players in the sporting industry. This relationship is beneficial for both parties, as a brand as big as Puma would love to be affiliated with potential footballers for the future. The relationship assists in attracting players and assures parents/guardians that the players will use the latest equipment. There are academies in the Western Cape that struggle with equipment, most times resorting to the bare minimum if anything. This relationship also adds to the image of professionalism.

"We are South African funded, it's a positive thing. Probably 90% of our funding is South African and it's from three corporates in South Africa. The CEO's of those corporates are into what we do, they love what we do and they are investing long term". The relationship is a realisation that we need to know that the funding is going to exist for a long period, because if it were not to exist next year and we would have to pull those kids out of school and stuff. It is obviously a disaster from all aspects. As best as those three companies can secure...they are saying once we've taken a boy aged twelve on a scholarship, they are committed to seeing that boy through matric". – Coach Brandon

“Coach is here...you can ask them over WhatsApp and tell them that you have English to do or have to prepare for an oral and then they will try to make time and come help you”. – William

Coach Brandon gave a brief background on their relationship with key funders of their YDP and the importance of a sustainable relationship for the programme to be successful. William had nothing but praise for the coaching staff and the lengths they will go to make sure that the players within the YDP are developing holistically. This shows the bond between player and coach and the commitment the staff have to getting the players through school as well as assisting them with their goals on the field. Sponsors and corporates also hold the key to ensuring an effective way to support growth of the economy (Mngomezulu, Dhunpath & Munro, 2017). The support of big businesses and corporations can assist with the development of young people’s skills and abilities assisting them to secure employment through various academic journeys and entrepreneurial skills (Mngomezulu, Dhunpath & Munro, 2017).

4.3.3.2 Connection with teammates

When an individual is part of a team, it is important that he or she is a good team player and an even better teammate as this would aid team spirit. Sportsmanship is a great way to describe a good teammate as it speaks of a combination of respect and responsibility (Poutre, 2016).

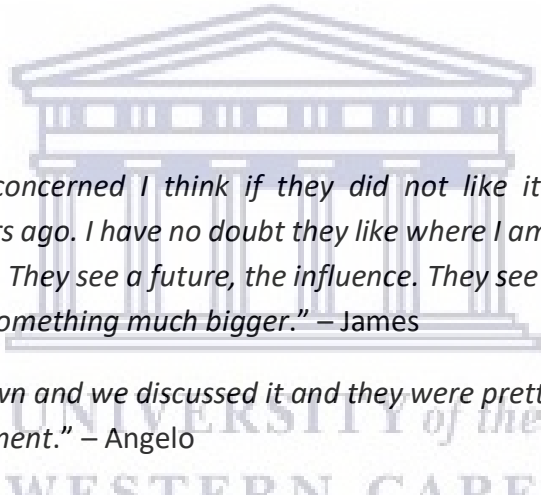
“I joined when I was young like 12 years old. We were all learning together. When I was learning here we lived together, we didn’t complain” – Paul

As Paul mentioned in his account when he first joined the academy’s YDP, the players learned and lived together. Learning together is a great group task to encourage all members to contribute to the learning process within their setting. In this case the YDP players were learning new things in a

totally new environment. Living together is an opportunity to learn so much about others, but it is also an opportunity to build stronger bonds and relationships. Additionally, it builds a strong camaraderie amongst the players which will ultimately aid the positive development of all involved. Situational factors such as living together, near each other or rooming together on road trips can assist with team bonding (Carron & Dennis, 1998).

4.3.3.3 Connection with family

Family is the basic unit of society. Family can be defined as a set of relationships between two persons who are related by birth, adoption or marriage (Bogenschneider, Little, Ooms, Benning & Cadigan, 2012).



“My parents were concerned I think if they did not like it they would have taken me out six years ago. I have no doubt they like where I am at and how I have progressed and stuff. They see a future, the influence. They see that it has become a stepping stone or something much bigger.” – James

“I sat my parents down and we discussed it and they were pretty happy to just get me into this environment.” – Angelo

“I think it just provides a nice setting to come home to unwind with family. You can talk about soccer for a bit but then we will talk about something else just to take your mind off it. It is always nice to know that you have people in your corner that will be constantly backing you from start to finish. So, the support structure...I do not know why I did not think of that. It is important as well and that is one of the positives.” – James

James and Angelo shared the role their families played in their decision making, development and the constant support offered. James mentioned that his parents see his participation in the academy's YDP as a “stepping stone” to greater things and that the positive influences have helped him progress. James also remarked on the role his parents play after training sessions and matches

in addition to the reassurances and support base they offered him. Angelo shared similar sentiments on his parents, stating that his parents were satisfied with the environment he was in, which displayed their support and confidence in the academy and it's YDP. The family support approach in youth development has long been hailed for its benefits for both the youth and their families (Batavick, 1997). The support and strength from family empowers youth to shape their own plans and the system they serve (Batavick, 1997). Collaborative planning between youth, family and the community creates a more responsive and effective programme (Batavick, 1997).

"In my family; my father played soccer, my brothers played soccer and my mother played soccer. So it is generally a family thing. They are happy now that I play for the academy's YDP for the exposure and opportunities that they give." – Tony

"Both my brothers were on drugs and my mom struggled to get them off and one of them played soccer for Ajax." – Tony

"My father basically wakes up in the morning and then he wakes me up and he says it's training today and I must get ready. Every time he says that to me I get reminded that when he was younger he never got the opportunities we have now." – Tony

"I want him to watch me one day on TV or even at the stadium, to get tickets for him to watch me play football." – Gary

"I need to make my mother proud, because even my father didn't think that I would make it pro but my mother believed in me." – Andrew

"Most of my life my entire family when I play games, they go out of their ways wherever live they will come down from everywhere to come and watch." – Trevor

"The person who motivates me is my mother because she wakes me up every morning and says 'Come its training'." – Andrew

Sentiments shared by the youth at this club indicate the role of their parents and how they are motivated by their parents to strive for excellence. Tony mentioned how being involved in football

basically runs in the family. He mentioned the opportunities afforded to him but not to his dad when he was growing up. This seems to motivate Tony to reach the highest level possible, so that he can make his family proud. Trevor and Andrew shared similar sentiments, with Trevor aiming to make his mom proud as she always believed in his abilities despite his father thinking he would not make it to the top one day. Parents serve as the perfect role models for their children, not only through direct interactions with their children, but through examples they set (Bloom, 2018). The attitude and behaviour of parents within the family and in the outside world serve as contributing factors for their children's personal growth and development (Bloom, 2018).

"At the beginning it was hard, because I was without my family. The food is different, everything is different. I am thankful; I have really grown as a person. I have grown more off the pitch and sometimes on the pitch." - Bob

"When I go home on weekend my parents don't watch my games. So, some days when they come and watch there is a special feeling inside like I must perform more because they don't always watch the games. They will make comments referring to me or comparing me to a certain player." – William

Players involved at this academy's YDP stayed at the academy's accommodation, as many of them were from out of town or lived on the out-skirts of Cape Town. Bob and William shared their experiences of being away from home. Bob discussed the challenges he was confronted with regarding food, but mentioned that he has grown as a person. Most of the growth he felt took place off the field of play. Bob explained that he visited his parents on weekends and they were not always available to watch his games. However, he described the feelings and emotions when they did watch his games and make comments on his performance. This shows that the players held the opinions of their parents/guardians in high regard and that was definitely a massive encouraging factor in their development. Research and literature in Positive Youth Development (PYD) theorises that

having a sense of belonging (connectedness, engagement and commitments to) with staff and peers within the PYD programme can facilitate youths' measures of social responsibility (McDonough, Ullrich-French, Anderson-Butcher, Amorose, & Riley, 2013). The research indicates that programmes which foster personal and social responsibility through genuine caring about, respecting and listening to youth as well as a gradual shifting of power and decision-making from staff to youth (McDonough et al., 2013).

4.3.3.4 Interpretation of Connections through Positive Youth Development

Findings showed that participants have strong bonds with team mates and role-players associated with the academy's YDP. Parents and guardians served as a pillar of support for youth participants. The desire and approval of parents and guardians was a major motivating factor for youth participants in the YDP. Role-players at the selected football academies had great support from the parents and guardians of youth participants which provided a healthy environment for youth to develop positively.

Positive relations and bonds with people, places, groups and organisations where both and/or all parties contribute to the relationship is a concise description of the term connections (Bowers, Li, Kiely, Brittan, Lerner & Lerner, 2010). These connections are vital when forming new relationships and bonds, and also strengthen existing ones. It was evident that strong and positive bonds existed with role-players involved in YDP's. Senior management of YDP's mentioned the importance of sponsors and other donors to the running and long-term future of YDP's. These connections are important for both parties as the academy benefits from financial injection while sponsors and donors have an opportunity to be part of community initiatives.

With regard to connections amongst players', it was evident that players were attached and supported one another. This is crucial in order to facilitate positive development via intervention

and prevention strategies whether implemented intentionally or unintentionally. Catalona's (2010) social development model asserts that if children experience appropriate developmental opportunities for active involvement in their schools, families and communities and their efforts are recognised then it is likely that they will form positive bonds and avoid deviant behaviour (Catalona, Mazza, Haggerty, Abbott & Fleming, 2010).

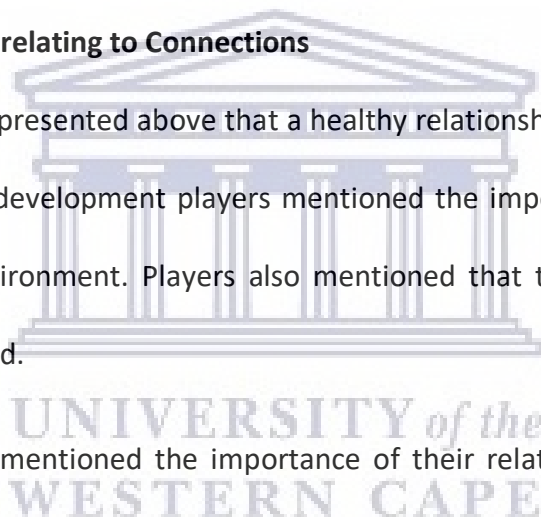
Sentiments shared by James and Angelo regarding the role of their families in their decision-making process, their development and being the constant pillar of support is testament to the importance of strong and healthy bonds for positive youth development.

4.3.3.5 Concluding summary relating to Connections

It was evident from the data presented above that a healthy relationship existed between all role-players. Many of the youth development players mentioned the importance of their coaches in providing a comfortable environment. Players also mentioned that their coaches always made themselves available if needed.

Coaches on the other hand mentioned the importance of their relationship with sponsors and financial endorsers. Most of the academies seem to have a good relationship with these role-players which are evident with one academy mentioning that they have secured long term investment for their YDP.

The concept of connections through the formation of bonds with people, organisations and institutions was evident across all YDPs. Findings from the data collected indicate that good relations between players', their parents/guardians and YDP role-players aided the development of players. As one YDP stated, the good relations between all parties put his mind at ease, because of the trust parents/guardians had in the environment the players found themselves in. It was also evident that



the connection with coaches was a major factor as coaching staff guided players' through the development process. In some cases, coaches advised players within their YDP to switch positions on the field of play which better suited their playing style. Coaches and managers also assisted many players with non-football related aspects of their development, such as; helping them with homework or counselling them on a pressing issue. This scenario has led to a greater bond between coach and player(s). Parental support has shown to be a pivotal connection in the developmental process.

4.3.4 Character

Character refers to the societal and cultural norms, possessions and standards for correct behaviour (Lerner R, Lerner J & Phelps E, 2008). It also denotes to a sense of morality and integrity. Respondents expressed characteristics of values and ethics as well as harmony on and off the field of play.

4.3.4.1 Values and ethics

When talking about values and ethics, there are a few terms that come to mind, such as; value, ethics, virtues, principles, morals and fundamentals. Halstead & Taylor (1996) defined values as fundamental convictions, principles, ideals, life stances or standards which acts as a general guide to behaviour, decision-making, actions or the evaluation of beliefs.

“We don’t have people who are really passionate about developing players, but we have people who are passionate about money, making money in order to move to the bigger teams. I think it’s very important to get the right coaching staff and in South Africa it’s very unfortunate because we have money hungry people.” – Coach Kevin

“To create people that are active members of society, of communities, who are able to hold their own like in today’s day and age.”- Coach Craig

“They also add character in terms of your insight to football, your character; how you play your temperament all of those types of things are also taken onto play.”
– Coach Craig

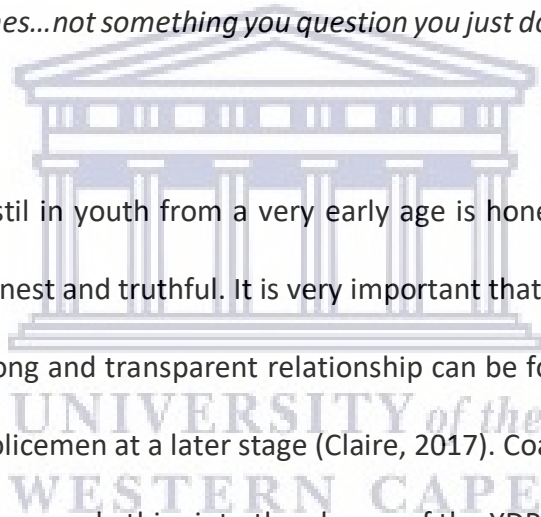
“I felt that as a person I have grown and I am able to take responsibility...the values that are taught here are instilled in us”- James

“The manner we conduct ourselves at the game...simple things; like how we leave the changing rooms when we are done, is something that is stressed. That we have to get it and leave it in a better condition than what we received it”. – Angelo

“I think respect is a big thing. You cannot expect us to belittle on the field, as long as we listen and try to apply ourselves to the best of our ability and respect one another. Now it is second nature, you do it with love and people say “wow, you’re so respectful” and you’re like this, it is normal. This is what you should be doing. Having respect for training, coming on time, you set up what you have to do, listening to the coaches...not something you question you just do it out of respect.”- Angelo

One of the best values to instil in youth from a very early age is honesty (Claire, 2017). Honesty starts with the adult being honest and truthful. It is very important that the value system is built on this foundation, so that a strong and transparent relationship can be formed which will ultimately avoid the adult playing the policemen at a later stage (Claire, 2017). Coach Craig described the way the academy aims to instil values and ethics into the players of the YDP on and off the field of play. He mentioned that creating members of society that are active and are able stand on their own, especially in the world we live in today where youth are faced with all types of obstacles.

Coach Kevin presented a concern that academies can possibly be faced with. His concern is that there are not enough passionate people involved in football with the development of youth at heart. Instead we find people only driven by their monetary gains generated through the development system.



“On the character side...two ways. First way it’s about culture. I think you got to develop a culture which is the DNA. This is the way we do things, this is the way we speak, this is the way we behave, this is us as coaches, as leaders and then we do some more formal ways. We have five values, every week they go through those five values; honour, excellence, positivity, growth and family. Everything revolves around those five values so we speak about them all the time. And each term we look at one of those values and we do a life skill each week, a football-based life skill with a biblical foundation. So that’s one way that we form leaders. Boys go thirty minutes every week, they are discussing in groups where to improve and that has some value but for me it’s not enough you know you can’t have that without the culture.” – Coach Brandon

“My character improved a lot in school work as well and in soccer.” – Luke

Coach Brandon spoke about the importance of creating an academy culture, especially when dealing with youth. Cultural alignment is the degree to which everyone involved is on the “same page” with regards to organisational values, behaviours, goals and strategies (Haigh, 2018). He described the significance of personal conduct, the behaviour of players and coaches alike. He mentioned their value system and its implementation through a life skill and biblical foundation.

4.3.4.2 Harmony

Harmony is best described as a social ideal that governs interpersonal and family relations but also those of rulers and the ruled (Chen, Chan, Bond & Stewart, 2006). Harmony puts great emphasis on stability and order which will most likely minimise and ignore social differences and conflicts (Chen et al., 2006).

“We all make mistakes and we all get the same thing and everyone gets mad but we all together as a team stick up for one another and admit that you’re wrong and go on.” – James

“If the coach is at training...if there isn’t a full squad then the whole squad gets a 100 laps or something but he punishes the whole squad so it makes us do something out of love because we know we will.” – David

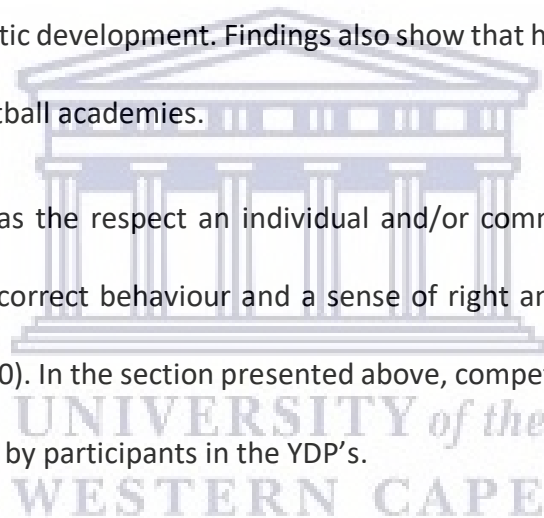
“We have a system...there are 3 groups; the school, soccer and character. Five (5) and six (6) are the best that means you get a badge. If you don’t have one you cannot have privileges like playing for the board team and if you don’t play for the board you cannot go to national games.” – Bob

4.3.4.3 Interpretation of Character through Positive Youth Development

With regards to character, it was found that role-players of the YDP’s prioritised the importance of creating and developing active members of society. Participants stated that the YDP’s provided the correct environment for holistic development. Findings also show that harmony is present within all the YDP’s at the selected football academies.

Character can be described as the respect an individual and/or community has for societal and cultural rules, standards for correct behaviour and a sense of right and wrong (Bowers, Li, Kiely, Brittan, Lerner & Lerner, 2010). In the section presented above, competencies around value, ethics and harmony were discussed by participants in the YDP’s.

Findings from data collected showed that participants placed great value on character. Most participants mentioned the importance of having a good moral standard and abiding by cultural norms. One YDP stated that creating a culture within the YDP gives the youth a good foundation to develop from. Generally, the YDP at the selected academies aimed to create active members of society, insightful individuals both on and off the field of play. Great emphasis was put on being responsible, not only taking responsibility for their development during training and match days but being responsible for their conduct off the field of play with regards to; behaviour at school, conduct with peers around the academy accommodation. The focus on life skills had a strong presence in all



the YDP's. One programme covered a life skill every week and stressed the importance of a value system; this value system forms a core component of the YDP.

4.3.4.4 Concluding summary relating to Character

Culture can be described as a measure of the observable behaviours of what an individual, an organisation or a team accepts and promotes (Haigh, 2018). If sport organisations make sure that their top performers stay engaged then they will have a better chance of retaining them (Haigh, 2018). Luke stated that his character on and off the field has improved, especially with his school work. Coach Craig also discussed the character and temperament that the players should possess on the field of play as a very important component in instilling values and ethics into players.

James shared his sentiments on the values instilled in him by the coaching staff and how he has developed as a result of this and taken more responsibility. Angelo remarked on the impact these principles have on their pre-match and post-match behaviour on-and-off the field of play. These fundamentals are stressed and reinforced by the coaching/management staff as they learn to respect everything and everyone. The result is an environment with great values, ethics and everyone respecting the next one.

The participants from both key-informant and focus-group discussions emphasised the importance of team cohesion, identity, and ways to build team spirit and reward systems within the YDP at their academies. Bob spoke about the badge system in place at their academy and the implications of good and bad behaviour/performance. James and David mentioned that the team get along well which assists with team cohesion. So, when one player makes a mistake, they all take responsibility for it and work on their weaknesses. They also take punishment as a group, if the coach is unsatisfied with attendance at training. These methods implemented by the coaching staff might seem unsavoury to some from the outside looking in, but in most cases when implemented and explained

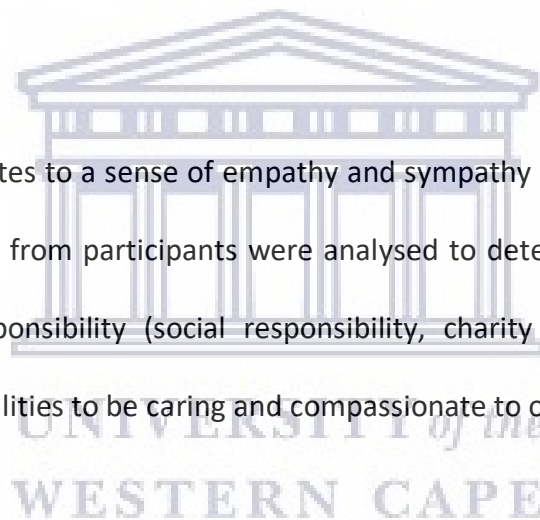
to players, it can assist in healthy team building. Team identity can be based on how well a team demonstrates belongingness, clarity around the role of each member and a desire to work together (Hughes & Terrell, 2011). The TESI (Team Emotional and Social Intelligence Survey) identifies seven (7) competencies needed for teams to function well. These seven (7) competencies include; Team identity, Motivation, Emotional awareness, Communication, Stress tolerance, Conflict resolution and Positive mood (Hughes & Terrell, 2011). Teams usually encounter difficulty when roles and responsibilities are not clarified (Hughes & Terrell, 2011). So, it is important to lead teams to success by utilising the resources and skills available to maximise individual and team contribution (Hughes & Terrell, 2011).

4.3.5 Compassion/Caring

Compassion and caring denotes to a sense of empathy and sympathy for others (Lerner, Lerner & Phelps, 2008). Data received from participants were analysed to determine whether or not they conveyed any signs of responsibility (social responsibility, charity work, giving back) and if participants displayed the abilities to be caring and compassionate to others on and off the field of play.

4.3.5.1 Responsibility (Social responsibility/charity duties)

Social responsibility refers to the initiatives and attitudes to respect the rights of others, being a responsible citizen and avoiding destructive and violent behaviour (McDonough, Ullrich-French, Anderson-Butcher, Amorose, & Riley, 2013). Responsibility can be associated with something or someone that is responsible. It can carry the weight of one's accepting blame for something that has happened and can also be associated with someone that is authorised to make decisions independently (McWilliams, Siegel & Wright, 2018).



“Before it became an elite academy it was basically a children’s program whereby kids after school would come in and train with the academy and also help them stay off the streets and become better people... but to my knowledge... there is nothing that has really been done to go out to communities and give a service.” – Coach Kevin

“We put on courses for community coaches. It links in with the part of developing some of the top talent around the city. We will be looking this year at a hundred and fifty kids. Last year we had a hundred around the city. The top talent we believe have potential and it’s often the top one or two players in local clubs around those six sites. 90% of those boys will not come into our program. We are just investing in them and then at age twelve they just carry on playing at whatever club they’re at. The highest fourteen players amongst the group of hundred and fifty we will then bring into the academy.”- Coach Brandon

“Coach asked me if there are fields where they can make football posts so I said yes because there’s a community sports centre to help keep the children away from drugs and gangsterism and there are tournaments during the holidays so I told him that during the holidays he can come and see” – Paul

Social responsibility and giving back to the community are something that will always be beneficial to the community. Coach Kevin stated that their academy YDP started out as a children’s programme, keeping the kids off the street and assisting them to develop as footballers. As time elapsed, their programme has transformed into a high-performance programme as indicated by Coach Simon. The academy is still out in the communities trying to unearth talent that can be included into their high-performance programme but they do not want to become a “jack of all trades” as they would need to fulfil more goals and objectives. Coach Brandon mentioned that their academy contributes to community upliftment through hosting coaching clinics for community coaches. This assists in developing talent at their own clubs and potential talent that is discovered could join their YDP. Paul recalled a time when his coach queried about sport fields in his area and if any football tournaments were being held during the school holidays. This showed the concern of the coaching staff for people within the communities that their players came from.

4.3.5.2 Caring and compassion

Caring and compassion can be described as an empathetic feeling and/or response to suffering, as a rational process which pursues the wellbeing of patients', with specific ethical actions directed at finding a solution to their suffering (Perez-Bret, Altisent & Rocafort, 2016).

"I think maybe not going out to certain communities but certainly a lot of the people from different communities have come here and taken our positives to the areas that belonged to." – Coach Michael

"...our players think short term because most of them, like you said for the socio-economic factor, some of them have suffered for too long... they become short minded. They don't have people who are role models from back at home there is no one pushing them in the right direction." – Coach Kevin

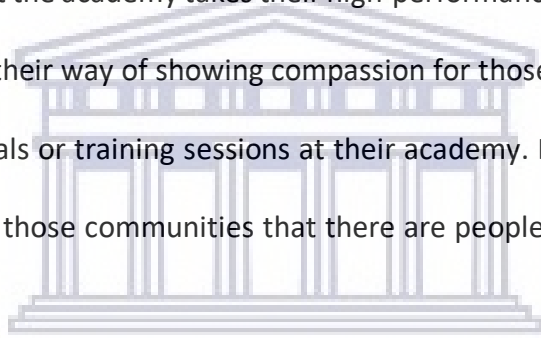
"We are actually taking our high-performance program to the players because we understand the certain difficulties in this country that are almost impossible to get over. So why not take the program to them." – Coach Simon

"There's the situation or occurrence where a player is phenomenally talented and unfortunately doesn't fall into the socio-economic bracket to then pay off the program. We then identify those players and bring them in as part or full bursaries program. So, we definitely understand the need that we do need to have these types of players because we can make a difference in their lives and we know these players will cherish it. Players who are on the bursary program, a lot more responsibility program is placed on them because they are getting trained for free so the need to be making sure they are earning their bursary and not taking it for granted. So, that's a very important factor, the bursaries we do take on are very talented and very hard working" – Coach Simon

As mentioned by Coach Brandon, through their coaching clinics held with community coaches, people leave feeling equipped and then implement the knowledge they have acquired in their areas. Youth are the first to benefit from these community coaches, as most of them usually work with youth under the age of eighteen. Coach Kevin felt that there was a lack of role models within certain communities which ultimately leads to youth suffering, as he puts it "they become short minded".

Coach Kevin was referring to youth not having long term goals and ambitions due to the lack of positive role models within their communities.

Coach Simon provided an example of the procedure taken when exceptional talent is discovered; the academy makes provision for the player due to his socio-economic difficulties. Empathy described briefly can be defined as the ability to recognise how someone feels (Claire, 2017). This teaches individuals to value and respect the feeling of others and treat them with dignity, kindness and understanding (Claire, 2017). These values can be transferred to others through various initiatives and assist in forming long-lasting relationships with others in the communities (Claire, 2017). He also mentioned that the academy takes their high-performance programme to the players, in their communities. This is their way of showing compassion for those who cannot afford to take public transport to attend trials or training sessions at their academy. It is also a positive initiative which reassures the youth in those communities that there are people who care about their well-being and their future.



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4.3.5.3 Interpretation of Caring and Compassion through Positive Youth Development

Key findings from the data collected with regards to caring and compassion through PYD showed that YDP's assisted communities when needed, actively sharing information and skills. One football academy setup a coaching clinic for community coaches with the aim of empowering them to develop talent within their communities. As a result, a co-dependant relationship developed, as these community coaches would recommend talented youth to the academy's YDP.

Caring and compassion can best be described as a sense of empathy and sympathy for others (Bowers et al., 2010). It can also be defined as an individual having a sense of being loved and cared for by others (Hamilton & Hamilton, 2004). It creates a desire for the individual being loved and

cared for to care for others in return, which could include their; peers, family and community members (Hamilton & Hamilton, 2004).

From the data presented, one of the comments made by Coach Simon expresses empathy for players from troubled communities and as a result of his deep concern for them, he stated that the academy had taken their YDP to the players into their communities. This is due to the fact the players from these communities do not have the funds available to access their high-performance programme and the positive role models to guide them. Coach Simon mentioned that the academy was working with the relevant government structures to assist in implementing community programmes and to get the youth off the streets. Working with governmental structures and other well-established institutions assisted with the sustainability of YDP's.

4.3.5.4 Concluding summary relating to Caring and Compassion

Analysis of data indicated that participants displayed characteristics of caring and compassion within the YDP and outside of it. One of the YDP's mentioned its humble beginnings, starting out as a children's programme before transforming into a more structured YDP. Most of the YDP's made mention of their social responsibility initiatives that they are involved with. One academy gave back to communities in need by hosting coaching clinics around the city. In this way community coaches were empowered with knowledge on the game of football and how to assist the development of youth. Youth are also accommodated, as various clinics are held throughout the city. This type of action demonstrates characteristics of caring and compassion within the participants with the ultimate aim of uplifting communities in and around the city. Findings showed that recipients of these clinics and programmes have gained knowledge and skills that could assist other youth not

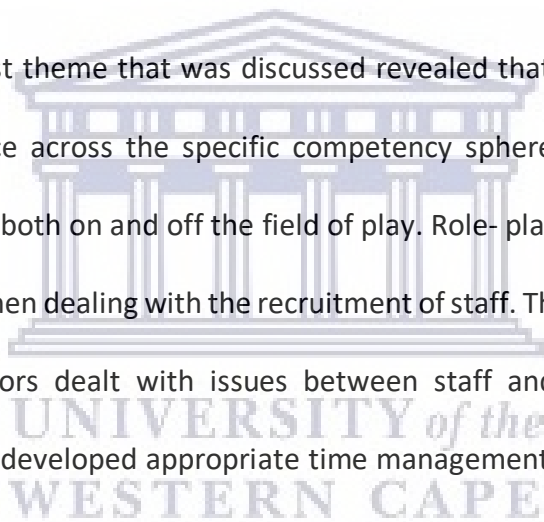
involved in YDP's at the highlighted academies to become fully functional, caring and compassionate individuals of society.

4.4 Chapter conclusion

In this chapter the results and findings of YDP participants were presented. Thematic analysis was used to discuss the data received from the semi-structured focus-group and key-informant discussions. The Positive Youth Development perspective with its five C's model by Zarrett & Lerner (2008) was used to discuss the findings consisting of themes and subthemes that emerged.

Competence which is the first theme that was discussed revealed that the participants displayed characteristics of competence across the specific competency spheres highlighted. Participants showed signs of competence both on and off the field of play. Role-players of the YDP's employed conflict management skills when dealing with the recruitment of staff. These skills were also evident when programme coordinators dealt with issues between staff and when making important decisions. Youth participants developed appropriate time management skills which were useful to meet personal schedules and the demands of the YDP's.

Confidence was the second theme discussed in this chapter. Here, participants possessed characteristics of self-confidence and self-esteem. It was found that role-players provided a safe environment and well-structured processes to support youth participants in the YDP's. YDP coordinators also used a variety of reward and demerit systems within the respective YDP's. Youth participants were found to flourish under these conditions. The safe environment and well run YDP gave youth participants the confidence to express themselves naturally.

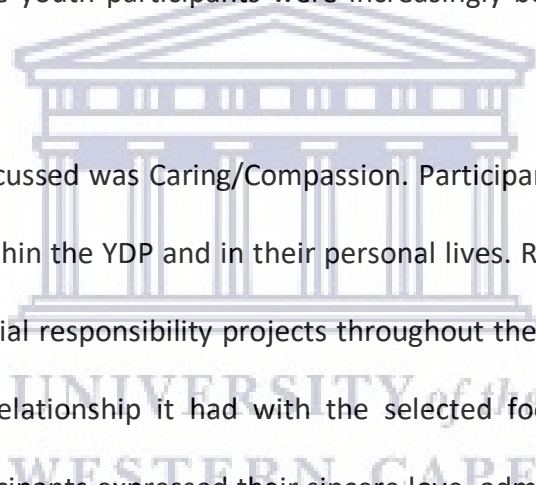


The third theme discussed was connections. Conclusions from the data collected specified that good relations between players', their parents/guardians and YDP role-players aided the development of players. Role-players were perceived as competent and trustworthy by parents and caregivers which was a key factor when reporting on the progress of youth participants. Youth participants expressed their satisfaction with relationships amongst themselves and YDP coordinators.

Character was the fourth theme. Results from data collected showed that participants placed great value on character. Participants mentioned the importance of having a good moral standard and abiding by cultural norms. Role-players also felt that most participants involved in the YDP were sincere and that many of the youth participants were increasingly becoming active members of society.

The fifth and final theme discussed was Caring/Compassion. Participants displayed characteristics of caring and compassion within the YDP and in their personal lives. Role-players were also found to be actively involved in social responsibility projects throughout the Western Cape. Community clubs benefitted from the relationship it had with the selected football academies and their respective YDP's. Youth participants expressed their sincere love, admiration and respect for their peers and coaches of the YDP's. The study will be concluded with chapter five (5).

Chapter five will provide a summary of findings which will be discussed in this chapter. Conclusions are drawn and recommendations for further practice and research are presented.



Chapter 5: Summary of Findings, Conclusions and Recommendations

5.1 Introduction

The research question guided this study which was to determine the best practices for developing youth development programmes through football at grassroots level. The research study consisted of five chapters. In chapter one, the researcher provided an introduction, background and motivation for the research study. A literature review was presented in chapter two which summarised previous research done on football development globally and locally, highlighting its role within youth development. The literature review provided a theoretical framework on which to formulate an understanding into how the best practices of youth development at international football academies may be beneficial in the context of the Western Cape. A brief description of the theoretical framework adopted for the study was provided by the researcher. Chapter Three, the methodological approach for data collection of the study and research design was presented. A qualitative approach was appropriate for this study as it allowed the researcher to explore the practices implemented within youth development programmes at football academies in the Western Cape. The results of findings were presented and discussed in chapter four using the Positive Youth Development perspective with its five C's model by Zarrett & Lerner (2008). The chapter to follow presents crucial findings for each theme and subtheme within the Positive Youth Development perspectives five C's and proposes conclusions and recommendations regarding best practices for establishing youth development programmes through football at grassroots level in the Western Cape.

A qualitative research approach using thematic analysis was selected to determine the best practices for developing youth development programmes through football at grassroots level in the Western Cape. Semi-structured interview guides with open-ended questions were compiled by the

researcher. With regards to data collection, the 5 C's of the PYD theory was utilised as a framework for questions in the key-informant and focus group discussions. The research study incorporated five systems based on the 5 C's from the PYD theory, namely; Competence, Confidence, Connection, Character and Caring. The study population included three (3) selected football academies in the Western Cape that possessed the following;

- a) They are involved in youth development programmes in the Western Cape
- b) These football academies participate in Local Football Associations (LFA's) in Cape Town, and
- c) They have a reputation of producing league winning squads with the core of the team graduating from their youth development structures.

Twenty-one (21) participants from the three (3) selected football academies participated in the study. These participants included six (6) key-informants and fifteen (15) football players from the youth development programmes.

Credibility of findings was ensured by using data triangulation. This assists in strengthening the integrity of findings that emerged from the data gathered (Anney, 2014). In this chapter, the researcher will conclude the findings presented in chapter four grounded by the theoretical framework of the study; Positive youth development theory (Lerner *et al.*, 2008), which was used to explore the best practices for developing youth development programmes through football at grassroots level in the Western Cape.

The aim of this study was to explore best practices for youth development programmes at football academies in the Western Cape. To achieve these aims, the researcher identified the following objectives in chapter one;

- a) Explore current practices of youth development programmes in the Western Cape,
- b) Explore policies and practices in youth development programmes at the selected football academies across the Western Cape,
- c) Explore to what extent policies that govern youth development programmes at football academies were implemented effectively at the selected football academies across the Western Cape.

Research findings were presented and discussed in chapter four (4), an overall summary and recommendations will now be offered.

5.2 Summary of findings

The following section will present an overall summary of findings offered in chapter four (4). Participants in the study provided their experiences and role with regards to youth development programmes at football academies in the Western Cape. Key-informants included; managers and coaches as well as football players within the youth development programmes.

5.2.1 Competence

The first theme highlighted participant experiences regarding competence within the social, cognitive, academic and vocational sectors. The competence theme was explored in several ways. Participants were asked about competencies required to function within a YDP. Thoughts and experiences were shared by participants on how they interacted with others when dealing with conflict management. The topic of professional qualifications and other requirements needed to become part of a YDP was discussed. Participants mentioned the importance of staff recruitment, player selection criteria, educational platforms available to everyone involved at the YDP and the purpose of assessments within the respective YDP's. Participants shared the significance of



academic achievement and its contribution to sporting excellence as well as discussing football related and non-football related opportunities available to YDP graduates.

Competence should be measured and viewed in research studies as a developmental outcome (Weissberg & Greenberg, 1998). It can be measured and specified as a vital outcome in itself, indicative of positive development, but the enhancement of competencies can assist in preventing negative outcomes (Weissberg & Greenberg, 1998). In recent years, competence initiatives have tried to develop skills to integrate feelings with thinking and actions to assist youth with achieving their goals (Catalano, Berglund, Ryan, Lonczak and Hawkins, 2004).

It was evident from the findings that participants in a role-player capacity valued inter-personal relation with others within the youth development programme. Coaches emphasised that relating to others within the developmental environment will assist the player to develop holistically and not just as a football player. It was found that in order to select the appropriate staff and youth for the development programmes, individuals needed to not only fulfil a set criterion, but their future within the programme was largely based on their personalities and compatibility within the group. Healthy communication channels and constant dialog between all stakeholders was found to be the best way to manage conflict and to implement strategies within the youth development programmes such as; meal and training plans for players.

With regards to cognitive competence, it was found from that key-informants participating in the research study stressed the need for coaching and management staff to be educated about the academy's philosophy and vision for the youth development programme. In many cases this was done through an induction course administered by the existing staff members at the academy. Findings also show that all the youth development programmes at selected academy's emphasised

that all coaches must be qualified (possess a CAF/SAFA D-license) and have the relevant experience to work with youth.

Findings from the study with regards to cognitive competence indicate the following;

- 1) Players reap the benefits from coaching staff that are qualified and experienced, as they improved not only in understanding the game but also improved their technique and how it is executed on the field.
- 2) Football theory covered by coaches in the youth development programme served as a great foundation for the players if they do not succeed as players. Areas such Sport management and football specific trainers can be pursued.
- 3) Due to coaching staff working as a unit and not as separate entities within the youth development programme, players were assisted by other coaches even though they coached other age groups. Players felt this assisted them with their individual development and also helped the team with its holistic development.

With regard to academics, it was found that only one youth development programme had a school which players attended. The other two academies did not have the privilege of providing this for their players, but the role-players did their best to assist players with their academics or brought in tutors where necessary. Retired parents or other caregivers were also called upon to assist with homework and project tasks. Players showed appreciation for the fact that this support was offered to them. Massive emphasis was put on academics with the coordinators of the YDP's giving players time off during exam periods and stressing the importance of good grades. In some cases, players were not allowed to train unless their grades improved. This was a clear indication by the academies

that academic excellence was just as important as sporting excellence if players were to develop holistically.

Findings in the study showed that participants felt confident about securing a career opportunity through their involvement in the YDP. Findings indicated the following football related career opportunities for participants;

- Academies send players for trials at clubs in Europe, the United States of America, Africa and all the Professional leagues in South Africa.
- Academies invited scouts from all over the world to visit their training sessions and league games to have a closer look at future prospects. They also provided video footage to clubs unable to physically observe their players.
- Academies have a network of feeder clubs where players are sent on trial.
- One of the academies participated in overseas football tours which are great opportunities for players to be exposed to potential suitors.

Furthermore, findings exhibited the following non-football related career opportunities for participants;

- Scholarships are provided to players at Universities and colleges in the United States of America that meet the necessary requirements. The academy provides local study opportunities for players that do not meet the criteria for scholarships abroad.
- Mentorship programmes are available to participants that guide them towards various career opportunities off of the football pitch.



5.2.2 Confidence

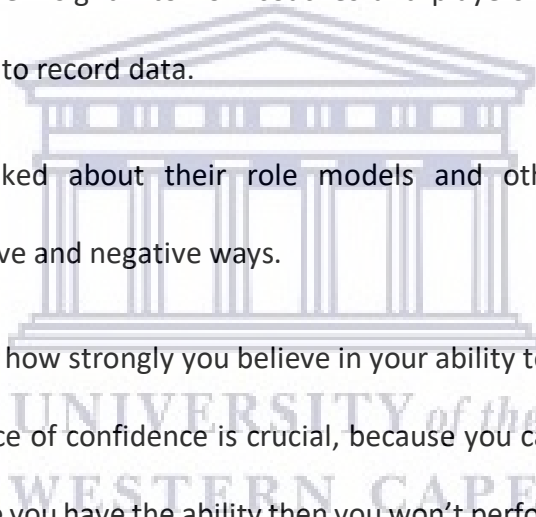
The second theme underlined participant experiences regarding self-confidence and self-esteem.

The confidence theme was explored in the following ways;

- Participants shared their views on the fundamentals regarding the phases of training within the YDP's.
- Participants were asked about the advantages and disadvantages of street football and its impact on the development of youth within their YDP's.
- Participants gave some insight into how coaches and players are assessed and evaluated using various systems to record data.
- Participants were asked about their role models and other factors affecting their development in positive and negative ways.

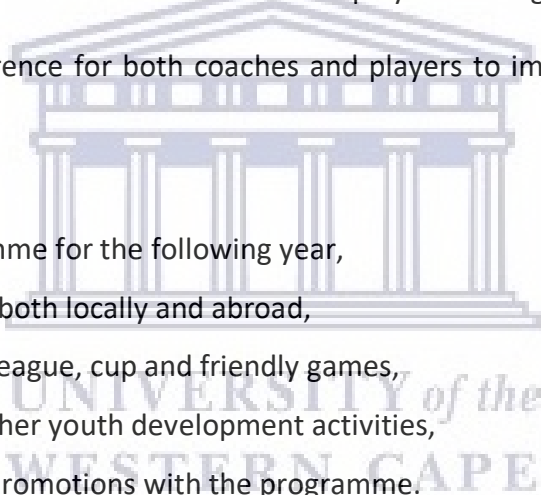
Confidence can be defined as how strongly you believe in your ability to achieve your desired goals (Taylor, 2009). The importance of confidence is crucial, because you can have all the ability in the world, but if you don't believe you have the ability then you won't perform up to that ability (Taylor, 2009). Analysis indicates that a high confidence level facilitates performance through the positive effect it has on the athletes' feelings, thoughts and behaviours (Hays, Thomas, Maynard & Bawden, 2009).

Coordinators of the YDP's shared some of the fundamentals of training for the youth. A major highlight was the age specific training implemented within YDP's. Age specific training is important as the youth are guided through appropriate training that is beneficial to their holistic development. Areas such as football intelligence and the fundamentals of movement are covered.



Participants shared their opinions on the advantages and disadvantages of street soccer and the impact it has on youth within the programme. The findings show more positives than negatives, with many coaches pointing to the benefits street soccer exposes their players to. Some coaches felt it assisted players with; special awareness, quick movements, exceptional ball control and mental toughness. Youth that were not exposed to street soccer either possessed these attributes in limited amounts or not at all which left them at a disadvantage when coming up against opposition with more street soccer experience.

Coach and player assessments were an area which produced many interesting findings. YDP's used various methods to assess and evaluate coaches and players through the year. The data that emerged was used as a reference for both coaches and players to improve on. It was used as a measurement for;

- 
- a) Entry into the programme for the following year,
 - b) Ability to go on tours, both locally and abroad,
 - c) Ability to compete in league, cup and friendly games,
 - d) Attend training and other youth development activities,
 - e) Earn rewards and/or promotions with the programme.

Findings related to confidence revealed the following;

- Role models played a major role in keeping youth participants interested in their development.
- Role models came in the form of; parents, siblings, extended family, friends, teammates, coaches and professional athletes. Youth participants aspired to be like their role models and/or wanted to prove a point to their role models. This type of enthusiasm from youth participants seemed to keep them focused on reaching their goals knowingly or unknowingly.
- Participants also made mention of negative factors that they were faced with from time-to-time.

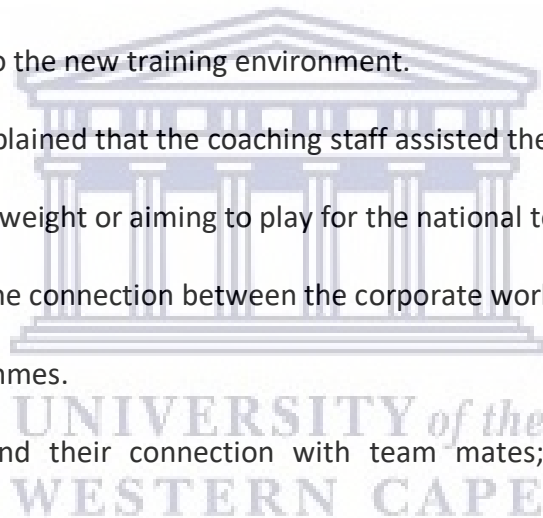
- Negative factors within their communities such as gangsterism, drugs, alcohol abuse, domestic violence and bad friends were found to be elements youth were faced with when visiting or going back home.

5.2.3 Connection

The third theme highlighted participant experiences with regards to bonds and relationships with people, organisations and institutions in various settings. This theme was explored in the following ways;

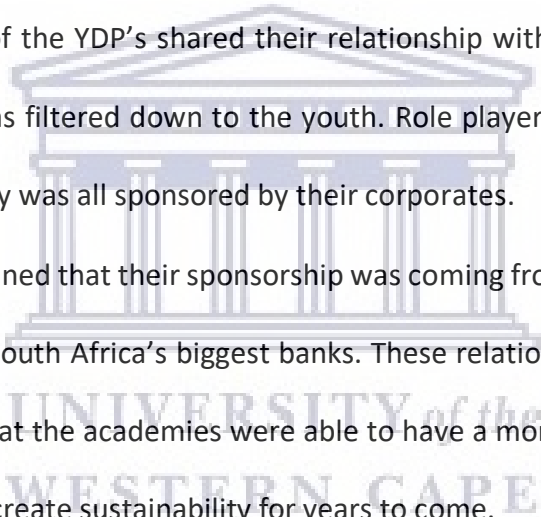
- a) Youth participants connection to role-players of the YDP,
- b) Youth participants gave insight into their connection with coaches and how they were assisted in adapting to the new training environment.
- c) Youth participants explained that the coaching staff assisted them to meet their objectives, whether it was losing weight or aiming to play for the national team.
- d) Role-players shared the connection between the corporate world and how this relationship assisted their programmes.
- e) Youth participants and their connection with team mates; Participants shared their experiences of how everyone grew as a unit, yet maintained their identity as individuals with their own strengths and weaknesses.
- f) Participants shared the role their families played as they progressed through the YDP.

Connection and belonging can be described as the acceptance of a member into a group and/or community (Hall, 2014). The feeling of belonging and that you are connected to other people and places are fundamental to the makeup of young people's identity (Robinson, Hill, Fisher, Graham & Valentine, 2014). People find this connection in various forms, from belonging to a religious group, friends, family and some even take to social media (Hall, 2014).



Youth participants shared experiences about the first time they entered the youth development programmes and the role coaching staff played in making the adjustment to the new environment easier. One participant mentioned the role coaching staff played in finding the correct position on the field, taking into consideration his strengths and weaknesses. Youth participants shed light on the guidance provided by the coaches which has been beneficial both on and off the field. Some youth came into the programme just to lose some weight, but coaches transformed them into players that can push for a place in professional football teams anywhere in the world.

The following findings were found related to connections within YDP's;

- 
- Coordinators of the YDP's shared their relationship with corporates and how their sponsorship has filtered down to the youth. Role players mentioned the gear used by the academy was all sponsored by their corporates.
 - One YDP explained that their sponsorship was coming from several CEO's associated with some of South Africa's biggest banks. These relationships are important and it was evident that the academies were able to have a more professional approach to their YDP and create sustainability for years to come.
 - Youth participants indicated that there were strong bonds with team mates in the YDP's. The youth expressed that they were always learning together even though certain participants were developing at different rates.
 - Parents and/or guardians served as a pillar of strength and support in the lives of these youth participants. The approval and desire to satisfy parents and/or guardians seemed to be high on the agenda of youth participants in the YDP's.
 - The connection to family and the home environment served as a good distraction for youth participants when they had "down" time.

- The support structure provided by parents and/or guardians was found to be the most important thing to youth participants when describing their relation with family and their role within their development process.

5.2.4 Character

The fourth theme highlighted participant experiences' regarding societal and cultural norms and standards for good behaviour. The theme on character was explored in the following ways;

- a) Participants shared their views and experiences on the values and ethics around youth development.
- b) The sincerity of role-players and other stakeholders involved with youth development,
- c) Creating active members of society,
- d) Insightful football players with the correct temperament,
- e) Responsible youth that can conduct themselves in a respectful manner,
- f) The creation of an ideal environment with a culture that encourages a sound moral and value system.
- g) Participants gave insight into how harmony can be created in an environment that is ideal for development.

Character strengths can be defined as a family of positive traits that are reflected in the thoughts, feelings and behaviours (Park, 2004). Character on its own is very important but it assists in the promotion of well-being and the prevention of psychological disorders in youth (Park, 2004). Close relationships with peers and family, having positive role models, access to positive institutions and various youth development programmes play a role in the development of character strengths (Park, 2004).

Findings related to character within the selected academies YDP's;

- The participants questioned the sincerity of role-players and stakeholders involved with youth development in South Africa. Participants were concerned that certain role-players involved with youth development were only concerned about their own interests and not that of the youth.
- Coordinators of the YDP's mentioned the importance of creating and developing active members of society that are able to look after themselves long after they have graduated from the YDP's. The development of insightful, respectful and responsible youth that conduct themselves in an appropriate manner on and off the field was highlighted as a key factor to produce a player with good character.
- Participants felt that in order to produce youth with good character, an ideal environment with a culture that encourages holistic development is vital. Value systems taught by coordinators of the YDP can be carried out into society by the youth if the correct environment and culture is established.
- All participants felt that they had the correct environment for holistic development, specific to the needs of all involved.
- Findings indicated that harmony within the programme's environment was present. Participants mentioned that if mistakes were made by a few individuals everyone would learn from it and encourage one another to improve.

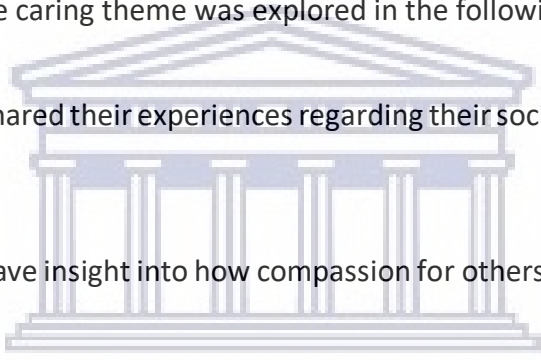
Youth participants gave accounts of the discipline they expressed as a team at the start of training.

If one person was late for training then everyone would be punished. This resulted in youth participants encouraging one another to be at the training venue early so that they could avoid the punishment. Other YDP's installed a badge system which took into account youth performance

across three (3) areas (school, soccer and character). Youth participants were given badges according to their performance in these areas and privileges would be afforded to them if they did well. For example, high achievers would be allowed to attend trials with board, provincial, national and/or professional teams. This created good competition amongst youth participants but due to the good environment and culture established at the academies, players encouraged one another more than they broke each other down.

5.2.5 Caring

The fifth and final theme covers experiences that participants shared with regards to empathy and sympathy towards others. The caring theme was explored in the following ways;

- 
- The logo of the University of the Western Cape is centered in the background. It features a classical building facade with a pediment and several columns. Below the building, the text 'UNIVERSITY of the WESTERN CAPE' is written in a serif font, with 'UNIVERSITY of the' in a smaller size above 'WESTERN CAPE'.
- a) Participants shared their experiences regarding their social responsibility and charity duties.
 - b) Participants gave insight into how compassion for others was displayed by members of the YDP's.

Caring can be perceived to be human behaviour that includes psychomotor, administrative, affective and cognitive skills (Adams, 2016). Most research on caregiving focused on the benefits to the person receiving care, but research that has emerged in recent times indicates that providing support also benefits caregivers (Inagaki & Orehek, 2017). When providing support is a choice and when the support is perceived as effective, the caregiver might benefit from this act (Inagaki & Orehek, 2017).

Findings related to Caring revealed the following;

- Findings provided some insight into how certain YDP's developed from a community initiative into what it has become today. Role players from one academy gave a background

into how their journey started, with only a few kids training in a park. The aim was simple, to keep the kids off the street and develop them.

- Participants shared some information around their community upliftment projects. Certain YDP's assisted communities when called upon while others actively went out to assist.
- Youth participants were actively involved in community initiatives as findings indicated that players were asked by coaches and managers to identify areas that they knew of which could benefit from what the academy had to offer.
- Role players shared their concerns for youth and their future. One of the coaches described how youth had suffered for far too long concerning guidance and pathways that could assist them to achieve their full potential.
- Role players within the YDP's described how they were taking their initiatives to youth within the communities around the Western Cape that were faced with challenges which left them without these opportunities.
- Findings showed that academies have made provisions for youth that have exceptional talent but don't have the necessary support to reach their goals. Certain programmes were found to have bursaries and/or scholarships in place to provide support for youth that meet the criteria set out by the academies.

5.3 Conclusions related to the research findings

The study set out to explore the following research question: What are the best practices when developing youth development programmes through football at grassroots level?

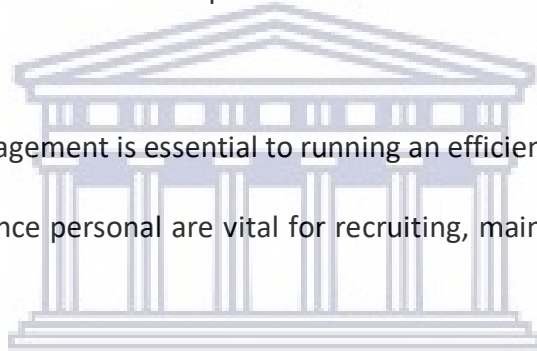
Participants (Coaches and players) were invited to participate in key-informant interviews and focus group discussions. Both the key-informant interviews and focus group discussions adopted semi-

structured questions based on literature. The theoretical framework used to shape the research study guided the questions used in the key-informant interviews and focus group discussions.

From the findings, it can be concluded that with regards to;

Competence

- Healthy and transparent inter-personal relations between stakeholders within YDP's give everyone a sense of competence.
- Academic achievement has a positive influence on sporting excellence.
- An environment conducive for development will contribute to the holistic development of stakeholders.
- Effective conflict management is essential to running an efficient YDP.
- Qualified and experience personal are vital for recruiting, maintaining and expanding on a YDP.



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Confidence

- Age specific training contributes to individual confidence and promotes holistic development.
- Street soccer assists players with special awareness, quick movement, promotes mental toughness and exceptional ball mastery.
- Career guidance helps boost confidence and the view of future prospects.

Connections

- Healthy relationships and a sense of belonging contribute to positive connections between stakeholders.

- Well-structured orientation programmes provide a solid foundation for newcomers into a new organisation.
- Individual sport performance analysis is a widely acclaimed way to establish the ideal position of players in a team.

Character

- Discipline in a group setting contributes to team character and comradery.
- A merit and/or demerit system is a transparent method to assess and record performance progress.
- Reward systems empower stakeholders to take control of their progress through developmental stages.

Compassion/Caring

- Community initiatives and community upliftment programmes are vital components to the success of an YDP.
- YDP Stakeholders and community members benefit from their relationship, as YDP's have access to a continuous flow of new talent and communities benefit from the resources and skills that YDP's have to offer.

The next section to follow will make recommendations for further research and also recommendations that could assist the positive development of youth through football.



5.4 Recommendations

Recommendations to follow are based on the findings regarding the best practices for developing youth development programmes through football at grassroots level. Below are the recommendations for further research and also recommendations that could assist the process of development for youth through football.

Recommendations to practice;

Competence

- Coordinators of the YDP's should consider investing in academy transport for players and coaches. Whether it is purchasing a vehicle(s) or renting a transport service for training and match days. This might be a financial burden to the academy but it will reduce the stress placed on players and coaching staff. As a result, training sessions can run according to precise schedules and the overall operation of the YDP can be efficient.
- It is recommended that YDP's employ a sport nutritionist on a part-time or full-time basis. This will enable role-players of YDP's to provide the precise meal plan that meet the needs of each youth participant. The academy could look at the option of providing these meals to youth participants if it is feasible.

Confidence

- It is suggested that YDP's employ a social worker on a part-time or full-time basis to assist all stakeholders (Youth, coaches, managers, coordinators, role-players, parents, guardians etc.) dealing with the various challenges within their communities. This might not cure or remove the problems present in the communities where stakeholders come from, but it is a positive step in assisting in dealing with mental

and emotional stress in these environments. It will also assist in equipping stakeholders to adopt the correct behaviour when faced with challenges in their communities so that the process of positive development is not derailed.

Connections

- It is recommended that YDP's assign individuals to deal with non-football related issues presented by youth participants to coaching staff. This would allow an individual that specialises in non-football related issues to deal with those things in the correct manner and free up the coaching staff to focus more on their task at hand which is the football related aspect of development within the academy.
- It is suggested that YDP's formalise a parent body which serves as an intermediary between youth participants and other parents of youth participants. This parent body can have one parent from each age group (U/12, U14 etc.) who serves as a delegate for other parents of youth participants within that age group. This parent can then act as an executive member, attending academy meetings where he/she can present feedback, concerns etc. to the meeting. This would serve as a communication channel and aid transparency between all stake-holders of the YDP's.

Character

- The study found that role-players expressed their concerns for youth development initiatives being abused and taken advantage of by individuals and/or organisations that were only concerned with self-gain. To reduce the risk of this happening, it is recommended that all football academies running a YDP be registered with the football governing body. In a South African context, that would be the South African

Football Association (SAFA). This would legitimise the existence of the YDP, but SAFA could hold the academy and its YDP accountable and answerable for any unethical behaviour and/or allegations deemed detrimental to youth and the youth development process.

Compassion/Caring

- As findings indicated, academies and their YDP's participated in social responsibility initiatives but weren't obligated to do so. With reference to the recommendation made in the Character theme (The academy and its YDP must be registered with SAFA to operate legally), academies and their YDP should be obligated to participate in social responsibility initiatives in their immediate surroundings. This will empower the surrounding communities with skills and opportunities, and as shown in the findings, it will broaden the pool of youth that could enter YDP's at football academies.

5.4.2 Recommendations for further research

Further research is recommended to explore more in-depth experiences of individuals within the positive youth development theory. By doing this, there is a possibility of gaining insight into the social and psychological factors affecting participation and the implications of these factors on positive youth development through football in the Western Cape.

It is recommended that further research be done on a larger group of participating football academies. This could include academies from several suburbs in the Western Cape resulting in an increased sample size. A comprehensive view of the influence positive youth development has on YDP's through football could be established.

Further research with particular reference to the sample group could include and elaborate more on the experiences of; females and males, different age groups and the socio-economic differences that exist within a particular academy or between a number of football academies.

5.5 Reflective summary of the research process

This journey started back in 2014 while I was teaching English abroad. On the occasional weekend, I would do voluntary coaching with children aged between three (3) and six (6) at a professional football club in the city. I coached youth players before, but I never dealt with players of this age group. It was challenging at first as I needed to deal with the language barrier. However, this experience gave birth to my desire for a structured, yet positive programme that could assist youth around the world to develop holistically in a positive environment. The coaching environment at this professional club was far superior to what I was accustomed to back in Cape Town. The differences between the two environments were stark. Access to state of the art facilities (indoor and outdoor soccer pitches, dormitory, study rooms and cafeteria) and stable financial support available to youth within this demographic was a massive advantage compared to youth I engaged with in Cape Town.

The club from the southern suburbs in Cape Town which I was affiliated to, only had access to a municipal facility twice a week for two (2) hours and relied on seasonal subscription fees paid by club members to meet financial commitments. A large percentage of the club consisted of unemployed or low-income families. This made collection of annual subscription fees an uphill battle.

In 2015, I decided to apply for the Master's programme in Sport, Recreation and Exercise Science at the University of the Western Cape. My initial idea was to do a comparative study between football academies around the Western Cape to establish what made them successful or unsuccessful. This question presented some challenges as there was not a scale to measure how successful or unsuccessful a sporting organisation was. Yes, we could look at the amount of times certain youth teams won the league or how many youth graduates went on to play professional football. However, in the football world which at times is plagued by corruption and back door deals, measuring success or failure can be subjective. This led me to look at initiatives which focused on the holistic development of youth footballers, so that if things did not work out for them in football, they could still pursue their dreams and desires outside the field of play or even in another discipline.

After six (6) months of background work, changing supervisors and getting my research proposal passed, I had a research question which was as follows; "what are the best practices for developing youth development programmes through football at grassroots level?"

Finding academies with YDP's to participate in my research started off very well with many of the academies giving me verbal agreements that they would "love to" participate in my study. However, I was left disappointed as many of the more established academies were reluctant to participate after having multiple meetings with the coaching staff and board members. Other academies refused to answer my calls or ignored my emails. These are just a few of the challenges I faced when trying to find participants. That being said, I am truly grateful to the academies that kept their word and, in many cases, went out of their way to accommodate me.

The positive youth development perspective formed the theoretical framework for the study. This theoretical framework enabled me to draft appropriate questions for various aspects of the YDP's at the football academies and the two (2) participant groups, namely; the role-players (Coaches and

academy management) and players involved in the YDP's. A qualitative method was adopted for the research process, as it allowed me to gain in-depth experiences, opinions and views of participants.

Participants were very keen and showed a willingness to cooperate during the data collection process. The participants did not have any problems with me recording the interviews and discussions on my mobile phone (using a voice recording application). As the researcher, I felt that all participants, both the role-players and youth participants, spoke openly and honestly. However, with the youth participants, I always had a gut feeling that they could have told me more if I had done one-on-one interviews. Due to time constraints and other limitations, one-on-one interviews with youth participants would have been impossible.

During my analysis of the data, it was clear that all stake-holders in the YDP's felt that their involvement in the YDP was beneficial to their development. It was evident with youth participants that support from their family and friends served as a stable foundation for their holistic development and prolonged commitment to the YDP. Educational opportunities and support emerged as a game-changer between the various YDP's. Opportunities and support for youth participants were things parents looked for in YDP's even though it was run by football academies. Football academies recognised that the only way they could attract the best youth prospects was to provide educational opportunities and support in football related and non-football related areas.

This research study presents an opportunity for further research by including more academies from within the broader Western Cape area. I would also suggest a more extensive and in-depth data collection process which includes one-on-one interviews with youth participants. This will allow the researcher to gain an even deeper understanding of their experiences, views and opinions.

This study provides some insight into the practices of Youth Development Programmes through football in the Western Cape. It may provide useful information to stakeholders of YDP's in the Western Cape and beyond on potential best practices for Youth Development Programmes through football.

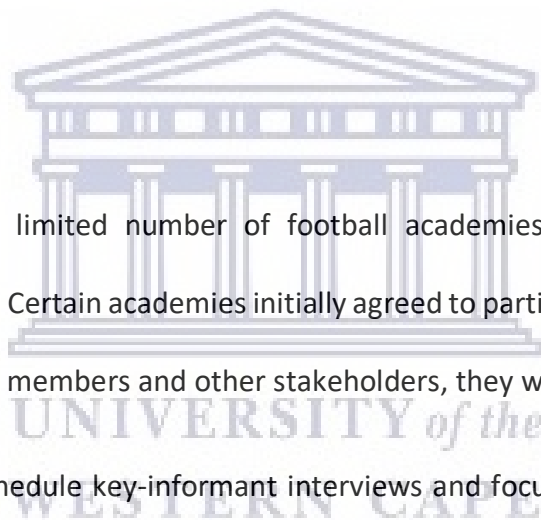
I appreciated this opportunity as challenging as it was at times. It was my first-time doing research of this nature, but my passion for youth development and football kept the fire burning. I will forever cherish this experience, the memories, the people that offered their support and the people that I have met through this endeavour.

5.6 Limitations

Gaining participants from a limited number of football academies with youth development programmes was challenging. Certain academies initially agreed to participate in the study but after multiple meetings with board members and other stakeholders, they withdrew.

Finding a suitable time to schedule key-informant interviews and focus group discussions turned out to be challenging for a number of reasons. The reasons are as follows;

- 1) Distance to venues – training venues and where participants lived were far apart which gave the researcher limited options when considering interview and discussion times.
- 2) Free time available to participants was limited.
- 3) Delays in the completion of relevant documentation before data could be collected.



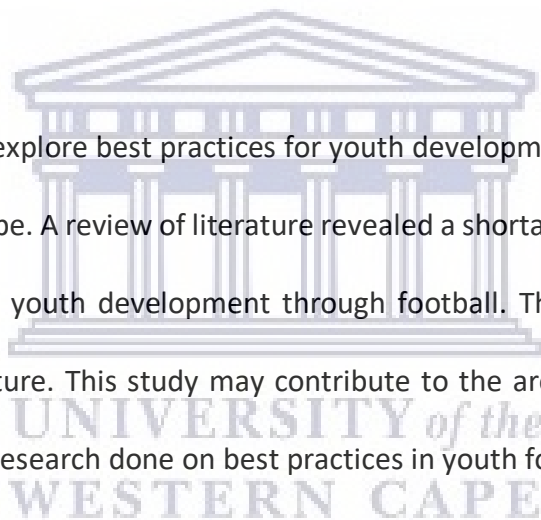
- 4) Availability of players in the focus group discussion – training times of the YDP clashed with proposed interview and discussion slots. Participants also had very limited time outside of training hours.

Concerning methodology, the researcher was not able to video record the focus group discussions, as Gratton & Jones (2010:171) suggested. The researcher did not have access to video recording equipment nor have the funding to obtain it. This method would have made the data collection and data analyses process easier.

5.7 Study conclusions

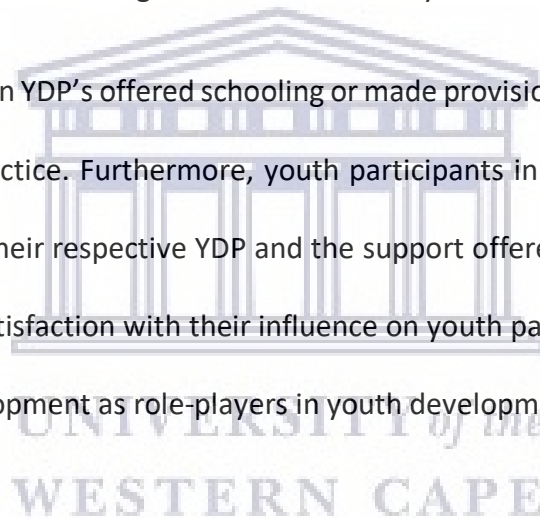
The aim of this study was to explore best practices for youth development programmes at football academies in the Western Cape. A review of literature revealed a shortage of research done around the area of best practices in youth development through football. The findings of this research contributed to current literature. This study may contribute to the area of football development where there is a shortage of research done on best practices in youth football.

The study revealed several positive factors that influenced youth participation and ultimately the effect YDP's had on the holistic development of participants. These positive factors were present in all five themes. Within the competence theme, the factors included effective conflict and time management, nutrition, good communication skills and teamwork. The confidence theme indicated that participants possessed characteristics of self-confidence and self-esteem due to effective and efficient structures in place at academies, such as; reward systems, tactical and technical feedback offered by coach staff and support structures offered by family and friends. Positive factors that emerged from the connections theme include good relations between youth participants, their



parents/guardians and role-players of YDP which contributed to their holistic development. Mentorship offered by coaching staff was a major factor that appeared to influence youth participation and youth's development through the YDP. Positive influences to emerge from the character theme include a culture within the YDP that bred a good moral standard and individuals that adhered to cultural norms. The caring/compassion theme presented characteristics of caring and compassion displayed by youth participants which aided positive development within their YDP's. These characteristics manifested in the form of social responsibility duties carried out by YDP's. Role-players displayed characteristics of caring and compassion through their social responsibility initiatives such as coaching clinics for community coaches.

In conclusion, although certain YDP's offered schooling or made provision for academics within their YDP, it was not standard practice. Furthermore, youth participants in particular seemed satisfied with structures available at their respective YDP and the support offered by all stakeholders. Role-players of YDP's displayed satisfaction with their influence on youth participants, their roles within the YDP and their own development as role-players in youth development.



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APPENDIX A: INFORMATION SHEET

UNIVERSITY OF THE WESTERN CAPE

Private Bag X 17, Bellville 7535, South Africa

Tel: +27 21-959 2350, Fax: 27 21-959 3688

E-mail: sititus@uwc.ac.za

INFORMATION SHEET

An investigation of best practices in youth development programmes at selected football academies in the Western Cape.

What is this study about?

This is a qualitative research project being conducted by, Ashley Ian Jacobs at the University of the Western Cape. We are inviting you to participate in this research project. You are a possible candidate to participate in the study because: a) are a participating football player and registered academy at Local Football Associations in Cape Town or b) you are a coach at a football academy. The purpose of this research project is to investigate the best practices in youth development programmes at selected football academies in the Western Cape.

What will I be asked to do if I agree to participate?

You will be asked to participate in an interview to discuss the topic researched. The discussions will be recorded with your permission. All data obtained, transcriptions and recordings will be kept confidential and you will remain anonymous. Your participation in the study will make valuable contribution to the management and development of elite athletes in South Africa. The interviews will take place at neutral venues suggested by yourselves during a time period that is suitable to your schedule and will take approximately 60 to 90 minutes of your time. For those who may be unable to attend a face to face interview, video-conferencing can be arranged and this too shall be recorded, with confidentiality and anonymity assured.

Would my participation in this study be kept confidential?

We will do our best to keep your personal information confidential. To help protect your confidentiality, your name will not be used in the data collection procedure, rather pseudonyms would be used. Data will be stored in locked filing cabinets and storage areas, using identification codes only on data forms, and using password-protected computer files. If we write a report or article about this research project, your identity will be protected to the maximum extent possible.

What are the risks of this research?

There may be some risks from participating in this research study.

The study may include risks that may be better described as things that could make the subject feel uncomfortable such as disclosing information that you don't want to share. You may then ask to move to the next question and are under no obligation to answer. You may withdraw from the study at any time. Other than that there are no known risks associated with participating in this research project.

What are the benefits of this research?

This research is designed to benefit each participant, the South African Football Association (SAFA), Sport and Recreation South Africa (SRSA) and other football academies in the Western Cape and around South Africa that implement youth development programmes. Your participation will also help the researcher to learn more about practices implemented in youth development programmes, how youth development programmes are managed and evaluated and the plan for youth once they have graduated from the youth development programmes. Other people might benefit from this study through improved implementation, management and evaluation of youth development programmes at football academies within the Western Cape and South Africa to ensure improved performances and participation in the future.

Do I have to be in this research and may I stop participating at any time?

Your participation in this research is completely voluntary. You may choose not to take part at all. If you decide to participate in this research, you may stop participating at any time. If you decide not to participate in this study or if you stop participating at any time, you will not be penalized or lose any benefits to which you otherwise qualify.

Should you have any questions regarding this study and your rights as a research participant or if you wish to report any problems you have experienced related to the study, please contact:

HOD: Dr S Bassett

Supervisor: Miss S Titus

University of the Western Cape

Private Bag X17

Bellville 7535

Telephone: (021) 959 2245

E-mail: sititus@uwc.ac.za

This research has been approved by the University of the Western Cape's Senate Research Committee and Ethics Committee.





APPENDIX B: INFORMED CONSENT FORM

UNIVERSITY OF THE WESTERN CAPE

Private Bag X 17, Bellville 7535, South Africa

Tel: +27 21-959 2350, Fax: 27 21-959 3688

E-mail: sititus@uwc.ac.za

INFORMED CONSENT FORM

An investigation of best practices in youth development programmes at selected football academies in the Western Cape.

The study has been described to me in language that I understand and I freely and voluntarily agree to participate. My questions about the study have been answered. I understand that my identity will not be disclosed and that I may withdraw from the study at any time without giving a reason, and this will not negatively affect me in any way.

Participant's name:

Participant's signature: Date:/...../201...

Witness Name:

Witness Signature: Date:/...../201...

I agree to be audio-taped during my participation in this study.

I do not agree to be audio-taped during my participation in this study.

I agree to be video recorded during my participation

I do not agree to be video recorded during my participation

Should you have any questions regarding this study or wish to report any problems you have experienced related to the study, please contact the study coordinators:

Study Coordinator Name: Ms S. Titus

Tel: +27(0)21 959 2350

Email: sititus@uwc.ac.za



APPENDIX C: ASSENT FORM

UNIVERSITY OF THE WESTERN CAPE

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Tel: +27 21-959 2350, Fax: 27 21-959 3688

E-mail: sititus@uwc.ac.za

ASSENT FORM

An investigation of best practices in youth development programmes at selected football academies in the Western Cape.

I, _____ (Full Name) understand that my parents/guardian have/has given permission for me to participate in the above study under the direction of Ashley Ian Jacobs. My participation in this project is voluntary and I have been told that I may stop my participation in this study at any time without penalty and loss of benefit to myself.

Participant's name: _____

Participant's Signature: _____ Date: _____

Parent/Guardians Name: _____

Parent/Guardians Signature: _____ Date: _____

Should you have any questions regarding this study or wish to report any problems you have experienced related to the study, please contact the study coordinator:

Study Coordinator's Name: Ms Simone Titus

Telephone: (021) 959- 2350

Fax: (021) 959- 3688

Email: sititus@uwc.ac.za

APPENDIX D: FOCUS GROUP CONFIDENTIALITY BINDING FORM



UNIVERSITY OF THE WESTERN CAPE

Private Bag X 17, Bellville 7535, South Africa

Tel: +27 21-959 2350, Fax: 27 21-959 3688

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FOCUS GROUP CONFIDENTIALITY BINDING FORM

Title of Research Project: *An investigation of best practices in youth development programmes at selected football academies in the Western Cape.*

The study has been described to me in a language that I understand that my participation is voluntary and therefore choose to participate on my own free will. All questions I have about the study have been answered to my satisfaction. I understand that my identity will not be disclosed and that I may withdraw from the study without giving a reason at any time and this will not negatively affect me in any way.

I also agree not to disclose any information that was discussed during the group discussion

I agree to be audio-taped during my participation in this study.

I do not agree to be audio-taped during my participation in this study.

I agree to be photographed for report writing purposes

I do not agree to be photographed for report writing purposes

Participant's name.....

Participant's signature.....

Researcher's name.....

Researcher's signature.....

Date.....

APPENDIX E:

Key-informant Survey

- 1) At your football academy, what does management recognise as the key factors to an effective youth development programme?
- 2) Does management have a way of measuring progress?
- 3) What specific activities does the youth development programme include?
- 4) Is there a players' data base in place which logs all the relevant information with regard to them?
- 5) Are the practices of management relevant and modern? How does management guarantee this?
- 6) How do the staff members get assessed?
- 7) Are the staff adequately prepared and equipped for their job? How does management assure this?
- 8) Does management play its role as supervisor? Does it effectively observe staff and make the necessary training arrangements if needed?
- 9) How does the academy manage effective reporting on resources available and resources needed for the youth development programmes?
- 10) Does the institution have a marketing and promotion strategy in place? Does it only deal with the marketing and promotion of the club and its youth development or does it include the marketing and promotion of youth involved in the institutions youth development programme?
- 11) How do your coaches manage football players in a team that come from different socio-economic backgrounds?
- 12) To your knowledge as role-players of your academy's youth development programme, what are some of the challenges that the players are faced with in their neighbourhoods? Does the academy have strategies in place to address this issue?
- 13) Is your club involved in any social awareness projects? If so, do you think your involvement in these projects has a positive impact on the community? Explain in detail.

- 14) What is talent identification process at your academy? What plan do you have in place for graduates of your youth development programme?
- 15) How does the football development programme at your academy provide a pathway into professional football for your participants?
- 16) What is the plan for youth participants once they have completed the youth development programmes? Are they sold off to other clubs; promote to the academy's first team...?
- 17) Does the youth development programme have a formal budgeting process? If so, please elaborate.
- 18) Has the youth development structure been modelled from a benchmarking component? (E.g. the youth academy structure of Manchester United or Barcelona). Please elaborate on the academy's football youth development model.
- 19) What is the strategy of the youth development programme at your academy?
- 20) When was the club established and who is/are the owners of the academy?
- 21) Briefly describe the academy's organizational structure?
- 22) What strategies does the academy use to recruit and retain players, coaches, managers and other staff within the academy?
- 23) How does the youth development programme fit into the strategy of the academy?
- 24) How does the academy utilize the youth development programme to market the academy and the sport?
- 25) What is the purpose of the youth development programme at the academy?
- 26) What agreement (contract or other) does the academy/youth development programme have with the participants/players?
- 27) What are some of the challenges that the academy and its youth development programmes are faced with?

APPENDIX G:

Focus-group Survey

1. How long have you been part of the youth development programme at this academy?
2. Do you enjoy the programme and what does it provide for you?
3. What do your parents/guardians think of this programme and what do they think it provides and will provide for you?
4. Do you think this programme can benefit your community? Explain.
5. Elaborate on some of the challenges that the programme is faced with?
6. How does your participation in your clubs youth development programme make you feel?
7. Through your participation in your academy's youth development programme, do you experience any challenges getting to and from training, finding the time to do your homework, time to relax and finding time to spend with loved ones? Give me an idea of how your typical day unfolds.
8. What kinds of positive (community upliftment events etc.) and negative (Gangsterism, Drug and Alcohol abuse etc.) social activities occur in your neighbourhood (school and residential area)?
9. Does your participation in your clubs youth development programme make you feel healthy, constructive, fit and give you a sense that you are progressing as a football player? Explain what exactly it is about the programme that you enjoy and how it benefits you.
10. Do you think your participation in the youth development programme has a positive effect on your family and neighbourhood? Does your participation keep you away from all the negative social activities in your neighbourhood? Explain in detail the kinds of positive and negative social activities taking place in your neighbourhood.
11. Who are the people that keep you motivated to participate in football and what strategies do you think they use to get you motivated and assist with your growth as a football player?
12. Who are your role models? What is it about these individuals that inspire you?
13. Does your academy participate in social awareness projects and are you involved in them?

14. Does your academy have a talent identification programme? Were you recruited through this process? If not, how were you recruited into your academy's youth development programme?
15. What plan does your academy have for you once you have graduated from the youth development programme?



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