AN EXPLORATIVE STUDY ON THE EMPLOYABILITY COMPONENT OF A SPORTS AND DEVELOPMENT PROGRAMME: THE CASE OF THE NPO AMANDLA EDUFOOTBALL

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ABSTRACT

It is well known that sport holds great popularity and the ability to gather the masses globally. Sport and development programmes and non-profit organisations play an important role in the development process of individuals and communities. Most of these sport and development programmes are run by non-profit organisations, who provide an alternative approach to market and state-led development strategies. These organisations are usually driven by strong values that are geared to empowering communities and individuals for positive change.

The primary objective of this study is to improve the current knowledge and understanding of how non-profit organisations, focusing on sport and development, contributes to the socio-economic wellbeing of individuals in previously disadvantaged communities with a specific reference to employability.

In the late 80s, it was the common thought that non-profit organisations would have a major impact on the development of communities. However, in the years that followed, these ideas got questioned since there has been a greater desire to better establish the assessment methodologies of non-government organisations. The problem being investigated in this study is that there is a lack of understanding and insufficient information around employability as a component of sport and development programmes.

This study focused on the case of Amandla Edufootball as the NPO, to gain a holistic understanding of the employability benefits of this NPOs programmes, as it related to the specific community, by analysing it according to three factors: individual factors, personal circumstances and external factors. The case information was sourced by making use of an exploratory qualitative research design to identify and assess key variables of this study and was conducted in three phases. The first phase consisted of interviews with Amandla Edufootball organisation managers as key informants. The second phase made use of focus

group discussions with the individuals knows as "playmakers" who participated in the programmes offered by Amandla Edufootball and lastly, in the third phase, interviews were conducted with five past playmakers who graduated from the programme the previous year. The data was then analysed by using themes informed by the theoretical framework used for this study, the concept of employability.

This study sheds light on how the organisation has influenced the employability their participants, particularly in their playmaker groups. It also makes recommendations to increase effectiveness of outcomes from an employability point of view by using the "Concept of Employability" framework.

KEYWORDS

Sport and Development, Sports for Development, Employability, Socio-economic, Football, Non-Profit Organisation, Youth Unemployment, South Africa

DECLARATION

I hereby declare that *"An Explorative study on the employability component of a sports and development programme: The Case of the NPO Amandla Edufootball"* is my work, that it has not been submitted before for any other degree in any other university, and that the sources I have used have been indicated and acknowledged as complete references.

Cleo Alexander Pokpas   **December 2019**

Signed _____

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"Our lives are not our own. From womb to tomb, we are bound to others, past and present,

and by each crime and every kindness, we birth our future."

I would like to first, foremostly and all inclusively acknowledge everyone that I have crossed paths with, whether that path was a smooth or a bumpy one, you have assisted in getting me to this point.

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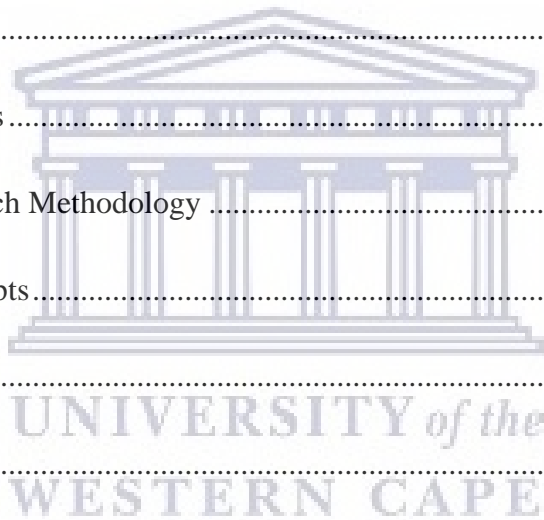
Furthermore, I wish to thank:

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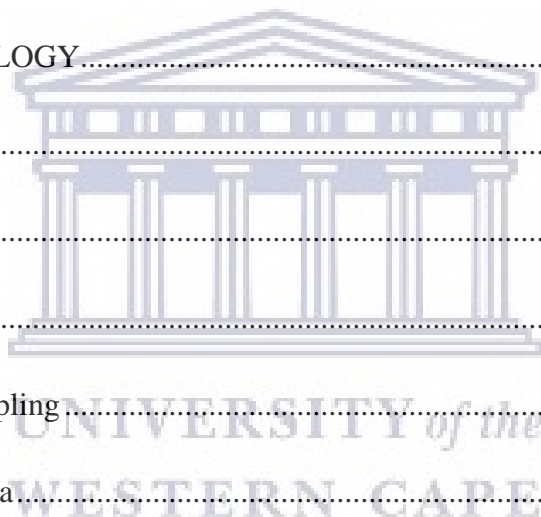
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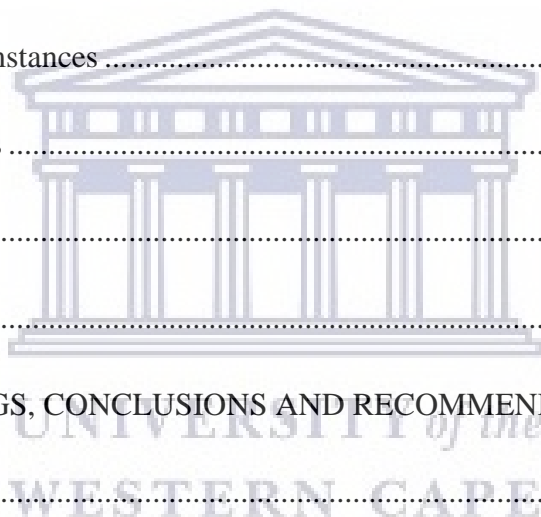
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CHAPTER 1

INTRODUCTION, PROBLEM STATEMENT, AIMS AND OBJECTIVES

1.1 Introduction

When working with teams of individuals that are all striving to achieve one goal, a mentality of "You are only as strong as your weakest link" is often adopted to motivate stronger individuals to help and uplift the weaker ones for the greater good of the cause. A similar mindset needs to be applied when planning the development of our country, starting with the development of our at-risk communities. Conditions in at-risk communities are represented by densely and dilapidated housing, a real and constant threat of violent crime, inadequate and inaccessible health care, a lack of employment opportunities that pay a living wage, and unreliable and limited public transportation (State University, 2017). These realities translates into a culture of fear, disconnection, and distrust within at-risk communities (Cathey, 2001).

South Africa's journey from liberation through democracy has been one of great triumph and unity but many are of the opinion that the sparkle of the rainbow nation is slowly fading. Harmse (2013) explains how one of the main outcomes of the counties liberation struggle was to eradicate inequality in South Africa, but the reality is that inequality has worsened as we saw reports of South Africa having one of the highest Gini Coeficient ratings in the world. Currently, with a population of 58.7 million, South Africa has an unemployment level of 29%, and 40% of our citizens find themselves struggling to break past the poverty line (de Lannoy, Graham, Patel, & Leibbrandt, 2018). This means that round about 20 million people in South African are deprived of basic life necessities like food, clean water, health care, shelter and even education (World Bank, 2011). Current studies conducted by researchers at Harvard

University shows that people living in poverty also experience immense mental strain because of their financial situations, which directly alters their cognitive ability (Mani, 2013). "The `mental strain' could be costing poor people up to 13 IQ (intelligence quotient) points and means they are more likely to make mistakes and bad decisions that amplify and perpetuate their financial woes" (Mani, 2015,p. 98). This adds to the barriers preventing our country from sincere development in our communities.

With sports great popularity and ability to gather the masses globally, sport and development as well as non-profit organisations (NPOs) play an important role in the development process of individuals and communities (Bromideh, 2011). The Sport for Development (SFD) programmes contribute to skills and knowledge development, which is necessary for children and youth to have control of their own lives and to function as responsible members of their communities (Straume & Massao, 2011). Most of these SFD programmes are run by NPOs, who provide an alternative approach to market and state-led development strategies. They are usually driven by strong values that are geared to empowering communities and individuals for positive change (Hearn, 2007).

Amandla Edufootball is an NPO that targets adolescents and youth who find themselves in high-risk communities in South Africa. Amandla Edufootball was started by two volunteers Florian Zech and Leonora Reid who realised their calling while working at a children's home. They noticed that the children in residential care where all from at-risk communities and experienced a lack of positive stimulation after school. It was more common than not that these children would get involved in gang-related activities like crime and drugs. This NPO was developed using football as a tool while offering supplementary programmes, all aimed at providing life skills to develop the children holistically. Their main goal is to address social inequality, empower the youth and encourage them to strive for a better future. What makes them unique is how they have used the two powerful components of education and football to

teach values and norms that are often lacking when solid family structures aren't in place (Amandla Edufootball, 2016).

This study explored employability, as a component of the sport and development programme at the NPO, Amandla Edufootball. The employability framework explores the participants from an individual, personal and external perspective (McQuaid & Lindsay, 2005) and provided an opportunity to explore whether the organisation has affected individuals' lives and stimulated possibilities for behavioural change.

1.2 Rationale

Even before South Africa's new democracy, poverty and more specifically unemployment, has always been a matter of serious concern when trying to address the countries developmental concerns. In a developing country like South Africa unemployment has a huge negative impact on economic welfare, production, the erosion of human capital, social exclusion, crime, and social instability (Kingdon & Knight, 2001). Academic analysts in the past have advised that government should redirect spend towards directly and indirectly creating good jobs, within conducive enviroments and labour market policies to absorb and then retain those who are plagued by unemployment (Banda, Ngirande, & Hongwe, 2016).

One noted solution to assist in addressing the unemployment situation in South Africa has been to implement government-funded projects to creating work opportunities through Non-Profit Organisation Programmes and Community Work Programmes to achieve shared civil, economic, social and cultural rights. (Ciucescu, 2009)

South Africa has been found to have an extensive and lively non-profit sector which boasts roughly 100 000 registered NPOs and an estimated 50 000 unregistered ones (Jankelowitz, 2007). Research shows us that in South Africa, NPO programmes are vital in developing

communities in various portfolios like health, social development, public works and rural development to mention a few (Ratlabyana, Mkonza, & Magongo, 2016).

The importance of the NPO sector in society is often overlooked as many believe that these organisations operate out of their small corner of the economy by zeroing corporate balances. The main reason for this perception is because most NPOs operate in a manner that is not self-sustaining and they are hugely reliant on government grants or donations, amounting up to just under 70% of funds generated (Ciucescu, 2009).

Presently, the South African NPO sector is characterised by two types of organisations, the first being service-driven, and the second being organisations that focus on human rights, advocacy and monitoring. The former fulfils the role of providing much needed social services to underprivileged communities, and the latter performs the role of social 'watchdog'. It is widely held that a stable and active civil society aids in poverty alleviation and civil society capacity building, enhancing public debate and participation and the promotion of democracy (Patel, 2005). Therefore, the need for a healthy and active civil society in South Africa cannot be overemphasised. The need for research in these sectors allow for NPO interventions and often allows organisations to build on research results that can be mobilised for new implementation methods or practical purposes.

In Maclean (2007) we are reminded that we constantly need to analyse and reflect on our goals we set as public benefit organisations and ensure that we are in whichever way or for developing productive and harmonious societies, and thus research similar to this is so important in our efforts to develop our nation. We need to always hold ourselves accountable to ensure that our efforts are assisting and making strides forward.

1.3 Problem Statement

In the period after the late '80s, it was the common thought that NPOs would have a major impact with regards to development and raising the spirits because of who they were in their organisational nature, as well as their relationship and closeness to the beneficiaries (Bagci, 2003). However, in the years that followed, these ideas got questioned and since there has been greater desire to better establish the assessment methodologies of NPOs.

The component that was explored in this study was embarked upon as there is a lack of understanding and insufficient information around employability as a component of sport and development programmes (Massao & Straume, 2011). This information could be very beneficial to NPO's to present proof of benefits that is sometimes hard to show because of its intangible nature. The primary objective was to improve the current knowledge and understanding of how NPOs focusing on sport and development contributes to the socio-economic wellbeing of individuals in previously disadvantaged communities with specific reference to employability. Findings of the study will be used to provide recommendations on how sport and development programmes offered by NPO's could be improved to allow for athletes/players to be more employable.

1.4 Significance

Globally, youth unemployment has been recognised as a major challenge in today's society and our conventional approaches for transitioning our youth into the labour force has been questioned (Mwita & Mwakasangula, 2019). In recent years there has been increased attention around the employability potential held within sports and development efforts and this was affirmed when it was mentioned as a catalyst for change in the United Nations 2030 Agenda for Sustainable Development Goals (SDG) (Allen et. al., 2013). Employability has been

specifically aligned to SDG goal 8 which calls for inclusion and sustainability towards economic growth, full and productive employment and decent work for all (Osborn, Cutter, & Ullah, 2015).Sports has also been recognised by the International Labour Organisation and the Organisation for Economic Co-operation and Development as a meaningful tool to engage the unemployed youth to teach core employability skills in settings which they aggrandise (International Labour Organisation, 2013).

There is also an increased amount of importance and urgency in building knowledge of how employability skills are taught to those that find themselves outside of formal education spaces like schools and universities (Tele, 2016). Currently research relating to the topic of employability is largely prioritised towards looking at factors relating to graduate employability whereas this research attempts to shed more light the greater community that does not have the privilege of accessing tertiary education (Gerken, Beausaert, & Segers, 2013). Therefore, it is increasingly important that research efforts look at development programmes which equips these participants for the labour market (Muhamad, 2012).

1.5 Research Question

How does the sport and development programmes at Amandla Edufootball assist in making the participants more employable after engagement in these programmes?

1.6 Aims and Objectives

The study aimed to explore the sport and development programmes offered by Amandla Edufootball with a specific focus on employability.

The objectives of the study were:

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1) To explore if the designed programmes, offered by Amandla Edufootball improved the employability of the participants.

2) To explore the perspectives of the participants involved at Amandla Edufootall, specifically relating to the employability benefits offered by the programmes.

3) To explore the perspectives of the participants that graduated through the programmes offered by Amandla Edufootball and how the programmes contributed to their employability.

1.7 Summary of Research Methodology

This study focused on the case of Amandla Edufootball as the NPO, to gain a holistic understanding of the employability benefits of their programmes, as it related to the specific community (Gratton & Jones, 2004). The case information was sourced by making use of an exploratory qualitative research design to identify and assess key variables of this study by conducting it in three phases which was purposively sampled. The first phase consisted of interviews with Amandla Edufootball managers as key informants. Three key informants consisting of management and operational staff were purposively selected based on their positions held in the organisation, meaning they have more in-depth knowledge about the organisation and its programmes. Interviews were conducted at the Amandla Edufootball Management offices in the Cape Town metropole as the most convenient location to convene and where they felt safe to speak freely.

The second phase made use of focus group discussions with the individuals known as "playmakers" who participated in the programmes offered by Amandla Edufootball. This phase took place at Amandla Football sites where the largest participant rates were evident. To maintain anonymity and confidentiality, the sites will not be identified. In total there where 14 Amandla Edufootball playmakers engaged in the focus group discussion.

In the third phase, interviews were conducted with five past playmakers who graduated from the programme the previous year. The management of Amandla Edufootball assisted in providing information and contact details about the graduates who were requested to partake in the study.

The data was collected and analysed according to previously identified themes guided by the theoretical framework used for this study (Mcquaid & Lindsay, 2005). The themes for analysing employability were built around individual factors, personal circumstances and external factors and were further discussed in detail in Chapters Four and Chapter Five. A more detailed explanation of the research methodology is presented in Chapter Three.

1.8 Definition of Concepts

"NPOs" (Non-Profit Organisations) are most known for their trait of not yielding profits as stipulated by law and do not distribute any surplus they may generate to those who own or control them (United Nations, 2003). NPOs are usually established with the goal being to pursue a purpose and not make profits. NPOs play a significant role in the societal development by addressing social, economic, and even political challenges (Department of Social Development, 2014).

 "Playmakers" A playmaker is an individual who is engaged in the Playmakers Learnership programme at Amandla Edufootball. The programmes offer the individuals the opportunity to be involved in accredited education as well as the opportunity to gain work experience at the facilities (Tswelopele Education Foundation , 2019).

"Sports and Development" This concept focuses on the full spectrum of development impacts that sport and recreation have on individuals and communities in terms of a broad range of socio-economic and sustainable development benefits. This also applies to global and national

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sport and development priorities such as sport as a component of the sustainable development goals, sport and development as national sport policy as well as sport promoted for development purposes by governments that call themselves developmental states with development objectives, such as South Africa. The concept of sport and development places an emphasis on the use of sport for development purposes but does not imply a particular relationship between the two concepts and positive or negative outcomes and impacts may results as a consequence of such a focus (de Coning, 2018).

"Sports for Development" Is an advocacy approach that promotes the use of sport as a tool for development, largely at the local and community (de Coning, 2018). It also refers to the ability for a sport to influence social change beyond the playing field into communities and society through various initiatives and outcomes-based approaches (Sanders, 2017).

"Sports Development" This concept focuses on high performance sports and involves the development and progression of sports codes, sports federations and sometimes lends itself to include sports and development outcomes as a secondary priority (de Coning, 2018) .

"Employability" according to McQuaid and Lindsay (2005), employability is a term used to describe the character or quality of being employable. The broad definition that is used in this study takes 3 different aspects into account when analysing employability, including 1) individual abilities, 2) personal circumstances and 3) external factors.

"Previously Disadvantaged" refers to the groups of people who were economically disadvantaged by the apartheid regime that reigned in South Africa before 1994 (Rughubar, 2009).

"At-risk communities" refers to communities where high-risk conditions are prevalent, such as crime and limited employment opportunities, and individual qualities, such as poverty and low educational attainment. This concept is derived from a set of social and economic

conditions that place individuals "at-risk" of failure, or of encountering significant problems related to employment, education, self-sufficiency, or a healthy lifestyle (Smrekar, 2003).

"Participants" the participants mentioned in this study refers to the individuals who acted as study subjects, more specifically, this study included a group of key informants, focus groups consisting of playmakers and former playmakers who graduated through the programme.

"Graduates" the term graduates refers to the participants who were previously in the programmes at Amandla Edufootball as playmakers and were successful in completing the duration and requirements of the programme.

"Learnership" structured learning process for gaining theoretical knowledge and practical skills in the workplace leading to a qualification.

1.9 Outline of Chapters

1.9.1 Chapter 1

Chapter One of this dissertation provides an introduction to the study by setting the stage, briefly explaining the reason why the study is important and relevant to add to the current existing body of knowledge. It informs us about the aim of the study, which is, to explore if the sport and development programmes offered by Amandla Edufootball, improves the employability of the participants; and then provides the plan on how we will achieve the aim and objectives. It briefly introduced the research methodology, which is then later discussed in more depth in Chapter Three.
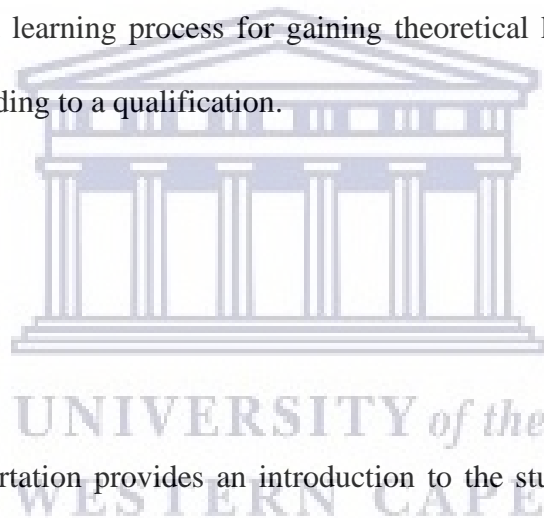
1.9.2 Chapter 2

Chapter Two provides a review of literature addressing important concepts that relates to this study. It is done by analysing the current body of knowledge that is available in various affecting disciplines. The first analysis is around the concept of Sports and Development which forms the basis of this study. Sports assists in identity development, increased self-esteem, increased strength, and stamina among other physical and psychological intrinsic rewards which are some of the basic benefits which help an individual (Laureus Sports for Good, 2009). The second topic looks at the roles and the impact that sporting NPOs have on the community. It explains how Non-Profit Organisations (NPO's) plays a huge role in the delivery of services and providing sustainable development to our local communities. The third and fourth sections explain what the term employability means to this study and then analyses the theory around the concept. Finally, the context around the situation at Amandla Edufootball (the organisation in which the case is presented for) is created to help create a picture for the reader.

1.9.3 Chapter 3

In Chapter Three the research methodology of the study is explained. For this research, an explorative qualitative research design was used to identify and assess key variables of this study. The case study information was informed by using qualitative research from three phases. The first phase consisted of interviews with Amandla Edufootball managers (key informants) and informed the second phase, which involved focus group discussions with current playmakers participating in the programmes, and also informed the interview schedule for the third phase, which was with past graduates from the programme as the informants. This chapter describes in-depth the research setting, method used and the data collection process.
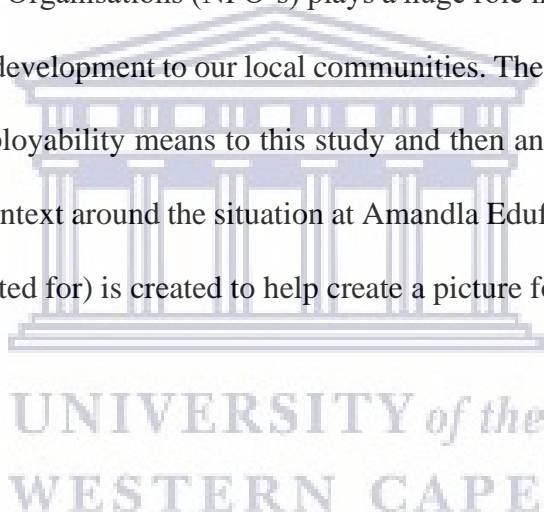
1.9.4 Chapter 4

Chapter Four details the findings of this study. Each of the findings in the study is represented by a theme with accompanying subthemes where applicable. The themes are defined based on the responses from the research conducted and the literature that speaks towards the aims and objectives of this study.

1.9.5 Chapter 5

In this final chapter the findings of this study will be thoroughly discussed to present conclusions and recommendations that can be used for further research.

1.10 Chapter Conclusion

This chapter introduced the study and establishes the context for the reader to understand the basic ideas and methods that were used to explore if the sport and development programmes offered by Amandla Edufootball improved the employability of the participants. The chapter also provides background literature to support the research inquiry as well as justifies the significance of the problem and the importance of research.

The next chapter in this study provides a literature review on sports as a tool for development, the role of NPOs in development, Amandla Edufootball and then defines and discusses employability while analysing the best theoretical framework to assess employability in this context.
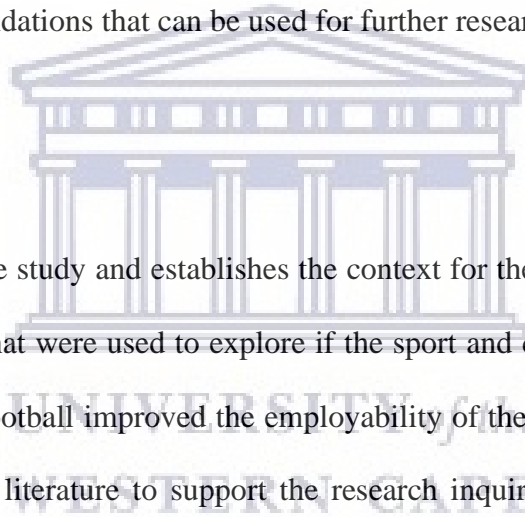
CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This chapter provides the literature related to the sport and development efforts at the NPO, Amandla Edufootball and more specifically focuses on the employability framework as the objective of this study. The researcher creates and prepares the narrative for what this study views 'sport and development' as and explains the non-profit industry and how relevant it is to the South African civil services efforts. Lastly, the researcher provides some clarity around employability as well as explains the theoretical framework that was used.

The literature review forms an integral part of creating an academic argument by creating context and contributing to the following chapters of this academic research (Lucas, 2015). A review of the literature provides factual details and should be relevant, current and directly address the research study and discussion (Zhang, Zhu, & Chenh, 2011).

2.2. Sport and development

In the twenty-first century and more specifically over the past decade the research of sports has transcended the perceptual boundaries where sports has been seen as just games being played for competition or enjoyment. Today a game of soccer, rugby, cricket, etc. is no longer just competitions between two teams. Today these games represent hope, pride and creates an opportunity to achieve more than just a feat over your opposition. This trend trajectory becomes one of the main approaches to how sport and development will be represented in this study. The United Nations (UN), an intergovernmental organisation focusing international efforts on promoting human rights and fostering social development, recognises the power that sports has

in the world to promote development and peace. In 2007 the Sport for Peace and Development International Working Group deployed by the UN argued that over the past decade, sport has been recognised as a tool to achieve the development goals by using simple, low cost and effective methods for sustainable development and peace (Gilbert & Bennett, 2013). In the rest of this section of the literature review, the concept of Sports and Development will be further revealed and explained.

Before setting forth on the analysis of the term sports and development it is important to be aware of the various similar terms and phrases that exist within the literature. De Coning (2018) presents literature that shows us how a clear definition in sports as well as the amalgamation into the space of development does not exist. He presents a document of how the terms have developed, changed, and sometimes contradicted itself. In conclusion it is stated that there are 3 phrases with clear definitions which frequently get used interchangeably and that we must be mindful of them and deliberately build resources to better inform our efforts and industry. These three terms are "sports development", "sports for development" and "sports and development"

Sports development primarily focuses on developing sports and more specifically sports codes, which is often carried out by federations and organisations in the best interest for the sport (Hylton, Bramham, Jackson, & Nesti, 2001). Sport for development is about generating social development using sport as a tool for development (Sanders, 2017). Sports for development is an advocacy approach that promotes the use of sport as a tool for development, largely at the local and community level (de Coning, 2018). Those who work in the field of sports for development have the task of demonstrating the efficacy of this tool in comparison with others on the path towards positive social change. Sports and Development focuses on the full spectrum of development impacts that sport has on individuals and communities in terms of a broad range of socio-economic and sustainable development benefits. This also applies to

global and national sport and development priorities such as sport as a component of SDGs, sport and development as national sport policy as well as sport promoted for development purposes by governments that call themselves developmental states with development objectives, such as South Africa. The concept of sport and development places an emphasis on the use of sport for development purposes but does not imply a particular relationship between the two concepts and positive or negative outcomes and impacts may results as a consequence of such a focus (de Coning, 2018).

The first point of departure when looking at and bringing light to the concept of sport and development would be to define the said concept. Attempting to define the concept "Sport and Development" can be a very difficult task because of the ambiguity that both terms "sport' and "development' possess, however for this study we will find a common definition that fits suitably. First, we would need to define both terms "sport" and "development" separately. Both "sport" and "development" seem to be vague by specific definition and because these concepts have been around for generations, we find many different definitions that have come forth over and throughout the different eras.

Meier (1981) explains the challenges of defining sport in his work by stating that in the English language few words have the same amount of complexity when attempting to define it. He then goes on to explain that for decades definitions have been scrutinised by sports literature, with different thinkers attempting to align the concept of sports to their agendas. With the lack of consistent consensus and frequent contradictory statements within the definition of sports, the debate will continue. We will therefore briefly but adequately trace back to where the definitions started and seek out one that is inclusive and relevant to this study.

The term sport originates in 1300 from an Old French word *desport* which directly translates to 'leisure' and was defined as anything humans find amusing or entertaining (Baofu, 2013).

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The Old French word, in turn, was derived from the Persian word *bord* which if directly translated back to English would mean 'win' or 'winning'. These two definitions find themselves on two different sides of the sports spectrum, but as time moved on the arguments and efforts continued and an attempt to find a more inclusive definition developed. It is important to realise that through public debate, academic research and peer criticism, a universal definition for sport has frequently been attempted and found wanting. Now in today's modern society people generally steer clear from attempting to find a definitive academic definition but rather to the accessible dictionary ones (Kane & Spradley, 2017). The Cambridge Dictionary says sports is a game, competition, or activity needing physical effort and skill that is played or done according to rules, for enjoyment and/or as a job (Cambridge University Press, 2017). This definition is very inclusive as was intended; however, it does not assist this study and also leaves a lot to be desired when viewing sports as a sociological tool. It seems that searching for a definition of sports, when trying to discuss sports and development is a challenging task because in the sports and development context, sports is more the means than the end.

When considering definitions for sports the most important aspects that need to be considered are to optimise inclusivity by considering people of all ages and abilities and have a key emphasis on the positive benefits sports holds (Sport for Development and Peace International Working Group, 2008). The UN Inter-Agency Task Force on Sport for Development and Peace is a mechanism in the United Nations used to consolidate the efforts of funds, programmes and specialized agencies that use sport as a tool. Their definition of sport is far more relevant and allows itself to be used as a development tool. They define sport as all forms of physical activity that contribute to physical fitness, mental well-being and social interaction, such as play, recreational sport, organised sport or competitive sport and indigenous sports and games (UN Inter-Agency Task Force on Sport for Developmentand Peace, 2003). This definition becomes

ideal because it is displayed in a fashion that is more inclusive and represents all properties that the term sports require. At the same time, this definition is perfect to view sports as a development tool.

The concept of development is more complex to define because of its multiplicity. The term development has a high level of complexity because of the aspects of interpretations and dominant ideologies it is related to (Soares & Quintella, 2008). The United Nations views development as a means of achieving sustainable growth to address challenges like poverty, inequality, climate change, environmental degradation, peace, and justice (United Nations, 2019). In the quest to achieve these development outcomes sports has been found to have the most benefits in the areas of individual development, health promotion and disease prevention, promotion of gender equality, social integration, development of social capital, peacebuilding, economic development and communication and social mobilisation (Biyanwila, 2018).

Sport is more than just a game and could be used as a tool for transformation. It can provide time and space for us to think and act clearly, concisely, and correctly regarding our activities and our directions in life (Edington, 2008). Sport becomes ideal as participation in sport provides physical, mental, and social health benefits (Woodruff, 2016). Studies show that involvement in sport aids in identity development, increased self-esteem, increased strength and stamina among other physical and psychological intrinsic rewards (Kohl & Cok, 2013). Above the physical and psychological benefits, sport can be used as a catalyst to transform communities with social challenges.

Sport participation can provide opportunities for development by transforming individuals to gain new insights and awareness. This opportunity to seek out new and different experiences opens a vast array of self-exploration wherein individuals can reinvent, refocus, or renew themselves. In other words, leisure is the environment that provides a powerful medium to

enable individuals to change or to be transformed (Edginton, 2014). The influence of sport in a leisure inclined capacity allows individuals to be free to explore, to test, or to remake one's self which lends itself to the process of transformation. Without the opportunity to pursue those experiences of interest that provide opportunities for self-discovery as well as the acquisition of new knowledge, skills, and attitudes, transformation is not possible (Edginton, 2008)

A strong motivation for using sports as a tool for development came from the inception of the International Olympic Committee (IOC). Pierre de Coubertin was the founder of the IOC and the modern Olympics as we know it. His ideologies and writings about Olympism, sport, and education became the founding texts that can still be seen in the modern Olympic Charter. The Olympic Games is one of the greatest international sporting events the world has ever come to know. The games see thousands of athletes competing in various events for the penultimate gold medal for their nation. De Coubertin deeply believed that "the unifying power of sport could help lead us to a more peaceful world. Sport cannot solve all the world's ills, but it can contribute to meaningful solutions. Sport provides a common language. It breaks down barriers and brings people together. It is a magnet for young people that can be used to teach positive values and valuable" (Gilbert & Bennett, 2013). This was the spirit that the international Olympic committee was founded upon.

In 1894 the Olympic Movement and the International Olympic Committee was established by Coubertin with his vision was to ennoble and strengthen sports, to ensure their independence and duration, and in so to enable individuals to fulfil the educational role incumbent upon them in the modern world (International Olympic Committee, 2013). Coubertin's ideologies stemmed from the various exposures he experienced during his life.

Coubertin was born in France and spent his entire childhood there. His family was relatively wealthy, conservative, and religious and was considered part of the noblesse, which was a

privileged social class. In Coubertin's own words he remembered his childhood to be a very pleasant one in an atmosphere of constant stimulation and amusement (MacAloon, 1981). As his social class allowed, Coubertin got a classical education in the Jesuit school system. He was a very bright student but at the same time, he never felt that the French school system was suitably geared to equip the youth with the social and political challenges that they were to be faced with and disregarded the values of physical education and sport (Loland, 1995). This sparked a lasting desire in Coubertin to reform the French education system.

As he grew older, he started to distance himself from his family's and social class's expectations and became a republican, which became an important networking move as it exposed him to various individuals and allowed him to move freely through the social classes. Coubertin then went to further his studies at a liberal school in France that exposed him to the Anglo-Saxon culture and intrigued him towards admiration for the English school system which became an important influence in his ideas for Olympism (Loland, 1995). Coubertin then joined a French society that was focused on understanding the issues of society and was frequently supported by his ideas about educational reform. Through the society, he met a very influential politician, Jules Simon who shared his views around the English systems and how beneficial sport was for the education of the youth.

When Coubertin travelled to England his ideologies were reassured by his encounters with the English school system as a curriculum that not only cultivated individual moral qualities but provided social training by recommending sport to young boys in an attempt to not only train the body but the character as well (Loland, 1995). He was even more inspired when he travelled to the United States and met soon to be president, Theodore Roosevelt who started boxing clubs in poor New York neighbourhoods because of the educational value he believed sports as a means had.

Though most of Coubertin's initial efforts were based around his patriotism to his beloved France, his ideologies progressed into an internationalism sphere. In 1891 the international Peace Bureau was founded, and the peace movement became a strong source of inspiration for Coubertin and the IOC that he was to setup. Coubertin's ideas of Olympic internationalism were echoed by the Peace Movement. These ideas were based around what he called 'enlightened patriotism', the absence of discrimination of other countries, the pursuit of maturity required for international peace and the importance of education (Loland, 1995).

Pierre de Coubertin's ideologies around Olympism were based around four goals he had as represented in Sigmund Loland's work titled "Coubertin's Ideology of Olympism from the Perspective of History of Ideas". His first goal was based on a belief that sports and education can be used to cultivate individuals of their mind, soul, and body. This idea stemmed from Coubertin's fascination with the English sport ideology (Loland, 1995). Adams and Berzonsky (2006) tell us that the views of Coubertin were that sport should be used as a tool for its physio-psychological qualities and the teacher's and educators' task is to allow for the students to reach their full potential regardless of their circumstances. The second goal stemmed from the belief that if sports and education have the power to cultivate an individual then it should have the same effect on relationships in society. Chatziefstathiou (2012) made a note to how this value was informed by Coubertin's belief that sport, because of its honesty in its results, allowed for allies and rivals to view each other for what they truly were, aiding the data for democracy. As was the trend that formed the first two goals, the third goal was extrapolated from the same thoughts. Coubertin, according to Loland (1995), thought that if sports when used as a tool can develop the individual and society then it should be able to develop relationships between nations as well and promote international understanding and peace (Toohey, 2007). The last goal put forward by Coubertin in his Olympism ideology was to worship human greatness and possibility

The use of sports as a development tool has always been viewed by the United Nation to be something that can assist society in moving towards our desired goals for development and peace. The United Nations 2030 Agenda, which focuses on the UN Sustainable Development Goals has adopted a sports and development action plan as they view sports and an important enabler of sustainable development (United Nations, 2018).

2.3 Non-Profit Organisations

Non-Profit Organisations (NPO's) play a huge role in the delivery of services and providing sustainable development to our local communities. South Africa's large non-profit sector boasts more than 145,000 registered NPOs and an estimated 50,000 unregistered ones (Funding Practice Alliance, 2017). These Civil Society Organisations (CSOs) play a very important role in the development and nurturing of our nation and addressing the needs of previously disadvantaged and vulnerable communities (Department of Social Development, 2015). NPOs include cultural and sports clubs, social service organisations, schools, hospitals and clinics, churches, environmental organisations, trade unions, political parties, fundraising organisations, charitable trusts (Stats SA, 2017).

NPOs, as the name refers, are most known for their trait of not yielding profits. Non-Profits are usually established with the goal being to pursue a purpose and not make profits. More than just being purpose-driven organisations, NPOs have become a significant tool in societal development by addressing social, economic, and even political challenges (Jankelowitz, 2007).

The Department of Social Development defines an NPO by stating that an "NPO is an associated term for civil society organisations that range from faith and community-based organisations, charities (welfare), traditional organisations like social and sports clubs, and a

host of other development and social forms of organisations working tirelessly on the social fabric of society. These organisations are commonly referred to as non-profit organisations (NPOs), community-based organisations (CBOs) and faith-based organisations (FBOs)" (Lehohla, 2017, p. 3). The Non-Profit Organisations Act, 1997 (Act No. 71 of 1997) describes a non-profit organisation as a trust, company or other association of persons that is established for a public purpose and the income and property of which are not distributable to its members or office bearers except as reasonable compensation for services rendered (Republic of South Africa, 1997).

The International Classification of Non-profit Organizations (ICNPO), written by Salamon and Anheier (1996), gives us a basic framework for the features that make up an NPO. Firstly, the organisation must be a legal entity that is registered and recognised by a legal charter of incorporation. In a South African context, this means the organisation needs to register with organisations like the Companies and Intellectual Property Commission. Secondly, an NPO needs to function privately separate from the state. Thirdly NPOs need to be self-governing and pose the autonomy and power to control their activities themselves. The fourth feature is that an NPO needs to embody the concept of voluntarism by allowing for volunteers to engage in the operations of the organisation as well as carrying the meaning of "non-compulsory". Lastly one of the most known features of an NPO is that it must be non-profit-distributing, meaning that it is not able to distribute any profits towards its stakeholders in the organisation. The organisation must be Non-profit-distributing, "Non-profit organisations may accumulate profits in a given year, but the profits must be ploughed back into the basic mission of the agency, not distributed to the organisations' owners, members, founders or governing board" (Salamon & Anheier, 1996: p3).

In South Africa, we have three different types of NPOs which are voluntary associations, non-profit companies, and trusts (Nyaptose Inc, 2013). Voluntary organisations are usually informal

community serving organisations like sports clubs, religious groups, and other public benefit organisations. Voluntary associations are founded under contractual basis where an agreement is made under a manifest of a constitution (Nyaptose Inc, 2013). Non-profit companies are registered under the Companies and Intellectual Property Commission (CIPC) and exist in law as a separate entity, distinct from its members or officers or any third party (Stats SA, 2017). The non-profit trusts are registered under the Trust Property Control Act and must be registered by the Master of the High Court (Ricardo Wyngaard Attorneys, 2011). The founder of the trust will hand it over to another trustee or trustees to administer and take control of the property which, or the proceeds of which is to be administered for the beneficiary (Stats SA, 2017).

Our national history of the civil service sector formed a crucial role for most of the population because the white apartheid government restricted the service delivery away from a large sector of the population (Hendrickse, 2008). The legacy of these unjust acts are still as rife today as it was recorded in 2015 when the poverty rate in South Africa rose to an all-time high It is no secret that the Apartheid regime in all its various forms of structural and racial oppression was regarded as the prime cause of poverty in South Africa as this was a fact in the past, the legacy of its impact remains (Kohn, Szabo, Alan Gordon, & Allwood, 2004). When reviewing most situations from a South African context we cannot ignore the history of the country as it defines most of where we are in most sectors. The legacy of apartheid and colonial oppression, unfortunately, has a rippling effect that will take some time to flush under. In a paper titled "The economics of apartheid", the authors quoted a speech by former president Thabo Mbeki during the countries 10-year celebration saying that 'we have always known that our country's blemishes have been produced by more than three centuries of colonialism and apartheid cannot be removed in one decade' (Mariotti & Fourie, 2014).

In the work of Kihato (2001), they discuss the relationship between foreign donors and South African civil society during and after apartheid. She notes that the periods before 1994 and

after the fall of the apartheid regime saw a distinctive change in how Non-Governmental Organisations (NGOs) and donors operated. The main differences were around transparency and sufficient record keeping. With the context of how South Africa was governed at the time, this is understandable as public benefit organisations were operating against the state, so during this time donor-assisted 'struggle movement' CSOs were deliberately non-transparent in their donor interactions to avoid scrutiny by the apartheid state (Kihato, 2001). As was the tone during the oppressive period foreign donors were extremely sympathetic to the struggle in South Africa and because of the political climate, they were less involved in the expenditure or administration of the funds (Hendrickse, 2013). As a result, there are very few records showing the impact and trail of donors' efforts before 1994.

After 1994 the NPO sector saw a period where funds from foreign donors were drying up. This was because donors then started rechannelling their funds to the new government and Reconstruction and Development Programme (RDP) also hoping that the funds would be used to support the NPOs that where performing civil services (Hendrickse, 2008).

As previously mentioned in the speech by former President Mbeki, the wrongs of the past would not be instantly rectified. After 1994 the new South African government's neo-liberal policies did not serve the poor well which saw the rise of informal survivalist community-based organisation and then the emergence of social movements like TAC (Treatment Action Campaign), the Soweto Electricity Crisis Committee and the Concerned Citizens Group which were all very well organised (Habib, 2003).

NPOs then were forced, by a good measure, to revise the way they conducted matters. Firstly, they would have to ensure that they had structures in place that recorded their activities and justify their expenditures and secondly, due to the lack of funding coming in, they would have to create a model to become self-sustaining. A paper written by Terrance Smith titled "South

African NGOs in transition and the challenges of participatory development" discussed these measures by which NPOs commercialised its activities by providing training, project management services, consulting, contracting to other NGOs, the government and private sector companies, and the selling of products such as educational materials to generate income (Smith, 2001).

Today government and NPOs work very closely together as they are seen to be doing the same work, servicing the people. With governments efforts constantly hindered by bureaucratic processes and politics, NPOs have become the main public service providers in countries where the government is unable to fulfil their traditional roles (NORAD, 2004).

A good reference to the nature of the relationship between NPOs and the South African government was made in political analysts' paper, Habib (2003), when he quoted the former cabinet minister responsible for the department of Social Development Zola Skweyiya: "The basic twin expectations of government are that NPOs will, firstly, continue to act as monitors of the public good and safeguard the interests of the disadvantaged sections of society. The performance of this social watch role requires both transparency and accountability on the part of the NPOs. The government's second expectation is that NPOs will assist in expanding access to social and economic services that create jobs and eradicate poverty among the poorest of the poor. This requires cost-effective and sustainable service delivery" (Habib, 2003, p. 2). The advantages that NPOs have is that they can be innovative and to react quicker than the cumbersome government structures. The opportunity for collaboration between NPOs and government can be very effective if NPOs can use their knowledge and techniques at the government level (Inger, 2009).

According to a report from the national NPO database, they found that by the end of March 2015, there were a total of 136 453 registered in South Africa and that most of these NPO's

were registered in the regions of Gauteng (32%), KwaZulu Natal (19 %), followed by Limpopo and Western Cape (10%) respectively (Department of Social Development, 2015). They also showed that most NPOs rely heavily on government subsidies, using the findings on the total income received in 2012, 39,2% was in the form of government subsidies and 28,5% came from private donations and that the highest expenditure incurred by NPOs in 2012 was for the compensation of employees (73,6) (Department of Social Development, 2015). Social Services was the leading sector (36%) followed by Development and housing sector (26%). International organisations category has the least number of NPOs with (0.7%).

The United Nations identified sport as one of the priority areas to enhance the well-being of young adults. A recent review of sport and development programmes showed that 93% of these programmes have been formed after the year 2000 (Massao & Straume, 2011). However, there is still little literature about the potential that sport must bring social change when reviewing the literature for sport as a tool for development.

NPOs are increasingly involved in capacity development. As the development discourse leans towards developing skills and tools for strengthening society, NPOs have reacted accordingly. In the non-state sphere, NPOs are characterized by their non-profit motivation and conversely, the private sector is fuelled by profit (Ujwary-Gil, 2013).

Globally sport is being used as a tool for peace and development. This trend means that many NPOs are implementing the Sports for Development model with organisations like Cricket for Change, Hoops for Hope and Laureus Sport for Good who are all evident with their efforts in helping children from underserved areas become proactive leaders in their individual lives and in their communities which as a result aids the attempt of the development of those areas (Woodruff, 2016).

2.3 Unemployment in South Africa

After South Africa's liberation from the apartheid regime in the early 90s, the natural thought held by most optimistic people was that the countries troubles would diminish and that the call for equality would bring a brighter day. However, as previously mentioned things are never as simple as we hope. Often the exoneration from one problem future unprecedented issues.

In a South African context, unemployment rates are approached in two different definitions, a narrow definition, and a broad definition. The narrow definition is more commonly used when calculating unemployment and refers to job search tests which include the whole labour force who are in the employ or are actively searching for jobs (Kingdon & Kightly, 2007). The broad definition includes those who are discouraged from searching for work and reflects a better understanding of the country's joblessness (Brynard, 2011).

According to the numbers provided by the quarterly analysis done by Stats SA, in the first quarter of 2017, it was reported that there was a growth in unemployment by approximately 433 000 people which pushed the national unemployment rate to 27.7% which has been the highest since September 2003 (Stats SA, 2017). These statistics are only a reflection of individuals actively looking for jobs if you include the discouraged individual who is 'not in employment, education or training' (NEET) the unemployment figure then rises to 36.6% (Stats SA, 2017). These low numbers are usually a result of low fixed investment by the private sector and low business confidence which could be affected by many factors like the political climate in the country or unfavourable policies. The situation in South Africa is in a dire state, the poverty statistics show that more than half of South Africans (55,5%), equating to approximately 30 million people are living in poverty which means they are living off less than 900rand a month. The unemployment rate of youth (measured between 15 and 35) who are

actively seeking work has been recorded at 38,6% and this age group is the largest share of the working population (Stats SA, 2017).

In an article that researched possible short-term measures to improve youth employment, the authors mentioned that the unemployment situation is now considered chronic as the figures over the past decade more specifically since 2008 has not improved but rather worsened (Graham & De Lannoy, 2016). Levinsohn (2007) emphasises the problem of youth unemployment as well by stating that unemployment is not evenly distributed across the age spectrum. Rather, his data showed that it is concentrated among the younger age groups (Levinsohn, 2007). However more than just being a problem plaguing the youth, there is a disparity in the unemployment rates in other groups as well as race, gender, education, and region (Kingdon & Knight, Race and the Incidence of Unemployment in South Africa, 2001). "Africans face unemployment rates of 41% but the rate for whites is only 6%. People with higher education face an unemployment rate of 6% but those with primary education or less suffer a rate close to 40%. Women experience substantially higher unemployment than men. Rural unemployment rates are higher than urban rates, in contrast to the pattern in most developing countries" (Kingdon & Knight, 2000, p. 4). As mentioned previously the legacy that the apartheid government left behind is still one of the toughest hurdles for our nation to overcome, the disparities mentioned above are large because of the apartheid regimes segregation policies which saw discriminated groups being cast into township areas which were rural areas far from employment opportunities, good education, and basic necessities (Kingdon & Knight, 2000).

Unemployment is a matter of serious concern because of how it affects economic welfare, production, social exclusion, crime, and social instability. The level of unemployment and its rise is one of the most serious threats facing South African society and its governance (Kingdon

& Knight, 2001). The South African government regards unemployment as a priority and have put down policies to assist the problems

2.4 Employability

In its own right, employability has been used in various streams of literature (Kossek, Huber, & Lerner, 2003) but the most frequent of literature uses are Hillage & Pollard (1998) definition of employability as an individual's ability to gain initial employment, maintain employment, move between roles within the same organisation, obtain new employment if required and secure suitable and sufficiently fulfilling work. However, for this study, we do not wish to monitor the participant's employability over a long period. This study will look at employability's characteristics that are more reliant on the individual traits rather than specific industries' requirements. Wanberg (2012) describe employees adaptation to changes at work as an active process, such that employees who are more active in their efforts adapt more successfully.

According to Atkins and Williams (2003), employees must actively engage in their work environments to maintain three conditions necessary for effective adaptation. First, employees must obtain adequate information regarding their environment, as well as feedback regarding their relationship or status within the environment. Secondly, employees need to put in place internal conditions which allows for adaptability. Specifically, certain Individual Factors (e.g., optimism and self-efficacy) are required to enable individuals to negotiate the often numerous internal and external challenges of change. Thirdly, employees must maintain flexibility or freedom of movement.

McQuaid and Lindsay (2005) argument is to move past narrow definitions of employability and argue that those conventional arguments sometimes eliminate key concepts when analysing

capacity building for employability (Greener, Holden, & Kilkey, 2010). McQuaid and Linday (2005) broaden their approach to employability by moving past the conventional narrow definitions and put forward a framework which includes individual Factors, personal circumstances as well as external factors.

This framework enables us to explore and describe the multi-dimensional barriers faced by many unemployed people, offers an opportunity to transcend the orthodoxies of the supply versus the demand side debate, and arrive at explanations and policy solutions that reflect the multifaceted and complex combination of factors affecting the labour market of those in and out of work. (Mcquaid & Lindsay, 2005: 2150)

2.5 Theoretical framework

The theoretical framework of a research project relates to the philosophical basis on which the research takes place and forms the link between the theoretical aspects and practical components of the investigation undertaken. The theoretical framework, therefore, has implications for every decision made in the research process (Mertens, 1998). As mentioned previously the definition of employability has taken the form of various shapes and understandings and as a result, we find that there have been as many different frameworks, all looking at different aspects. Through the process of identifying the perfect framework for this study, a considerate number of frameworks have been rejected for reasons that deemed them unsuitable to address relevant issues regarding the organisation and its participants. Three of the most relevant frameworks considered for this study was a psycho-social framework, by Fugate, Kinicki, and Ashford (2004), a skills-based approach developed by the United States (US) Department of Labour, by Bates and Phelan (2002) and lastly a broad employability framework by McQuaid and Lindsay (2005).

Fugate, Kinicki, and Ashford (2004) model is based on the idea that employability represents a form of work specific (pro)active adaptability that consists of three dimensions: career identity, personal adaptability, and social and human capital. One reason that cancels out Fugate's model of employability for this study is that the aspect of career identity may include goals, hopes, and fears; personality traits; values, beliefs, and norms; interaction styles; time horizons; and so on. Career identity, however, is inherently longitudinal because it involves making sense of one's past, present and giving direction to one's future and because time is a limitation it was ruled out.

The second framework developed by the US Department of Labour Secretary's Commission on Achieving Necessary Skills (SCANS) consisted of an analysis to "identify a set of basic skills generalizable across all jobs and occupations" (Bates, 2002,p 14) This framework was however ruled out because the necessity of specific skills like reading skills would be more targeted for a formal educational environment.

For this study, the framework presented by McQuaid and Lindsay (2005) is the most appropriate. The framework shares similarities with those that have gone before however, its defining feature seeks to clarify and acknowledge the status of individual factors, which can be addressed through standard supply-side policies targeted at job seekers, from personal circumstances that may require different policy interventions or may inherently limit individuals' labour market participation (Tomlinson, 2007). Both factors are in turn distinguished from employer-related, economic, institutional, and labour market factors that are external to the individual. By reordering employability in this way, the framework restates that it is not just individual, supply-side factors that require detailed description and analysis, but all aspects of the employability equation, including demand (Lindsay, 2010).

When we view the state of youth employability and unemployment in counties with excessive inequalities, it is evident that a young person's employability cannot only be measured by their own individual attributes (Tele, 2016). In this framework, three areas relating to employability are assessed: individual factors, personal circumstances, and external factors. The framework offers a holistic approach to employability that attempts to factor in various influences that hinder or assists employability (Suleman, 2018).

Individual factors include employability skills and attributes, demographic characteristics, health and well-being, aspects of job seeking, and adaptability and mobility (Mcquaid & Lindsay, 2005). Employability skills and attributes encompass most of what is defined by former narrow concepts of employability by looking mostly at the individual (Bridgstock, 2009). This component is also however very broad and includes essential attributes and personal competencies which is more commonly recognised as life skills (Halliday & Hanson, 2004); basic skills which include numeracy and literacy; key employability skills such as communication and problem solving; and high skills that contribute to organisational performance like teamwork, self-management, and business thinking (Mcquaid & Lindsay, 2005). Also included in the skills and abilities component, is work-based knowledge which includes formal and vocational qualification, work experience, personal aptitude and various transferable skills, and lastly labour market attachment. Demographics characteristics include variables such as age, race, gender, or beliefs that might influence an individual's ability or motivation to work (Mcquaid & Lindsay, 2005). Health and well-being include a person's general health (physical and mental health), disabilities as well as substance dependency issues (Mcquaid & Lindsay, 2005). Job Search refers to an individual's ability to find available jobs using resources like formal search engines or social networks. It also includes one's ability to professionally complete a curriculum vitae and successfully interview for a job (Hillage & Pollard, 1998). Lastly, adaptability and mobility focus on the individual's self-knowledge of

their abilities and weaknesses to possibly broaden their scope of work but also to be flexible with regards to geographic mobility as well as wage and hours flexibility (McArdle, Waters, Briscoe, & Hall, 2007).

Personal circumstances include a range of socioeconomical factors which relates to the social and household circumstances of the individual (Mcquaid & Lindsay, 2005). Tele (2018) explains the importance of this factor, because of how it affects the individual's ability, willingness or pressure to engage with employment. This factor includes household circumstances, work culture and access to resources, which may impinge on an individual's ability to operate effectively within the labour market (Mcquaid & Lindsay, 2005). Household circumstances include direct caring responsibilities which refer to taking care of older individuals or children; other caring responsibilities which refer to having financial, emotional or time commitments to other family members; and other household circumstances which refer to having access to housing that is suitable for good quality of life. Work culture refers to a mindset and approach to work that is encouraged and socially influenced by your peers, family or the wider community. Access to resources refers to three fundamental resources which include: Access to financial capital, access to social capital as well as access to transport or any other factors that influence mobility.

External factors encompass various aspects of labour demand, and labour market rules and institutions and enabling factors supporting employability (Mcquaid & Lindsay, 2005). This factor focuses on the demand side factors that influence a person's employability as well as public employment enabling support services that remove or decreases barriers for individuals to find or maintain employment. External factors include demand factors and enabling support factors (Lopez et al., 2018).

This framework was be used to inform the research process and was used to structure the presentation and discussion of the findings in the Chapter Four and Chapter Five.

2.6 Amandla Edufootball

This study uses the organisation Amandla Edufootball to build a case for sports and development programmes. Amandla Edufootball is a Non-Profit Organisation whose mission is to create safe spaces that bring together the power of football and learning to empower youth and change lives (Safer Spaces, 2018). In short, the organisation erects football facilities in at-risk communities that usually include a football field, a clubhouse, and recreational spaces. These spaces are known as safe-hubs and are the activation zones for everything that the organisation does (Zech, 2017). Amandla Edufootballs approach is focused on two main components 1) the physical infrastructure that acts as a resourceful safe space for individuals in at-risk communities and 2) their holistic programme model which uses effective activities that combine football with personal development, formal education, and leadership building (Amandla Edufootball , 2018).

The various programmes offered by Amandla Edufootball include Fairplay Football Leagues, Life skills, Youth development, and a safe hub tutoring system. These programmes are offered to the youth aged 5-16. The Fairplay Football League emphasizes a developmental and educational aspect of football, however, there are certain rules that the children have to comply with for them to participate in the league. 1) They must attend school regularly, 2) they must not use drugs, 3) street children must at least have spent a night in a shelter and 4) they must attend weekly training (Amandla Edufootball, 2016). The case study approach will be followed by providing contextual and relevant information on employability as a component of the offerings of this NPO. For this study, we will be looking at the final phase group aged 17-25. This group of individuals form part of the "Make your play" programme which is an 11-month

learnership programme that sees boys and girls from the community work full time at the Amandla Edufootball safe-hub while receiving the opportunity to do accredited courses (Amandla Edufootball, 2016).

The case of Amandla Edufootball has been well researched and documented (eg Case for Sport, 2014; Sports and development Policy South Africa, 2014) in recent years, however, the case for employability is yet to be assessed. Similar studies show how recent development of a monitor and evaluation system in the organisation allows not only to accurately assess the impact of sport on development but to indeed learn from specific trends (de Coning & Keim, 2014). In the "Case for Sport" study conducted by the Department of Cultural Affairs and Sport (DCAS) and Interdisciplinary Centre for Sport Science and Development (ICESSD), Amandla Edufootball's awards and achievements have been documented and it mentions that "Amandla is currently leading a global campaign that aims to have provided 20000 vulnerable young people in the world's 10 largest and violence-stricken slum areas with access to 10 Safe-Hubs of holistic learning and development through a football-based model focusing on health, violence prevention, education and employability" (Christians, 2014,p 142).

2.7 Chapter Conclusion

In summary, sports have always been an extremely effective tool for development. From the birthed values of the International Olympic Committee to the United Nations passing the Sports for Development plan and acknowledging that sport has been recognised to achieve the development goals by using simple, low cost and effective methods as a tool for sustainable development for development and peace (Gilbert & Bennett, 2013). Sports organisations that use sport as a tool for development allows for individuals to be enticed and receive the benefits of sports and at the same time other social ills can be rectified.

With a growing NPO sector like South Africa's, organisations can step in when the government is under-resourced and struggles to fulfil the needs of society. South Africa's Non-profit sector plays a very important role in the development and nurturing of our nation and addressing the needs of previously disadvantaged and vulnerable communities (Department of Social Development, 2015). With the benefits that sport and development organisations processes, coupled with the effectiveness of NPOs to impact society, organisations like Amandla Edufootball find themselves in an ideal situation when attempting to affect the unemployment problems in South Africa.

The next chapter provides the methodological approach of this study including the research setting, research design and sample are described in detail. The researcher provides an in-depth account of how the data was collected and analysed, as well as sharing the approach to maintain an ethical approach to the study.
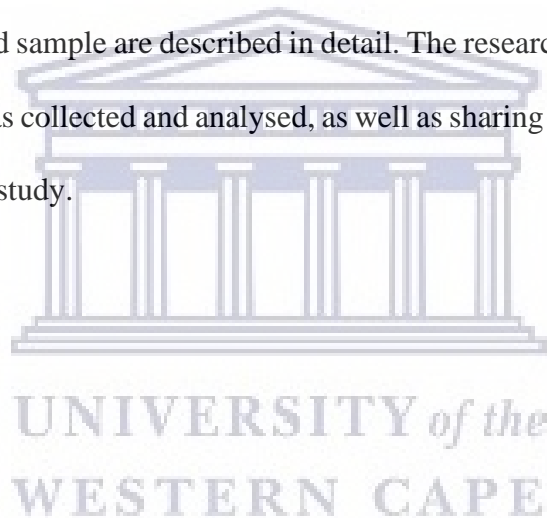
CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

This study focused on the case of Amandla Edufootball (the NPO for sport), to gain a holistic understanding of the employability benefits that the organisation's programmes offer as it relates to the specific community (Gratton & Jones, 2004). The case information was sourced by making use of qualitative research from three phases. The **first phase** consisted of interviews with Amandla Edufootball managers as key informants. Data collected in the first phase assisted the researcher to better understand the organisation and guided the development of the interview schedule for the **second and third phases.** The second phase made use of focus group discussions with the playmakers who were at the time engaged in the programmes offered at Amandla Edufootball safe-hubs. In the **third** and last phase interviews were conducted with the playmakers who previously graduated through the programmes offered at the safe-hubs.

3.2 Research Design

The research design provides the plan that guides the investigator in the process of collecting, analysing, and interpreting the case in question (Nachmias, 1992). For this research, an explorative qualitative research design was used to identify and assess key variables of this study. Creswell (2009) describes qualitative research as a means for exploring and understanding the meaning of why individuals or groups ascribe to a social or human situation. Exploratory studies are used to conduct research where there is not sufficient knowledge about

a particular topic or case; and is often aimed to provide insight or to create a better understanding about the research question (Cuthill, 2002). One of the main purposes of an explorative study is to identify the situations, opportunities, or problems that the environment finds itself in by also identifying key factors that are found in the same environment relating to the research objectives (Van Wyk, 2012).

3.3 Research setting

The research setting that is explained describes the various sites where the research took place (Bui, 2014). The research setting in **Phase one** of this study was selected as it was convenient for all the key informants to access and a place where they felt they could speak freely. The Amandla Edufootball Management offices as well as the two locations where the programmes operate from were used for this purpose. All interviews were conducted in the respective board room and common areas where there were no disturbances and where the participants felt comfortable to speak freely. In **Phase Two,** it must be noted that in total, there were three Amandla Edufootball facilities in South Africa. Two of the three sites were selected to be include in this study due to the accessibility and financial constraints of the researcher. In **Phase Three** all the graduates who were interviewed were able to meet at locations which was comfortable and convenient for them.

3.4 Population and Sampling

A sample is a subset of measurement selected from a population in which the researcher is interested (De Vos, 2002). This study engaged three different phases of data collection and in each phase, a different sample group was purposefully selected. Purposive sampling is the deliberate choice of an informant due to the qualities the informant possesses (Tongco, 2007). With purposive sampling, the individuals or groups of individuals are identified because of

their experience or knowledge about the phenomenon or situation in question (Cresswell & Plano Clark, 2011). Another important and valuable aspect to mention is that the sample is also determined by the availability and willingness of those identified and by their ability to reflect, articulate and communicate their experiences (Palinikas et al., 2015).

In the **first phase**, the researcher used expert sampling, a form of purposive sampling which involved selecting a sample of persons who the researcher knew to have a degree of expertise in a particular area or subject and it was also a good way to elicit the views of those who had a particular expertise in the study area. (Singh, 2007)

In the **second phase,** convenient sampling was used to select 14 participants who participated in the programmes at Amandla Edufootball for the focus groups (seven from each Safe-Hub location). This implied that the participants at the time were conveniently included in the focus groups based on their availability.

In the **third phase,** the five past participants who graduated from the Amandla Edufootball programmes were also purposively sampled and interviewed to assess the practicality of the programmes in their current working situations. The management of Amandla Edufootball assisted in providing information and contact details about the graduates which was requested to partake in the study.

3.4.1 Sampling criteria

a) Phase One

The key informants were selected from the Amandla Edufootball Human Resource database for one-on-one, semi-structured interviews to gather useful background data on the NPO and its programmes. The criteria for the selection of the key informants for this study were:

- The informants must be in a management role at Amandla Edufootball which requires them to have a sound understanding of the programme offerings that the organisation offers to its participants.

- The informant must have been part of Amandlu Edufootball for at least two or more years.

- The informant must have been thoroughly exposed to and engaged with participants at Amandla Edufootball.

b) Phase Two

The programme officers at the two different safe-hub locations then assisted in selecting the informants from the group of "playmakers" who perform an integral role in the fulfilling the way the organisations programmes are run. The researcher conducted focus group discussions with both groups of participants. The criteria for the participants to participate in focus group discussions were:

- The study participants had to be a participant in the 'Playmakers programme'.

c) Phase Three

In the third and final phase, a database of playmaker graduates from the Amandla Edufootball Playmakers Programme was provided to the researcher. Contact were made with the graduates who were available and willing to be part of the study. A total of five graduates were selected to participate in one-on-one, semi-structured interviews. The criteria for the selection of the participants for this study were that participants had to have completed the Amandla Edufootball Playmakers programme in previous years.
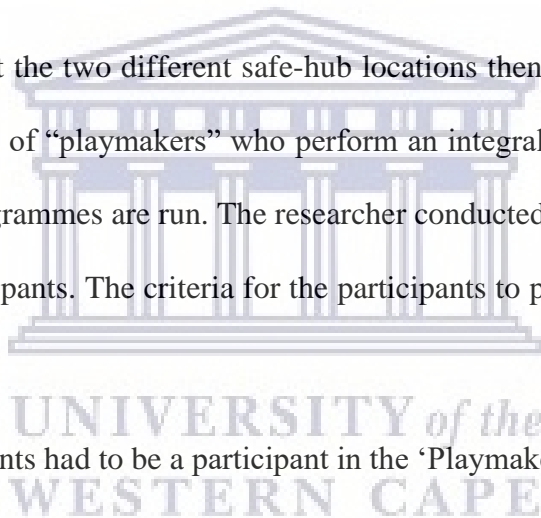
3.4.2 Participants Overview

In the **first phase**, the researcher used expert sampling, a form of purposive sampling which involved selecting a sample of persons who the researcher knew to have a degree of expertise in a particular area or subject and it was also a good way to elicit the views of those who had a particular expertise in the study area. (Singh, 2007)

In the **second phase,** convenient sampling was used to select 14 participants who participated in the programmes at Amandla Edufootball for the focus groups (seven from each Safe-Hub location). This implied that the participants at the time were conveniently included in the focus groups based on their availability.

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Table 3.1 Total participants of the study

Participants	n
Key informants	
Employee 1	1
Employee 2	1
Employee 3	1
Focus Groups: Current participants in Development program	

Location A - Group 1	7
Location B – Group 2	7
Interviews: Graduates (past participants) from Development Program	
Participant 1	1
Participant 2	1
Participant 3	1
Participant 4	1
Participant 5	1
Total:	**22**

3.5 Research Tools

This study followed three phases of data collection. In each phase, semi-structured interview schedules were used to obtain the data required. Semi-structured interview schedules granted flexibility for questions to be adapted to suit the study participant and the flow of the discussions (Woodruff, 2016). Interview schedules provide the researcher with predetermined questions to guide the interview discussion (Guyette, 1983). The questions in the interview schedules were informed by the three concepts identified by McQuaid and Lindsay (2005) to explore if and how Amandla Edufootball's programmes were aimed to address employability.

The interview schedules that guided the discussions comprised of opening questions, introductory questions, key questions, and the closing questions. The opening questions were demographic (e.g. name, age and where the participants are from) and a brief background

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which helped to put the participants at ease. The introductory questions where based around the organisation and the programmes offered. The type of questions asked where: "what are the values of Amandla Edufootball?"; "what different programmes do they offer?" and "What do those programmes try to achieve?" The key questions focused closely on the concepts that were put forward by the theoretical framework. These questions were related to what type of skills the organisation tried to instil in the participants or what type of skills the participants felt they gained from the programmes, how the organisation impacted their personal circumstances, and how the organisation planned to increase the employability of the participants. In the closing questions, the participants were asked about their plans and were given the opportunity to express anything they felt relevant and to speak freely about their perceptions on employability and the programmes at Amandla Edufootball. The questions used in all three phases of this research study can be found in Appendix C.

3.6 Data collection Process

For case study research, researchers to need to intently select information-rich cases, as this allows the research access to rich in-depth themes that the investigation will bring to light (Wan, 2019). For this research the researcher gained access to the organisation because of a long-standing research relationship between ICESSD (Interdisciplinary Centre of Excellence for Sport Science and Development) at the University of the Western Cape and Amandla Edufootball creating an ideal opportunity communication with the directors and operating staff.

The initial contact with the programme director was made telephonically and then a date to meet and discuss what the study was about was formalised via e-mail. After the researcher was introduced to the organisation, formal permission was granted to the research to gain access according to the needs discussed and explained in the information sheet. The researcher was

granted full access to engage with various components of the organisation with full consent and support by the Programme Director.

The researcher then proceeded to engage with the various locations to start the research process. In the **first phase,** the researcher identified the key informants according to the requirement's in the inclusion criteria. The researcher contacted the key informants and arranged for a suitable time and venue to conduct the interviews. The interviews with the key informants were conducted as one-on-one interviews at a destination that was best suited for the key informants. Only one researcher was required, and a translator was not necessary. Before the interviews began, the researcher engaged with the participants in unrelenting informal discussions to decrease the pressure of an interview situation and put the informants at ease. The researcher then commenced by explaining the interview process that would follow and presented the participants with an information sheet and consent form. With the consent of the informants, audio of the interviews conducted was recorded with a Zoom H5 digital recorder and then saved and backed up on the researcher's laptop and cloud. The recordings were then manually transcribed by the researcher.

The researcher then proceeded to the **second phase** of the data collection process by engaging the supervisors of the playmaker's groups at the two different locations. The purpose of the meeting was to inform them about the requirements of the investigation and present them with the consent forms and information sheets. After the participants for the groups were identified, the researcher then made arrangements with the programme managers at the safe-hubs to avail the participants for the focus groups which was conducted on separate days. An interview schedule was used for the focus group discussions and can be found in Appendix C. The program managers at each respective location provided a suitable time and venue that was suitable for the discussions to take place. With each Focus Groups the researcher started by engaging the group in informal discussions to create a sense of comfort with the group. The

researcher then commenced by explaining to the group how the Focus Group interview works and encouraged the individuals to speak and presented the individuals with an information sheet, confidentiality agreement and consent form. This focus group discussion took place before the group's training/life skills programmes to ensure good attendance. There was a translator present if needed who also assisted to help facilitate the focus group. The focus group was conducted face to face and with the consent of the participants, the audio of the focus group discussions was recorded with a Zoom H5 digital recorder and then saved and backed up on the researcher's laptop and cloud. The recordings were then manually transcribed by the researcher.

In the **third phase** of data collection, the researcher was given a database of past students who graduated through the programme at the various locations of Amandla Edufootball. The researcher then contacted relevant persons according to the inclusion criteria to arrange meetings to conduct interviews at an ideal location. After the graduates where identified it was confirmed that the interviews would take place at the respective Amandla Edufootball locations as it was the most convenient and familiar to them. The interview schedule informed the discussion and was directed at the past participants who previously graduated through the Amandla Edufootball programme. Only one researcher was required, and a translator was not necessary. Before the interviews began, the researcher engaged with the graduates in unrelating informal discussions to decrease the pressure of an interview situation and put the graduates at ease. The researcher then commenced by explaining the interview process that would follow and presented the informants with an information sheet and consent form. The Interviews were conducted face to face and with the consent of the participants, the audio of the interviews was recorded with a Zoom H5 digital recorder and then saved and backed up on the researchers laptop and cloud. The recordings were then manually transcribed by the researcher.

3.7 Data Analysis

This study used a thematic analysis approach to analyse the data collected. A thematic analysis approach is a method that is used to identify, analyse and report on themes that come forth out of the data (Woodruff, 2016). These themes identified, represents patterns that have constantly emerged in the data collected. The data collected were analysed using the framework of McQuaid and Lindsay (2005), the Concepts of Employability, as a lens for interpretation of data to align key concepts and themes that may arise in this study. The data was analysed using Atlas.ti 8.0, a qualitative analysis software programme, that assisted in collating and grouping codes.

The following data analysis process was followed as advised by Braun and Clark (2013):

1. Familiarisation

In the first phase of the process, the researcher organised the data and prepared it for analysis. This started with the researcher listening to all the recordings of the interviews and focus groups to immerse himself in the data and familiarise himself with what was recorded. Then the researcher began to transcribe all the interviews verbatim, compiling notes and arranging all the data accordingly.

2. Coding

In the second phase, the coding process, started where the data was organised accordingly into categories and labelled using Atlas.ti 8.0 software. These codes are the important features that come out of the data with relevance to the research question. When all the data has been coded the researcher collates the codes and relevant data extracts (Braun & Clark, 2013).

3. Categorisation into Themes

In the third phase, the researcher categorised the codes into different relevant themes for analysis. There were two ways in which themes were generated. Firstly, predetermined themes were used, using the theoretical framework as described in Chapter Two. These themes often prevail as headings in the findings section of the study and the researcher then can reflect on these themes.

4. Grouping of themes

In the fourth phase, the researcher reviewed the themes to ascertain whether the themes tell a convincing and compelling story about the data. Some of the predetermined themes and the new themes were then grouped because of their relevance to each other.

5. Descriptive analyses of themes

In the fifth step, the researcher explained and defined the themes by writing a detailed analysis of each theme. As advised by Braun and Clark (2013) the researcher analysed the data by asking questions like 'what story does this theme tell?' and 'how does this theme fit into the overall story about the data?'

6. Interpretations

In the sixth and final phase of data analysis, the researcher began writing the analysis as interpreted in the previous phase. This phase becomes the most important part from a qualitative point of view as the researcher creates an analytic narrative around the data and then contextualised the findings concerning the existing literature.

3.8 Validity and Transferability

To ensure that this study does not lack in rigour the researcher applied strategies to ensure validity and transferability.

3.8.1 Credibility

The first outcome that the researcher worked to ensure was credibility. Credibility is defined as the confidence that can be placed in the truthfulness of the research findings (Korstjens & Moser, 2018). It attempts to ensure that the findings the researcher presents are plausible and that the data represented is a correct and accurate interpretation of the study participants views (Graneheim & Lundman, 2004). The following credibility strategies were applied: prolonged and varied field experience, adoption of well-established research methods, peer debriefing triangulation, member checking.

Prolonged Engagement in Field or Research Site

By spending extended time in the field, the researcher was able to gain the trust of the study participants and was able to gain insight into the contexts of the study. The researcher was also able to have himself on familiar terms with the participants which also helped to minimize the possibility that the information might be distorted because of the pressures that the presence of a researcher can bring (Anney, 2014).

Adoption of well-established research methods.

According to Creswell (2009), interviews and focus groups are of the most frequent and effective data collection procedures that are used in qualitative research. This study adopted a semi-structured interviews and focus groups as research methods. These methods are suited for research that seeks to explore the opinions and perceptions of respondents about the research setting.

The interview schedule was piloted to allow the researcher the opportunity to reflect on how the interview process went as well as learn about where amendments needed to be made for the most accurate findings (van Teijlingen & Hundley, 2001).

<u>Use of peer debriefing</u>

The researcher met with his study supervisor every week to ensure that the research was being administered correctly and adequately to reach the study objectives. The researcher also had meetings/feedback sessions with fellow researchers to create an opportunity for the group to express themselves, clarify ideas and give feedback to each other.

<u>Triangulation</u>

The researcher used triangulation as a strategy to cross-examine the data received from the participants and to reduce the possibility of biases. Generally, triangulation is achieved when the researcher uses multiple and different methods, investigators, sources and theories to obtain corroborating evidence (Onwuegbuzie & Leech, 2007). The researcher used different types of research instruments including interviews and focus group discussions and informant triangulation addressing the same issues with different groups to enhance the quality of data yielded.

<u>Member Checks</u>

The researcher made his descriptions and interpretations available to the study participants to determine the accuracy of his interpretations. The study participants were asked to advise if any corrections were to be made. Member checks like these is a crucial process in qualitative research to ensure the credibility of the findings.

3.8.2 Transferability

"To allow transferability the researcher should provide sufficient detail of the context of the fieldwork for the reader to decide if the current environment is similar and if the findings can be applied to another setting" (Woodruff, 2016, p. 56). Throughout the study, the researcher provided thick, rich descriptions of the setting, participants, context within which the data was

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collected and description of the reason for decisions made regarding data collection or analysis. These efforts create transferability, which allows and makes it easier for other researchers to use the findings in other contexts with other respondents.

Provide thick description:

Thick description creates the ability of the study to enable other researchers to apply elements of the study into other contexts, this was ensured by the researcher providing in-depth details about the methodology and context of the study. All the necessary details, background, context and research process has been included in the research report.

Theoretical/Purposive Sampling:

The researcher used purposive sampling to select the study participants in all three phases of the study. Purposive sampling is the technique mainly used to select the research sample based on the informant's knowledge base or experience to answer specific questions in the study.

3.9 Ethics

This study was conducted in accordance with the University of the Western Cape Research Ethics Committee. Ethical issues are critical to consider with the main aim being to do good for the research participants and avoid any harm (Flick, 2009). The Senate Research Committee of the University of the Western Cape, at its meeting held, approved the methodology and ethics of this research Project: "An exploratory study on the employability component of a sport and development programme: The Case of Amandla Edufootball" on 27 November 2015 and granted it the registration no: SR15/7/94 (Appendix D).

The considerations that were taken by the researcher included the following:

This study only commenced once institutional permission was received and ethical clearance was obtained from the Senate Research Committee at the University of the Western Cape. Further permission was obtained from Amandla Edufootball's programme director. The autonomy of the participants was ensured to be reserved throughout the study, which is the principle of respect for the research participants to remain anonymous. The researcher ensured that the purpose of the research was explained to all the study participants as well as the importance of the research. Participants be informed about the purpose of the study by receiving a detailed information sheet and written consent form which was then obtained by the researcher before participation in the study. Some participants were also required to complete a focus group confidentiality binding form to ensure that no information will be shared by the participants outside the focus group discussion. The researcher acted in a manner to ensure the wellbeing of participants, and not to cause any physical harm or mental distress or danger to the participants. The participants were advised that if they felt any discomfort in answering any questions, they had the right not to answer the questions or to withdraw from the study without any punitive consequences. Participants were treated fairly and for the researcher to ensure a reasonable, non-exploitive and carefully considered procedure and this meant not withholding any information obtained during the research project. Permission was requested from the participants to audio record the interviews and focus group interviews. Interviews were translated verbatim and along with the audio recordings kept in a place of safety at the residence of the researcher. Confidentiality was always ensured by not revealing participants identity. Anonymity was ensured by assigning pseudonyms to each participant.

3.10 Chapter conclusion

In this chapter, the study's research methods were presented and thoroughly discussed. The research design, setting and sampling were explained regarding this study as well as the procedures applied during data collection and analysis.

All the information presented was in accordance with the research conducted to explore the employability component of Amandla Edufootball's programme offerings. The study employed a pure qualitative methodological approach. The purpose of the qualitative approach was to gain a holistic perspective of the employability outcomes that the organisation has. Semi-structured interview schedules were used to explore the perceptions, insights and beliefs of the study participants who all have been exposed to the programmes at Amandla Edufootball. All data that was gathered in the interviews and focus groups were analysed using thematic analysis.

The research findings of this study will be presented in the next chapter. A brief discussion around each of the findings will also be presented in comparison with the theoretical framework.
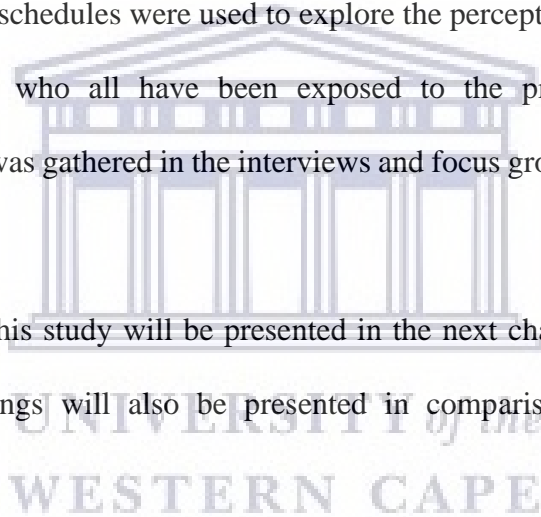
CHAPTER 4

FINDINGS AND DISCUSSION

4.1. Introduction

The study aimed to explore if the sport and development programmes offered by Amandla Edufootball improved the employability of the participants. The study followed a qualitative research approach to achieve a rich description of data by acquiring the thoughts, feelings, and perceptions of the participants (Woodruff, 2016). Three phases of research were engaged, using three different groups of participants to ensure that a sufficient knowledge base was gained and understood throughout. In this chapter the research findings will be presented, analysed, and then also discussed against the relevant literature available.

The flow of this chapter will be organised and presented by using the predetermined themes of employability as defined by McQuaid and Lindsay (2005). These themes were grouped into three different sections, namely: Individual Factors, Personal Circumstances and External Factors.

Three sets of data were collected using three different phases. In the first phase, semi-structured interviews were conducted with three key informants that comprised of the organisation's management structures to get a more informed understanding of the programmes offered. The second phase used two focus group discussions, which comprised of participants that engage with the programmes to understand first-hand perceptions about what they perceived. In the third phase, semi-structured interviews were again used to get data from five participants that graduated through the programmes at Amandla Edufootball to gain insight into their perceptions, experiences and the perceived results that the programme had for them. The data

was then analysed using thematic data analysis with the theoretical framework previously identified (Individual Factors, Personal Circumstances and External Factors). The theoretic framework guided the presentation of the findings.

4.2. Participant Breakdown

The participants of this study consisted of top management employees, programme participants and past graduates of the Amandla Edufootball programme. To protect the anonymity of the participants, limited information about the participants will be revealed and gender-neutral pseudonyms will be assigned.

Table 4.1, 4.2, 4.3 and 4,4 below breaks down the participants in the study.

Table 4.1: Key Informants

Pseudonym	Role
Sam	Interview- AEF Employee 1
Tsepo	AEF Employee 2
Shaun	Interview- AEF Employee 3

Table 4.2: Focus Group 1

Pseudomym	Role
Ebi	Playmaker- AEF Location A
Nadia	Playmaker- AEF Location A
Mary	Playmaker- AEF Location A
Max	Playmaker- AEF Location A
Sandile	Playmaker- AEF Location A

| John | Playmaker- AEF Location A |
| Lance | Playmaker- AEF Location A |

Table 4.3: Focus Group 2

Pseudomym	Role
Ace	Playmaker- AEF Location B
Thami	Playmaker- AEF Location B
Sinalo	Playmaker- AEF Location B
Ayanda	Playmaker- AEF Location B
Samkelo	Playmaker- AEF Location B
Sandiswa	Playmaker- AEF Location B
Anelani	Playmaker- AEF Location B

Table 4.4: Graduate Interviews

Pseudonym	Role
Zac	AEF Graduate
Andrea	AEF Graduate
Anathi	AEF Graduate
Akona	AEF Graduate
Tammy	AEF Graduate
Buhle	AEF Graduate

4.3. Overview of Theoretical Framework

The framework adopted in this study was the holistic approach put forward by McQuaid and Lindsay (2005). The central argument of their work was based on changing the narrative around employability policies. At the time definitions around employability were narrowly focused around either supply or demand-side factors, which transfers responsibility between the labour market and the individual respectively (Sin & Alberto, 2016). This concept creates a broadened framework for analysing employability to include the importance of both supply and demand-side factors, building them around individual factors, personal circumstances, and external factors (Mcquaid & Lindsay, 2005).

The challenge when discussing employability is the vast nature of the concept, and currently, in academic literature, there is a wide range of definitions of that exists (Williams, Dodd, Steele, & Raymond, 2016). When discussing a concept like employability we need to understand that its complexity is similar to that of mosaic art (Forrier & Sels, 2003).

For this study, the framework presented by McQuaid and Lindsay (2005), as discussed in Chapter Two, has proven to be the most appropriate. In this framework, three areas relating to employability is assessed: Individual factors, Personal circumstances, and External factors. Individual factors include employability skills and characteristics, demographic characteristics, health and well-being, aspects of job seeking, and adaptability and mobility. Personal circumstances include household circumstances, work culture and access to resources, which may impinge on an individual's ability to operate effectively within the labour market. External factors encompass aspects of labour demand and enabling factors supporting employability.

It is also important that these be not considered as a hierarchy system as the importance of the various factors will change depending on the situation (Mcquaid & Lindsay, 2005).

Table 4.5: Theoretical Framework

McQuaid & Lindsay (2005) Employability Framework		
Individual Factors	**Personal Circumstances**	**External factors**
1. Employability Skills and Attributes	**1. Household Circumstances**	**1. Demand Factors**
Like Skills	Direct Caring Circumstances	Labour Market Factors
Basic Transferable Skills	Other Family Caring Circumstances	Macroeconomics
Key Transferable Skills	Other Household Circumstances	Vacancy Characteristics
High-Level Transferable Skills	**2. Work Culture**	Recruitment Factors
Qualifications	**3. Access to Resources**	**2. Enabling Support Factors**
Work-Based Knowledge	Access to Financial Capital	
Labour Market Attachment	Access to Social Capital	
2. Demographic Characteristics	Access to Transport	
3. Health and Well Being		
4. Job Seeking		
5. Adaptability and Mobility		

4.4 Findings and Discussion

In this section the responses of the participants are discussed under the following predetermined theme as indicated in the table above: 1) Individual factors, 2) Personal circumstances and 3) External factors. The predetermined major themes and sub-themes will be thoroughly explained, and the responses received will be discussed in accordance using the pseudonyms as displayed above in table 4.1, 4.2, 4.3 and 4.4.

4.4.1 Individual Factors

The first factor according to McQuaid and Lindsay (2005) is Individual Factors, which is broken down into various components including employability skills and attributes; demographic characteristics; health and well-being; job seeking; and adaptability and mobility.

Employability skills and attributes encompass most of what is defined by former narrow concepts of employability by looking mostly at the individual. This component is also however very broad in itself and includes essential attributes and personal competencies which is more commonly recognised as life skills (Halliday & Hanson, 2004); basic skills which include numeracy and literacy; key employability skills such as communication and problem solving; and high skills that contribute to organisational performance like teamwork, self-management and business thinking (Mcquaid & Lindsay, 2005). Also included in the skills and abilities component, is work-based knowledge which includes formal and vocational qualification, work experience, personal aptitude and various transferable skills, and lastly labour market attachment.

Demographics characteristics include variables such as age, race, gender, or beliefs that might influence an individual's ability or motivation to work (Mcquaid & Lindsay, 2005).

Health and well-being include a person's general health (physical and mental health), disabilities as well as substance dependency issues (Mcquaid & Lindsay, 2005). **Job Search** refers to an individual's ability to find available jobs using resources like formal search engines or social networks. It also includes one's ability to professionally complete a curriculum vitae and successfully interview for a job (Hillage & Pollard, 1998).

Lastly, **adaptability and mobility** focus on the individual's self-knowledge of their abilities and weaknesses to possibly broaden their scope of work but also to be flexible with regards to

geographic mobility as well as wage and hours flexibility (McArdle, Waters, Briscoe, & Hall, 2007). These themes will now be discussed with the findings from the study participants.

4.4.1.1 Employability Skills and attributes

a) Life Skills

In this section, findings around life skills (essential attributes and personal competencies) will be discussed in depth. When development efforts are focused on employability, acquiring a strong foundation of life skills is understood and acknowledged as one of the most basic requirements (Greener & Kilkey, 2010).

A strong life skills development component has been one of the organisations focal points as it was brought up numerous times from all groups of respondents. In an example, one of the key informants, Shaun, told us how it is not just principles that they try to impart on the young kids who frequent visit the facility, but it is a key part of the whole organisation, he said:

"One of the big focus with the younger ones and actually all the way through the organisation is to understand yourself, your values as a human being, how do you interact as a human being and how do you act in the space and how do you act with the worlds and how to engage with the world, it's a mind-set, integrity how do I not cheat those kind of things."

Everyone who encounters the organisation's spaces is exposed to this moral code at Amandla Edufootball. Amandla Edufootball has six organisational values that are imperative for all individuals to abide by, which includes ambition, teamwork, healthy lifestyle, chance to learn, integrity and strive for excellence. Playmaker Graduate, Andrea, explains this by saying:

"Those 6 values mentioned, everyone is required to live by them, the staff, the coaches and the participants to help you with work and outside. When we are called to teach and show others these values, whether it being to the kids or to the staff you are ending up living those values

naturally yourself so I would say it's also with those values that I was leant to work with people and to be willing to learn from others."

This deliberate attempt to transfer values onto the individuals at the organisation becomes the first positive influence that encourages this component of employability. Values like Integrity, chance to learn, "strive for excellence" and ambition addresses essential attributes like honesty and integrity; willingness to work; having a positive attitude to your work as well as personal competencies like self-motivation.

All the respondent groups of this research reinforced the thorough understanding of the values that Amandla Edufootball attempts to transfer into their organisation. Key informant, Sam went on to explain this by saying that Amandla Edufootball is a *"value-based organisation that tries to push those values onto the kids to build the kids. Our mission statement says that we want an active youth with a positive attitude and a good quality of life."* One of the past graduates Anathi also went on to explain that the role of the "playmakers" is to ensure that the young participants learn about the values, but it doesn't stop there for the playmakers, *"we need to show those values everywhere we go and that builds us as a person and we gain skills like that as well…"* Everyone in the organisation needs to live and act by those values because it is the Amandla Edufootball way and the playmakers are at the forefront of sharing this philosophy with the participants. In the focus group discussion, Thami explained that *"the 6 values is not about us feeding it to them but it's us role modelling it out to them"* reaffirming that the individuals in the playmaker's programme need to at all times live by the organisational values.

It is also important to note that organisational values and personal values do not always necessarily align, Wan (2017) explains that organizationally, the assumed values can become beliefs to the organization, but does not necessarily become beliefs to the individuals. Gorenak and Kosir (2012) however explain that values are most likely to be assumed by the individuals

in an organisation when it is thoroughly communicated daily. Key informant Tsepo shared how Amanlda provides constant and regular communication about their values to everyone by saying *"the values are up on posters on almost all of the rooms"* and this was also expressed Sinalo in the focus group said that *"us (playmakers) and the kids know that we made a promise to stick to the values that's on the walls"*.

The key informant, Sam, also explains how they empower their playmakers to ensure that they always live by those values. "*When the playmaker's programme starts at the beginning of the year the group of individuals undergo training to understand the values of the organisation… coupled with the values that they encourage daily, they also have a manual that guides all the life skills components that they need to be able to address with their groups.*" More essential attributes that came up in the interviews were discipline and an understanding of actions and consequences. The playmakers are engaged in a learnership programme, so professional discipline is very important. Key informant Tsepo explained, *"…they get treated as though they are part of the staff, so if there's a disciplinary issue they will be dealt with the same way that staff would be."* This also came up in the focus group discussions with Sandiswa saying that "*as playmakers, we can't just do like we want, for example, I can't just not come to work if I don't want to because I'll get into trouble*". Focusing on discipline and helping individuals understand that there are consequences to the decisions that they make, helps them move towards the reality that they can shape themselves and their environment with self-discipline (Savickas & Porfeli, 2012).

Confidence was another Personal competence that was frequently mentioned by the graduate group when reflecting on the playmaker's programme. Graduate, Akhona mentioned, when explaining the benefits of the playmaker's programme and her role in the organisation, that *"it also helped building that high self-confidence… so that you can implement to other people."* This was confirmed by Anathi indicating that *"the playmaker's programme assisted in that*

confidence that I had later when I went into an interview." Confidence is a very important component amongst marginalised groups. Kagan, et al. (2003) explains that individuals in marginalized groups sometimes have very little control over their lives, because of their circumstances, and that results in their decreased self-esteem and confidence because of their perceived limited ability to contribute to society. Graduate Sam shared that a large part of the playmaker's programme is to empower the individuals *"...by providing internal and external training to equip them for the world ahead."*

There were fewer mentions of personal competencies like proactivity and taking initiative. When analysing the effects of unemployment, Crant (2000) mentions that proactivity is when an individual chooses to initiate, intervene in or reperceive situations in a way which allows the person to act in a way that is valued. One mention of a graduate choosing to initiate a positive contribution came from a situation where someone was required to take the lead for an event. Graduate respondent Nandi said, "*nobody elected me it was me that elected myself. I felt it would be a good opportunity for me to show that I can do it, and so that tenacity showed people the type of person that I am and it shows through your actions."*

b) Basic Transferable Skills

Basic skills include the fundamentals of numeracy and literacy considered as essential by employers at all skill levels (Lindsay, 2009a). These components were found to be one of the fundamental building blocks in employability and research has shown that problems with these basic skills increase the probability of unemployment (Lindsay, 2009b).

All the participants in the playmaker's programme go through a screening process to ensure that they meet the minimum requirements of a matric (Gr 12) pass, which ensures that all of them had basic numeracy and literacy skills. Key informant Tsepo said: *"We work with an organisation called Harambe in getting the playmakers in at the safe-hub, which basically sees*

them going through a screening process." Key informant Sam also mentioned *"all our playmakers have at least a matric certificate"* The basic requirements of the recruitment programme ensures a level of numeracy and literacy. Research shows us that basic literacy and numeracy skills are usually picked up through formal education, early childhood and everyday activities (Shamos & Forbes, 2014).

c) **Key Transferable Skills**

Key transferable skills have become increasingly important across different employment levels and industries stating that employers want their staff to have basic information communication technology (ICT) skills and good interpersonal skills (Lindsay, 2009a).

It was evident that there was access to ICT facilities (Wi-Fi and tablets available) at the first location but not so much at the second one which can be a problem for ICT skills development as sufficient access to computers is needed in the development in these key skills (Glover, 2006). Key informant Tsepo informed us that there was ICT training offered to the playmakers. He said, *"because of how important computer literacy is in today's age, we offer internal and external training which is essentially geared to make the participant employment-ready, they receive computer courses with certificates of completion that they can use when applying for jobs and attach it to their CV."* More specifically, they offered workshops at the Youth Café in one of the communities that was confirmed in both focus groups. When discussing the programmes at the Youth Café, key informant Sam also mentioned *"that the playmakers have full access to the area that is equipped with Wi-Fi and tablets if they need to do research or check emails."* This trend was one of the most constantly mentioned as the third informant also expressed *"because of how important computer literacy is in today's age, we offer internal and external training which is essentially geared to make the participant employment ready"*. Playmaker, Thami, really enjoyed that they had access to the Safe-Hub and felt it was a good

productive place to work if they had anything to do and that the facility manager "…*was always there to help us when we had problems with the tablets or if we needed advice*." There was less discussion around the development of ICT skills with the one focus group, assumingly because of the lack of facilities.

There was also frequent mention about the programmes ability to teach the playmakers to think on their feet. Graduate Anathi said: *"you gain skills like how to engage with people and how to adapt to situations and to live off that and to anticipate things and reflect."* The ability to change tasks and feel confident to tackle it (Adaptability) in a work context is also well known as a strong skill to possess for employment (Pulakos, 2000). Another graduate, Zac also shared how he valued this skill, relating to how most of them never worked before being in the learnership and was thrown straight into it a Amandla, saying "*some of them finished matric last year and never worked before like me, I never worked before, the first time I worked was at Amandla and I was exposed to work and I had to adapt to this level. And it also helps you."* This openness to change also is mentioned by Lindsay (2009) by aggrandising the importance to ensure long-term employability. The key informant, Shaun, also explained that the playmaker's programme was designed in a way to ensure that they get exposed to various roles to help them learn as much as possible in the one year he said: "*The playmakers are studying, working and facilitating the afternoon sessions with the kids. It allows them to learn more than just book knowledge, and in their sessions, with the kids, they are in charge and need to find ways to handle the situations they find themselves in"*

Another key skill according to McQuaid and Lindsay (2005) is an individual's ability to work within a team dynamic. As previously mentioned, teamwork is one of the fundamental values that Amandla Edufootball encourages everyone in their organisation to follow aside from the other values that were discussed earlier. The necessity and ability to work together amongst the playmakers were thoroughly discussed and agreed upon. One playmaker, Lance mentioned,

"*we're all in the same programme, doing the same things, so sometimes we can ask each other for help when we aren't sure what to do and that's the same things that we try and show that kids, that we need to work together sometimes.*" The first focus group expressed that they were pleasantly surprised by how their group worked together. Max said "with *our group it was very difficult. Okay, we all came from different backgrounds and situations and when it comes to thinking and coming up with ideas or simple tasks it would take a lot longer than it should have because we are all so different and the most important thing for us was developing that understanding to work together.*" The group in location A is more diverse because of the positioning of the safe-hub. Tsepo explains the situation saying, *"because we are located in the middle of two very different communities our participants are mixed between coloured and black participants and it helps to breakdown stereotype when everyone comes together at the football field.*"

Through the Youth Café space, there are various programmes run by Amandla Edufootball that are focused on developing youth in various employment skills. Time management skill is another transferable skill that was addressed according to Key informant, Tsepo *"our workshops are focused on work time management, overcoming fears and barriers, money management, how do I create a cv how do I prep for an interview, how do I put it all together how do I create a schedule, how do I present myself out there.*"

Even though it is not a deliberate outcome according to the curriculum, communication skills were the most frequently brought up by all the graduates. Key Informant Shaun mentioned that the playmakers are purposefully placed on the spot and are encouraged to speak up and explain things in class as well as with the training sessions that they run. He went on to explain that this "*assists in helping them feel confident*". Andrea said: *"communication skills is an important and required skill in Amandla Edufootball. It's not part of the course but it is something that's realised by working with the people you are around.*" Another instance to

how the programme assisted one of the graduates from a communication point of view was shared when Tammy said: *"I was one of those people who was shy to talk but then there were times when I was forced to talk in front of people, so it helped me with talking skills because now I feel braver to stand in front of people to talk. Because if you want to be a coach you can't be a shy coach otherwise the players won't listen to you. The process to help communication was by throwing us in the deep end by asking us at different times to represent our groups to present what we did so that helped build me because I was one of those people who would just sit to the side and not participate."* The model at Amandla Edufootball was created by allowing a learnership opportunity to take place in the workplace. This should have a positive impact on the playmaker's communication skills because they are afforded work experience and according to Johnson and Burden (2003). Work experience can be understood to imply that the individual has acquired communication skills by employers. When graduate Zac explained more about how he attained communication skills, he said: *"basically we need to explain all of the life skills to our players, that's one way that helps us talk and sometimes when there are visitors, they come to speak to us and we need to explain how things are and what our experiences are."* Anathi also went on to explain that *"with eta (exercise teachers academy), I think the course helps with communication where you present presentations and projects that you're required to present and report on."* Atkinson and Williams (2003) also give mention of how communication and interpersonal skills are a big part of how employees are perceived during the recruitment phase. It has been continually identified by scholars that employers identified writing, speaking, and listening skills as fundamental to strive towards organisational productivity, performance, and excellence needed for competitive advantage (Okoro, Washington, & Thomas, 2017).

After reflecting about experiences and what was learnt Anathi said that she feels like the most important lessons that she learnt at Amandla Edufootball was "…*that the programme teaches*

you about how you conduct yourself as a person when people see you it's not only about the way you dress. It's about engaging with people and how you communicate and how you do things." She said that the biggest challenge was working with different people from different backgrounds with different stories, but she had to change her way of engagement to not have perceptions about people but rather engage with them as if it was a blank canvas. Key informant Tsepo also affirmed that by saying that Amandla Edufootball's efforts focus on "*Building self-confidence, how to communicate, and we create a safe space for their personal development.*"

It also needs to be noted that an individual's probability of attaining employment is defined by how their employer thinks they can influence potential customers as well (Confederation of British Industry, 1999). Key Informant Shaun said, *"the playmakers need to represent the organisation and need to act as employees and realise that we offer services to the participants (players), whether its football, life skills or anything. They need to know how to deal with them in a professional manner and we have to keep them accountable to that as their bosses."* Key informant Sam also went on and addressed customer service skills by adding: "*this accountability helps them helps them treat the programme as their work that they're doing and not as if they are just students.*"

As the playmaker's programme is focused around having the individuals working with their groups of youth in the afternoons it forces them to think on their feet and solve whatever situation comes up said key informant Tsepo. Furthermore, this type of environment and skill set developed on the job allows for a higher-order thinking ability away from just the basic academic skills like reasoning, thinking creatively and problem-solving (Shafie & Nayan, 2010).

d) High-Level Transferable Skills

Through the accredited programmes offered, the students are able to attain high-level transferable skills like business thinking as well as introducing them to different elements of the industry which helps them understand and perform better at Amandla Edufootball. Mary, one of the playmakers said, *"We've got the privilege to be in the eta course and in that course we had the chance to be involved with different modules to identify the different needs in the community and to write a business plan, and how to go about after those things."* Being that eta is an accreted college that offers vocational qualifications, the courses address job skills and is aimed at making the participants more employable and more specifically, ready to enter the sports industry. The playmakers also confirmed this when Samkelo mentioned "…*what we did was business plans, writing up planning, expenses, income, marketing, swot analysis, and we did tasks around business strategy. We also got to run our own events that included doing advertising, marketing sponsors, food and all those things.*" Key informant Shaun mentioned *"more than just helping the playmakers get certificates and these qualifications we want to empower them to possibly grow entrepreneurially and create more opportunities in the industry."* Entrepreneurial skills are regularly associated with the ability and potential to start new businesses, but research shows us that entrepreneurship skills also is fundamental in the ability of individuals to understand the business element of the industry which increases employability (Pereira, 2015).

One of the playmakers, Ace, also explained how he has been stimulated by the programme and himself with a couple of his peers are currently busy planning to start their own NPO focusing on football development: *"its something I never thought about before but now I've been talking to "Ta Shuga" from Amandla and he's busy helping me plan and set up my own thing for football development."* This also refers to enterprise skills or the ability to identify opportunities in the industry which is significant to employability (Mcquaid, 2002).

e) Qualifications

It is well known and presented in current research that the probability of attaining employment in today's society increases greatly with the attainment of formal qualifications (Lindsay, 2009a). Even sometimes in low skill jobs, recruiters use qualifications as a filter when granting interviews because employers see qualifications as indicators that candidates can acquire new skills and can be trained (Gasteen & Houston, 2005). One of Amandla Edufootball's main outcomes is to have their playmakers leave at the end of the year with an accredited qualification. Key informant Tsepo explains this by saying: *"Our goal obviously is for them to leave with a qualification, the internal and external training is essentially geared to make the participant employment ready."* Key informant Shaun also then goes on to explain in more detail the value of the qualifications by saying:

"We offer a 1 year learnership, so you get the playmakers, guys between 18-27 who are part of our programme and they do an NQF level 4 sports admin course with other accredited coursed like 'reffing' or coaching, those sort of things which also helps them find jobs, builds skills and even if they are not going to go into the sports field there are definitely transferable skills that are learnt in that space that they can take on to different places."

Amandla Edufootball also offered various other types of job-specific training and qualifications. Being that playmakers facilitate programmes at the safe-hub venues. Key informant Sam revealed this saying *"they get training accredited coaching courses, refereeing courses as well as courses on early childhood development to assist them while they work."*

The internal programmes offered at Amandla Edufootball and the relationship that they have with ETA College allows them to allow the playmakers to attain formal qualifications and work-specific skills which will drastically increase their chances of attaining employment (Lindsay, 2009a).

f) Work Knowledge Base

Work knowledge base refers to the work experience and general work skills gained by individuals. Devins and Hogarth (2005) work tell us that work experience is often the most important factor for entry-level job recruitment because it shows that general transferable skills have been attained. Tsepo explained the playmaker's programme is largely focused on experiential learning saying:

"The playmaker programme recruits up to 13 individuals from the community and they are in a one-year learnership/work experience for a year. The purpose if for them to learn on the job while they work as well receiving a formal education from eta. That way when they leave, they have a qualification and work experience."

In the labour market today, individuals entering the working world with qualifications struggle to find employment, Amandla Edufootball's model creates an ideal world situation that Bonett (2017) describes by having a mix of qualifications and work experience. The importance of attaining experiential knowledge was also brought up when graduate Tammy explained how she was able to find a job after she exited the programme, she said:

"they required us to do internships at other places to help us get to experience. As part of what we were doing at eta, the lectures asked us to try and get internships because we had to get hours in our logbooks. So, we had to look at similar organisations like grassroots etc. to volunteer."

Tammy went on to work for an organisation that had strong networks with the place she completed her logbook experiential hours with. Generally, employers prefer employees with previous work experience because it is known to improve soft skills like communication, teamwork and self-confidence that can be beneficial to the company (Hall, Higson, & Bullivant, 2010).

g) Labour Market Attachment

According to Malo and Muñoz-Bullón (2002, p.3) labour market attachment relates to "the change in workers' labour market state, as established by their situation at predetermined moments, which range from unemployment (or inactivity) to employment through a permanent contract." Amandla Edufootball's playmaker's programme requires its participants to commit to a learnership programme for a full year as it is explained by all the key informants, the playmakers and graduates who passed through the programme. Key informant Shaun said that *"the programme runs for a full year, that way they can complete full certificate course with eta, build relationships with the kids for consistency and understand what is required to be an employee for an organisation."*

This commitment is sure to have a positive impact on these individual's re-entry into the labour market. Lindsay (2009) explains that without a clear record of long-term employment re-entry into the market can be very challenging and the label of long term unemployment becomes a barrier for recruiters considering an appointment. Key informant Shaun also explains that the programme encourages commitment from the beginning to ensure *"... individuals don't go in and out of jobs because of commitment issues and then falling into a lull in low-income jobs jumping between industries."*

4.4.1.2 Demographic

Amandla Edufootball's programmes are directed to a very specific demographic group. Key informant, Sam tells us that from an age perspective their various programmes *"... starts first for ages 10 – 17 as participants and then the playmaker's programme ranging from 18 – 30"*. This, according to the National Youth Policy (2015), is what South Africa and many other developing nations define as "Youth" and according to global trends remains one of the most vulnerable groupings to unemployment. The organisation according to the management key

informants aims to keep the individuals in their programmes as an attempt *"... to nurture holistic development"* for the participants. Shaun mentioned that in recent years the programme has seen individuals who started as participants move into the playmaker's programme saying *"This year we have one boy who was a participant for the past two years start as a facilitator in the playmaker's programme"* he went on to mention that *"... it's the ideal result and pathway we want to see but it is also difficult to ensure that youngsters return because it is on a drop-in basis"* The National Youth Policy (2015) also states the importance of such programmes to assist development of young people to become contributing members of society, enhancing the country's ability to affect the economy positively. The playmakers learnership programme is key because it creates an important pathway to employment (Mayer, et al., 2011). In most industries, access to the labour market for young people can be difficult because of perceptions that employers have (Tiraboschi, 2006). Tsepo goes on to explain that one of the biggest barriers that some people community members that attend workshops have *"...they have a certificate but they have no experience and they get overlooked"* which is a common trend faced by youth, especially those leaving school as some employers view them as immature and lacking life experience (Snape, 1998).

More than two-decade after South Africa's new democracy was instituted, the level of inequality in the labour market is still extremely racially segregated (South African Human Rights Commission, 2017). Amandla Edufootball's Safe-hubs are *"... located in At-risk communities like the infamous townships Cape Town"* according to Shaun. The racial demographics represented at these locations include Community 1 of location A: 95% Coloured and 4% Black, community 2 of location A 98% black and location B which serves one community is represented with a 99% black population (Erasmus & Mans, 2017). In an analysis around different types of disadvantages experienced by marginalised groups, Berthoud (2003) found the previously mentioned groups significantly more likely to be economically

inactive and has less control over their employment chances because of individual factors like language and education attainment. The location was deliberately chosen to impact these "high risk" groups Sam said *"… where change is needed"*

The individuals selected into the playmaker's programme go through a screening process a recruitment organisation named "…*Harambe Youth Empowerment Accelerator that ensures the candidates are suitable*" Tsepo mentioned. He went on to say "all *the playmakers are aged between 18 – 30 and they need to have minimum an NQF level 3 qualification*" to ensure that all of them will meet the requirements to enter into the eta NQF level 4 programme. This will ensure that all participants in the playmaker's programme will have basic transferable skills as indicated previously by Shamos and Forbes (2014).

Finally, gender inequality in the labour market, especially in the sports industry has been an issue that Amandla Edufootball has deliberately been attempting to address at their safe-hubs. Kosofsky (1993) tells us that the legacy of oppression faced by females in years gone is still seen in the number of opportunities females have in professional sport. Key informant Shaun shares how:

"The playmaker's programme has an equal number of guys and girls brought in to be facilitators and it doesn't matter about their level of football ability… we believe that if we give them that chance that we can also help change football and be the change"

The impact of this policy has also shown that there has been a perception change amongst those females that have been allowed into the programme. Graduate Tammy mentioned: *"I never thought I would be interested in being a sports coach, but Amandla showed me that it was something that I enjoyed and could do."* As a result, the same graduate after the programme found employment in a government programme administering and facilitating school sports programmes. A similar perception change was experienced by one of the playmaker

respondents when Mary said: *"I've learnt a lot about how sports can be used to help grow people and I actually really want to see if I can continue my studies doing Sports Science at UWC maybe next year."* The importance of creating opportunities for female participation needs to be noted, like Klein (2004) explains that in societies where women experience more opportunities, they are more likely to be able to succeed. Amandla Edufootball is increasing the ability for these females to gain experiences and knowledge in spaces that are still known to be skewed in favour of their male counterparts (Lindsay, 2009a).
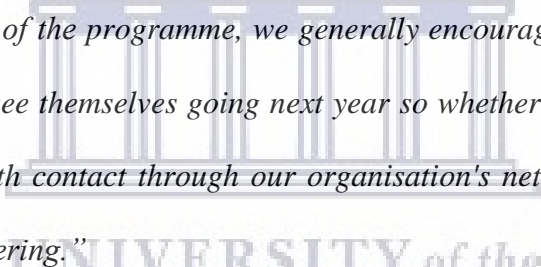
4.4.1.3 Health and Well Being

In context to employability, health and well-being can be seen as a deterrent but also as a means to an end. Disabilities, substance dependency and general health all have an impact on your employability (Mcquaid & Lindsay, 2005). Key Informant Shaun and Sam indicated that previously they had a fulltime social worker stationed at the safe-hub who "*helped assist the participants that find themselves in challenging situations that could affect them*" whether it is dealing with situations at home or managing issues like anger or depression. Lindsay (2009) explains how policymakers need to be extremely mindful of the mental health and psychological barriers that could deny individuals healthy employment opportunities.

Workfare programmes in the United States and the United Kingdom which facilitated the transition of the workless in finding jobs have found that programmes of this nature, which creates resilience and hope does not only increase employability but improves mental health at the same time (DWP, 2006). Other factors like the social ties that the organisation creates among the participants were expressed in the focus groups, Ace explained that being at Amandla "is like being part of a family that wants the best for us. They help us become better at what we do and gives us opportunities to grow." It is these social ties, provided by hands-on organisations, that can provide a beneficial role in psychological health and well-being of

our youths from vulnerable backgrounds (Kawachi & Berkman, 2001). The literature regarding the positive effects of social ties provided by organisations like Amandla Edufootball (Similar to the family/peer like relationships) is a fundamental human motivator that ensures positive sentiments during the engagement of the programmes (Maurizi, Grogan-Kaylor, Granillo, & Delva, 2014).

4.4.1.4 Job Seeking

Job seeking in this section refers to the individual effectively using search services, resources as well as their awareness and ability to do what is needed to get a job (Mcquaid & Lindsay, 2005). The first example of efforts to assist job-seeking at Amandla Edufootball was shared by Key informant Tsepo he said:

"Once we hit the 2nd half of the programme, we generally encourage them to broaden their networks into where they see themselves going next year so whether its studies/work. We try and provide assistance with contact through our organisation's networks depending on the field they're looking at entering."

In the latter months of the programme the organisation starts to prepare the playmakers to think about where they are going next, during the focus group discussion Max explained how during that period the group starts with *"...cv construction workshop that helps you construct a cv as to how the cv should look like... how to apply for a job and which jobs would suit your cv and what you do."*

In previous years there was more assistance provided to the exiting playmakers to assist them when exiting the programme and entering the next phase of their journey. Key informant Sam said: *"What we used to do was when they entered into the last month of the programme we would put them into an internship for two to 3 weeks to get that external work experience".* Creating this transition increases the likeliness of individuals remaining employed as Lindsay

(2009) shows that its harder to enter the labour market when you are unemployed compared to when you have a job. It also creates a win-win situation, Branine (2008) explains that organisations need to assist graduates when seeking employment as it also assists organisations in the process of looking for good employees. The success of this exercise was evident when graduate Tammy explained how she eventually got a full-time job, she explained: *"I was given an internship that Amandla organised with the grassroots organisation, that's almost the same like Amandla."* She then explained that it was while interning at that organisation that she was informed about job openings at a school sports programme. The organisation named Grassroots at the time had strong relationships with the department that was recruiting staff and was able to refer Tammy into the job. The development of these professional networks was an integral part of Tammy becoming employed after the learnership programme at Amandla Edufootball (Zhitomirsky-Geffet & Bratspiess, 2015).

Sam went on to say that the reason why they stopped assisting the playmakers to secure the next phase of employment was to allow for them to learn to do it on their own, he said:

"We are letting them take the step to go out into where they want and we would support them in it, but they have to go out physically and identify the opportunities for what they want to do and how they plan on going about it. Because it allows them to take what they've earned and applied it in reality because come next year we are not to be around to assist so this gives them the perfect platform to assist them for them to tell themselves, okay this is what I have to do and then they come back for feedback sessions explaining what they did and we would guide them."

When the focus groups were asked about what their occupational plans were for the next year, those that were planning on entering the labour market, it was evident that all of them relied on the informal network that Amandla Edufootball had exposed them too. Majority of the

playmakers expressed a desire to progress in finding employment at Amandla Edufootball, for example, Sinalo said: *"The best thing that can come out of this programme would be to be able to be a facilitator next year if there are positions available."* According to the graduate group, this was the same sentiment shared amongst their groups when they were playmakers, Akhona said *"everyone knew that there was a chance that some of us would be able to work for Amandla"* this can also be attributed to the lack of exposure to other social network and opportunities beyond Amandla Edufootball (Lindsay, 2009a). Key informant Shaun shared that there is a strong community sense at Amandla Edufootball, he said *"it's like a family we all help each other, especially the playmakers. We try to connect the guys to other organisations and expose them to other opportunities".* If sincerely shared and explored, networks within Amandla Edufootball's organisation have, whether being that of the organisation or that of the individuals involved, can significantly increase the potential for the graduates to secure future employment (Fengqiao & Mao, 2015).

4.4.1.5 Adaptability

Over the years one of the key aspects of employability has always been an individual's ability to adapt and remain in employment for a long-term basis (HM Treasury, 1997). According to the theoretical framework used, McQuaid and Lindsay (2005) explain how adaptability is an individual's awareness of their strengths and weaknesses, for them to target suitable employment opportunities and understand how they would navigate in that job.

In a graduate interview, Zac shared that when looking back at the learning that took place at Amandla, one of the most valuable lessons he learnt was "solution thinking" he said "*When we were with our smaller groups and there was a problem, we had to think what the best situation was without calling others. Even though this was not our job but we took it on ourselves to solve the issues, and it gives you that feeling that you can do anything.*" Adaptability includes

the application of transferable skills like creative thinking which is pivotal in solution thinking like which was mentioned here (OECD, 2016). Similar sentiments were shared by fellow graduate Tammy when she said the value created at Amandla was realised after she got a job at a nearby school. She said, "*being at a school doing the PT classes is easy because we coached all the time, but the other things that we are required to do like the planning and organising of the classes are what we learnt through the eta courses.*" The exposure into different disciplines and processes aids the graduates after they leave the safe-hubs. Key informant Sam also expressed that it is purposefully done by saying "*We aren't just trying to produce coaches and facilitators, we want the guys that we empower to be able to walk different opportunities. That's why we do the management courses, the entrepreneurship stuff and even the hospitality elements with the barista boot camps.*" Transferable skills like those offered at Amandla are extremely valuable to the youth entering the workforce as it allows them to, in most cases, make immediate contributions (Bennett, 2006).

4.4.2 Personal Circumstances

The second factor according to McQuaid and Lindsay (2005) is personal circumstances and is broken down into the three following components: Household circumstances, work culture and access to resources.

Household circumstances include direct caring responsibilities which refer to taking care of older individuals or children; other caring responsibilities which refer to having financial, emotional or time commitments to other family members; and other household circumstances which refer to having access to housing that is suitable for good quality of life. **Work culture** refers to a mindset and approach to work that is encouraged and socially influenced by your peers, family, or the wider community. **Access to resources** refers to three fundamental

resources which include: Access to financial capital, access to social capital as well as access to transport or any other factors that influence mobility.

Personal Circumstances becomes a little more challenging for organisations like Amandla Edufootball to manage because their scopes of work have to come to an end somewhere, like key informant Shaun said when talking about the participants situations at home, *"we can only do so much hey, we can't control what happens when they leave and go home and unfortunately most of them come from broken homes"*. Similar in the school system, where teachers can only do so much in the development of the children and when they leave back to their homes the family, friends and community need to step in (WITS School of Governance, 2016). The following sections will look at the various personal circumstances that affect employability.

4.4.2.1 Household circumstances

According to Lindsay (2009), the household structure is important to consider when looking at employment and worklessness trends, sighting that if the household does not have a good work ethic it could impact the individual naturally.

a) Direct Caring responsibilities

When analysing employability factors, caring responsibilities have been shown to have a large impact on an individual's capability for full-time employment (Lindsay, 2009a). Playmakers and two of the past graduates shared that they have direct caring responsibilities, in the form of having children of their own. Graduate, Akhona, shared that she has two children, the first before she started at Amandla Edufootball

"I fell pregnant with my firstborn child. That time life was difficult because I disappointed myself and disappointed my mom and my family. And my mom had plans for me to pass matric and go to tertiary and I would be the first person in my family to go tertiary. Then I started

working as a domestic worker to provide for my son… Then in the year 2012, I fell pregnant again."

Young parents face many interrelated challenges that affect their development of necessary skills to secure and maintain good jobs to support their families (Sick, Spaulding, & Park, 2018). During another interview with a past graduate, Andrea, she shared how these challenges prevented her from completing her studies mentioning that she *"fell pregnant at a very crucial time of the year"* and she was not able to finish. In an analysis around understanding young parent families, Sick, et al. (2018) also explains that the challenges young parents face result in them struggling to stay in school or maintain work which all directly affects education and training, economic stability and eventually the care of their children. All those in the focus group and the past graduates that had children themselves expressed that their children are their primary focus. Thami said: *"I need to do this well because I have to put food on the table for my boy"* indicating that her caregiving responsibilities have proven to increase her motivation despite the evident challenges that parenthood has (Lindsay, 2009b). This was also expressed by Akhona when she mentioned that she had to start working to provide for her son.

The realities of all the respondents that had caregiving responsibilities were that they had either a parent or grandparent that was able to assist with caregiving responsibilities while they were at Amandla Edufootball. The absence of these support structures with young single parents is one of the main reasons that employers are hesitant to hire young single parents because the assumption is that lone parents tend to be less reliable as employees because of the burden of inadequate caregiving arrangements for their kids (Lewis, et al., 2000). Without adequate support structures whether in from family like with the respondents above or from employers in the form of babysitters or childcare facilities, caring responsibilities can have a very negative influence on an individual's employability (Lilly, 2011).

b) Other Family Caring Responsibilities

Other caring responsibilities can hinder optimal employability which refers to having financial, emotional or time commitments to other family members. In the context of this study, there were no responses that alluded to this being a case with the participants.

c) Other household circumstances

Most research regards housing as influencing employability, as it speaks about the individual's mobility and the different types of homeownership in the socio-economic spectrum that can be barriers to employment (Oswald, 1999). In the case of Amandla Edufootball and what's relevant to their participants, the issue of housing in the areas where the safe-hubs are located need to be considered. Key informant Sam shared information around the township experience that their participants face by saying:

"The reality is that these are kids come from very low rescore housing and that's the state of South African townships, and we work in the very heart of those communities coz even when we choose a site we consider those things, also like looking at the crime rates and things… we try to impact those areas even when we hire playmakers we want them to be from those communities"

In developing countries, NPOs play a crucial role in the delivery of basic services to lower socioeconomic areas, hence we find most civil service organisations efforts are aligned to trying to elevate the stresses of poverty and increase the chances of upward mobility (Fruttero & Gauri, 2007). Sam went on to explain that they "…*are located in the township because that's where we are needed*" These townships find themselves in poor socioeconomic brackets because of the legacy that the apartheid system had, moving people of colour relatively far from formal employment opportunities in the larger city areas (Leibbrandt, Woolard, McEwen,

& Koep, 2010). Employment opportunities in these townships are rare and thus the housing location requires increased stress on the importance of mobility. Key informant Tsepo also explained that *"On face value, we are a sports organisation that gives kids a chance to play sports, but in reality, the core of our programme is focused around creating skills development opportunities in the township as well as employment."*

The situations of the various individuals in the household also play a role in the employability of an individual. "Worklessness" in a household can have a damaging effect on an individual's attitude to finding work and their general work culture as well (Lindsay, 2009a). When explaining the situations in the township, key informant Shaun explained that *"These are Areas that fall in your lower LSM, even the kids we work with, most of the kids we work with, their parents don't have professional jobs like teachers, or nurse whatever."* This becomes a generational issue of worklessness.

4.4.2.2 Work Culture

As previously mentioned, work culture refers to a mindset and approach to work that is encouraged by social influenced by your peers, family, or the wider community. As previously mentioned, Amandla Edufootball is a values-based organisation that aims to influence the lives of all participants involved at the organisation. As a development programme, Tsepo says that the purpose is to *"influence the playmakers to think about work differently as just doing something to get paid".* There is not one set place or situation that defines an individual's work culture, and it is stated that work ethic can be influenced at home, in school, through your work environment, and even from your peers (Berry & Glen, 2004).

Majority of the playmakers expressed that despite not coming from the most fortunate environments, they still had good support structures and influences from family. When asked

about the type of values they learnt at home, Lance, in the playmaker's focus group discussion said:

"My mother showed me how hard I need to work in life. She's always busy, she goes to work and then comes home and works again on the stuff she does at home.so it's just myself and my mommy working, and I'm also trying to be that influence on my sister"

This explains the work culture that is experienced at home. It instils a set of characteristics and attitudes for an individual to assign importance to work to add positive value by realising the importance of doing a good job (Cherrington, 1980).

There was a trend that surfaced showing that most were raised by and felt that their values came from their grandparents. Thami said:

"I grew up with my grandparents so I think my grandfather had a huge impact on my life… he sort of pushed me to the limits with regard to becoming whatever I want. I didn't have a lot of troubles and challenges, I got most of the things that I wanted growing up. My gran was a nurse and my grandad was a clerk at the departments of agriculture or something but what was most important to him was that I get an education he would always push that the most."

It is generally assumed that more guardians who work, and more so are willing to work, will eventually lead to greater willingness to work by adult children (Mulligan, 1997). This work ethic was also observed by the key informant Tsepo when he mentioned Thami as one of *"the most promising playmaker because of her work ethic".* It also, however, needs to be noted that the relationship that parents or guardians have with their work can also be a negative influence of their kids as Mulligan (1997) mentions, there is a line that can be crossed when parents become absent because of their work life. This was the case with one of the graduates, Zac, as he mentioned: *"I didn't have that opportunity to have that guidance in my life because my mom was working and come late".* He went on to explain that he was always playing soccer and that

his football coaches helped him learn important values like *"hard work, dedication and having a good attitude",* but because sport, when used correctly, adds so much cultural value in society, it creates the opportunity for individuals at Amandla Edufootball to be developed by positive influences of role models and organisational values and beliefs (Hill, 1996). Zac also went on to share that that's why he enjoyed being at Amandla Edufootball so much because he had a chance to help change the lives of the participants he said: *"I'm a role model to them, they say they want to be like me, so I must show them how to be"*

The reality is that everyone doesn't come from positive backgrounds or aren't exposed to positive influences and it's even more of a reality in the areas that Amandla Edufootball's Safe-hubs are located in. Another playmaker, Sandile, shared that his experience at home was not pleasant for himself and his siblings:

"my father was an alcoholic and stayed in Samora, he never cared about us and never supported us so I left him alone, I never cared. My mother had her own business selling clothes and blankets, but we don't see eye to eye, and always fight."

The social learning theory by Bandura (1977) suggests that environmental influences can change the behaviours of individuals. Amandla Edufootball's youth participants are surrounded by the 6 values the staff and peers attempt to influence their behaviour, and similarly, a positive work culture at Amandla Edufootball can be instilled through placement in the organisation.

Amandla Edufootball graduate Buhle also shared her household experience saying that her reality was that she lived with her mother and her brother and they both never worked she said *"My mothers sick and my brothers just lazy"* but her "workless" situation resulted in increasing her motivation to find work. This situation is explained by Vuori and Vesalainen (1999) by

showing how one's family circumstances can have a major impact on the desire for an individual to find a job as well.

4.4.2.3 Access to Resources

a) Financial Capital

The Township experience is almost always directly related to poverty and is categorized as households who live on an average income of R800 per month (Ndhlovu, 2010). Various respondents from the focus group confirmed these realities, Lance from said: "*where I grew up we faced a lot of difficulty around things like not having money and my father was never around*". As mentioned previously in this research, the legacy of oppression in South Africa continues to be a barrier for many individuals denying them from participating in the South African economy. The lack of access to financial resources by those living in township areas is a big hindrance to active job search (Mncayi, 2016). Key informant Sam shared that one of the most important outcomes that the playmaker's programme does is "*…that it allows the youth from the township to work and make money.*" The playmaker's programme increases the playmaker's chances to further employment by giving them access to a stable income and breaking down barriers individuals that find themselves living outside of economic hubs (Mlatsheni & Ranchhod, 2017).

The lack of financial access also has a multifaceted impact like (Sick, Spaulding, & Park, 2018) mentioned that it impacts skills development and education that also impacts the ability to eventually enter the job market. This is another problem that the playmaker's programme address well, Graduate informant afro when speaking about her earlier challenges before being at Amandla Edufootball said:

"My parents always wanted me to be the first one to go study, but when I fell pregnant that all fell apart because I had to start working to feed my baby, but when I heard about the playmaker's programme it gave me the chance to get a stipend and study through eta"

The learnership model implemented by Amandla Edufootball helps curve various challenges in these At-risk communities, Tsepo shares how *"… it aims to develop skills, give participants work experience and give them a chance to earn money at the same time"* addressing various needs that developing economies like South Africa need (Davies & Farquharson, 2004). These programmes assist with fighting the challenges created by structural unemployment which is a major challenge like McClelland and Macdonald (1998), explains that it creates various social costs like poverty, crime, family tension, debt, stigmas, deteriorating work skills, lack of experience and ill health. Furthermore, all of these inevitable results worsen the probability of those individuals finding employment (Stats SA, 2015).

Many times the financial constraints of actively searching for a job becomes discouraging because individuals don't believe spending the money is worth it because of the probability of not being successful (Mlatsheni & Ranchhod, 2017). Key informant Tsepo confirmed this perception saying: *"I think that the biggest problem in areas like the townships is that the individuals aren't aware of the various opportunities and if they do find out about it, they aren't confident enough to believe that they'll get it"*.

b) Access to Social Capital

In the context of this study social capital is defined by Lindsay (2009) as to how people use social networks for job-seeking as well as access to informal contacts and activities.

When discussing access to social capital, the potential avenues that the participants gained access to seemed limited to those within the organisation, key informants Tsepo briefly alluded that "*they build strong networks with the staff and fellow playmakers which allows for them to*

start their professional networks in the industry". Similar sentiments were shared in the focus group with little to none mention or other social networks that they feel they had access to call on when they left, however when the discussion was opened up for them to consider social media networks the sentiment around the playmakers seemed more positive saying that there they have had positive engagement with new networks after being part of the playmakers programme. In the playmaker's discussion, Max mentioned: *"Since being here, I have linked up with a couple of people on Facebook from other organisations like Ajax and Grassroots soccer, that I'm hoping to see what I can make of it in the future"* Ebi also that added that from an accountability point of view people are more willing to become friends *"...because they know we are from Amandala".* The internet allows for young people to access information and social resources a lot easier and provides opportunities for participants to access greater channels to hear about job vacancies and opportunities (Verhage, 2015).

Social capital in the 21st has changed from conventional thoughts because of the influence that social media has had. Valenzuela, et al. (2009) explained that new technologies, like computers and social media networks, foster greater social capital. Graduate Buhle is an example of how social capital via social media can add to employability opportunities when she was *"...told about the job 'she has' now by people through Facebook"*

There is evidence from recent research that access to social capital (in the form of social networks) can facilitate effective job seeking, and therefore contribute to a return to work for unemployed people (Levesque and White, 2001). Social capital in the pursuit of employment is one of the strongest tools individuals can use and benefit from to secure employment, as employees usually hold in strong regard individuals referred to their own social networks.

c) Transport

Transport deals closely with the aspect of mobility and accessibility and without adequate means to be mobile can have a devastating impact on an individual's employment opportunities, especially coming out of the townships as mentioned earlier in housing locations (Mcquaid & Lindsay, 2005). When discussing transport issues key informant Tsepo, he shared the reality that *"most of the kids in the townships do not have access to their own transport and rely on public transport"* he went on to explain that this is why it is so important for organisations like Amandla and others to be located in the townships, to increase accessibility and stimulate the local economy in the townships.

When discussing the issue of personal transport with the playmakers and the graduates, it was discovered that amongst the 20 of them only 1 of them owned a valid driver's license. According to Lindsay (2009), having a driver's license and access to your transport is a critical part of the job search.

4.4.3 External Factors

As discussed earlier, the last part of this employability framework discusses external factors and largely focuses on the demand side factors that influence a person's employability as well as public employment enabling support services that remove or decreases barriers for individuals to find or maintain employment. External factors include demand factors and enabling support factors.

Demand factors include local labour market factors which looks at the level and nature of local labour market factors, location issues and various levels of competition for jobs; Macroeconomics which looks at the stability of the economy and the nature of national economic labour demand; vacancy characteristics which looks at the conditions of the
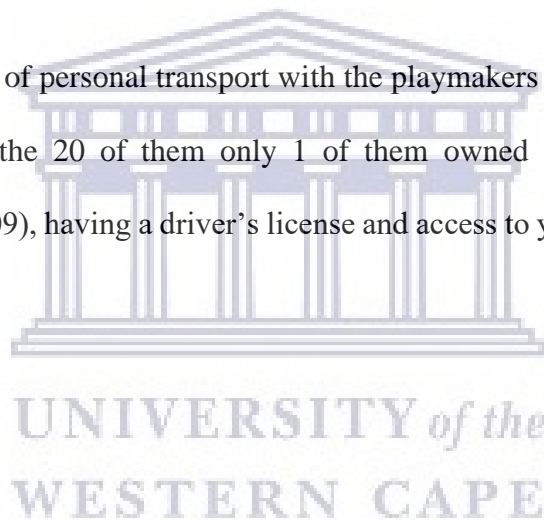
opportunity, remuneration, the type of employment and possibility of growth; recruitment factors which looks at selection process and criteria, possible employers biases and the use of informal networks (Mcquaid & Lindsay, 2005). **Enabling support factors include**: employment policy factors like measures and guidance to assist the school-work transition, the use and accessibility of information technologies, tax benefit incentive systems, the use and credibility of public services from both employers and job seekers, job search counselling; and other policy factors that assist in increasing the chances of attaining employment like a reliable public transport system or childcare facilities when needed (Mcquaid & Lindsay, 2005).

4.4.3.1 Demand Factors

a) Labour Market Factors

Labour market factors consider the location, nature and level of localised labour demand and how it impacts the employability of an individual (Mcquaid & Lindsay, 2005). When discussing the labour market factors with the key informants from Amandla Edufootball there was general optimism about the transferability of the skillset that the playmakers were getting, however, there were also concerns about career prospects within the sports for development fields. Shaun said:

"Sports and development in itself is very much a non-profit space, like non-profits it is very much dependent. And where does that come from? Very much from corporate types of CSI and other individuals and when economies aren't doing well they tighten up their budgets and there's a knock-on effect on what people can…. So it's a case of there being opportunities because of scarcity people doing this work but from an employment point of view it's scarcer."

With not a lot of statistics available around the sports and development industry it's hard to confirm this perception or trend. One positive though is that the promotion of vastly

transferrable skills will allow the participants to move across industries with the knowledge and skillsets they have acquired (Hoyt, 1978). Key Informant Tsepo shared the same sentiments and then said:

"the idea is not to push these individuals into sports and development positions but that they need to be equipped to enter any type of entry-level position but now after completing the programme will have the tools to transfer what they've been taught and pick new skills"

Tsepo went on to explain that the opportunities are available in "*government sports facilitation programmes and that there are good growth opportunities in these*" referring to the MOD (Mass Participation, Opportunity Access, Development and Growth) centre programmes "where mass sport and talent spotting are encouraged at schools as well as farms and community centres" (Christians, 2014, p. 6). One of the main objectives of this programme was to provide opportunities for growth and jobs including roles like community leaders, coaches and coordinators (Christians, 2014). Tsepo also then went on to share that this programme has seen many Amandla Edufootball graduates placed in schools to run sporting codes and physical education.

b) Macroeconomics

The International Labour Office (2015) explains Macroeconomics to be the study of a country's economic activities and the policy factors that impact them. Public policies are thus used as an attempt for the government to balance the economy against harmful fluctuations (International Labour Office, 2015). In a more specific South African context these fluctuations have been caused by weak consumer demand, decreased business investment, poor government management and when policies never fully followed through with (Donisi, 2017).

The labour force is one of the driving elements of any economy, with that been said, it is important that our national policies need to be focused on strategies to stimulate demand

(McQuaid & Lindsay, 2005). When addressing issues about government intervention to address development in the townships areas key informant, Tsepo said: *"there are good programmes put in place by government, for example, we have a partnership with the Western Cape government and work with the Extended Public Works Programme (EPWP) which allows us to employ people from the area."* The EPWP was established by former president Thabo Mbeki in 2003 as an attempt to reduce poverty and decrease unemployment in South Africa by creating jobs and opportunities for vocational training (SACN, 2017). This programme assists organisations in "providing employment opportunities" by giving access to funds and resources that enables the organisation to create jobs. The target market of these programmes is congruent with those of Amandla Edufootball, directly targeting unemployed youth. These type of relationships between private and public organisations are the best ways to address social needs like unemployment (Adebayo & Ayegbusi, 2017). It also needs to be noted that even though these programmes promote employment for marginalised groups, it is only a temporary solution because there are limits to the employment time frames as Tsepo explained that there are *"not many opportunities in this industry"* it doesn't guarantee reemployment. Lindsay (2009) explains that these policies that are put in place to promote employability can be short quick-fix solutions that don't assist long term employability if there is insufficient demand in the market. The National Development Plan policies emphasise that these policies will be around for the long term, but measures to increase the demand of the labour market need to be explored (Extended Public Works Programme, 2017).

When discussing governments efforts to combat the unequal labour force in South Africa, key informant, Shaun said: *"there are obviously policies in place that helps marginalised groups get jobs, like BEE scorecards and so forth."* Black Economic Empowerment or Broad-Based Black Economic Empowerment (B-BBEE) as it is now known was implemented by the South African government to combat the imbalances in the South African economy by encouraging

employment equity, management control, preferential procurement, and enterprise development in favour of black individuals and businesses (Pooe, 2013). Reports around the effectiveness of these policies, however, do not show great improvements towards the objectives. Various reasons have been sighted but most commonly it has been noted that organisations opt to do the minimum or that they do not fully understand the benefits that the BBBEE policies can have for them (B-BBEE Commission, (2018); Consulta Research, (2007).

Another prominent trend for socio-economic development that came up in the interview with the key informant, Shaun, was their desire to impact the lives of the playmakers by assisting them in *"thinking more entrepreneurially"*. Enterprise Development is one of the main focuses of the department of trade and industries as it is understood that small to medium-sized enterprises have a hugely positive effect on developing countries unemployment rates (Cassim, Soni, & Karodia, 2014). Uddin, et al. (2015) explains that in a country like South Africa, youth entrepreneurship provides the opportunity for young people to engage in economic activity by creating an income for themselves and creating employment and increasing the demand for the labour force to assist alleviate poverty. The South African Government also put systems in places like the Department Finance Institution (DFI) and the National Youth Development Agency (NYDA) to assist young entrepreneurs in funding their businesses and providing additional services (Mabasa, 2017). With all these opportunities in place set by public policy, we need to ensure that everyone is aware of how it can be used to improve the market for us all.

c) Vacancy Characteristics

Vacancy characteristics refer to the various conditions of employment like how much remuneration can the applicant expect; what are the conditions of work; what hours will they

be required to work and what level of employment, for example. entry-level or senior-level opportunities (Mcquaid & Lindsay, 2005).

When discussing these factors about the industry that the current playmakers assumingly will enter, key informant, Sam explained that

"the pathway that the playmakers are likely to go towards after Amandla would be organisations similar to ours either doing some sort of coaching or programme facilitation. They should be applying for entry-level positions because by now they only have just under 1 years' experience, but in these types of organisations there is lots of room for growth"

It was also explained that candidates could expect between *"two thousand to seven thousand Rands per month"* depending on the nature of the organisation, *"NPOs usually don't pay a lot for entry-level employees but if they're able to get into government programmes there is a lot more benefits and a chance to grow"* Said Sam. These conditions were confirmed in the graduate interviews when Tammy, now employed at a government organisation for over 8 months (when the interview was conducted) said: *"The work is easy, and we get paid well"*. These trends could be problematic with government jobs being limited and other opportunities being poorly remunerated.

d) Recruitment Factors

Recruitment factors according to McQuaid and Lindsay (2005) include factors like the employers' formal selection procedures; selection preferences that employers might have; different ways employers search for new staff; or discrimination of any sort.

In previous years Amandla Edufootball worked closely with a recruitment NPO Harambe but Tsepo said that they have since decided to opt-out of that agreement to put the onus on the

Playmakers to find employment in the last weeks of their programme and if there are problems then Amandla would step in to assist. The research shows that success in these exercises that develops a sense of autonomy and belief can help satisfy and create a sense of stimuli and intrinsic motivation with the participants if they are successful (Kusurkar, Croiset, & Ten Cate, 2011).

When the graduates were questioned about the process of finding jobs there was a common link between all 5 of them around the assistance gained from Amandla Edufootball organisation, 3 of them were retained in the organisation in various roles and the other 2 moved to organisations that had good relationships with Amandla Edufootball. Research shows us that a higher rate of success is achieved when employers who are looking for staff receive referrals from individuals or organisations, they trust (Devins & Terence, 2005).

4.4.3.2 Enabling Support Factors

Employment support factors include aspects like the accessibility of public services and job-matching technology, incentives within tax benefits system, facilitating programmes to assist unemployed individuals to help them find jobs, measures to assist the school-work transition and address employability issues at school and university (Mcquaid & Lindsay, 2005).

The first indication of support structures was demonstrated when key informant Shaun mentioned: *"the culture of the organisation is an open-door policy, so in the last phase of the programme we encourage the playmakers to engage with the staff at the safe-hubs to help them when they hit speedbumps when engaging with other possible organisations."* This is a direct enabling support structure that the playmakers have access to as the purpose of the final exit phase, as previously mentioned is to search for employment after the programme ends. Shaun also then went on to explain that *"The ethos of playmakers programme is built around creating a chance for them to get proper working experience so that they have more to offer*

organisations when they leave.'' Several studies have sought to differentiate between 'Work First' approaches to employability, which are generally short-term, involve strong compulsion and focus on encouraging job search and quick entries into work. (Sol & Hoogtanders, 2005; Bruttel & Sol, 2006).

4.5 Chapter Conclusion

This chapter presented a discussion of the participant's experiences and perceptions of the programmes at Amandla Edufootball. Each finding was discussed, to provide insight into the influence that the organisation has over the participant's employability from an individual, personal and external point of view.

The responses from the participants showed that Amandla Edufootball has had a tremendous impact on the individual factors of the participants who were involved in the programmes at the Safe-Hubs. This included having an impact on their confidence, their general understanding of positive life skill traits and creating sound professional competencies and work-based experience. The responses around the personal circumstances were less impactful from an organisational level, however, it is understandable that their impact is limited by the scope of what they can do. There were also many inroads forged by the organisation in relation to understanding how government and civil service organisations can assist the employability of individuals.

The next chapter provides a summary of the findings which were discussed in this chapter, conclusions are drawn and recommendations for further research and practice are presented.

CHAPTER 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In a country with more than half of its youth struggle to find jobs, we need to take a step back to see how the various socially driven organisations are assisting in moving the nation in the direction for sustainable change. Thus, the focus of this study was to gain a holistic understanding of the employability benefits that the organisation Amandla Edufootball offers its participants. This thesis has been broken up into five chapters to analyse the employability benefits as of the case at Amandla Edufootball. In Chapter One the researcher provided an introduction and background to the ju0stify the purpose and necessity of the research topic. In Chapter Two the researcher conducted a comprehensive review of the current literature surrounding the research question to assist the readers understanding of the employment issues that South Africa is faced with and how NPOs assist in civil services. Various theoretical frameworks were analysed and the framework of McQuaid and Lindsay (2005) "The Concept of Employability" was deemed to be the most suitable for this study. In Chapter Three, the research methods of the study were presented and explained. An exploratory qualitative research approach was selected as the ideal manner to investigate the case around an employability outcome at the Amandla Edufootball NPO. In Chapter Four, the results of the data collected were analysed using a thematic approach with themes predetermined by McQuaid and Lindsay (2005) framework as previously mentioned. This chapter will present the final findings of the research as well as provide conclusions and recommendations relevant to the industry and for further research-based around employability.

The purpose of this research study was to explore if the sports and development programmes offered at the organisation, Amandla Edufootball, improved the employability of the participants at the organisation. The study followed a qualitative research approach to achieve a rich description of data by acquiring the thoughts, feelings and perceptions of the participants relating to the theoretical framework identified previously (Woodruff, 2016). The researcher then divided the data collection approach into three phases, using three different groups of participants to ensure that a sufficient knowledge base was gained and understood throughout. The researcher compiled an interview schedule (See Appendix C) to address the necessary discussion points related to the research objectives and theoretical framework. The work by McQuaid and Lindsay (2005) "The Concept of Employability" was used as the framework to guide the investigation with the focus group, participant and key informant interviews to collect the necessary data for the study. Guided by the above-mentioned framework, the study investigated three main interrelated components that influence a person's employability: 1) Individual factors, 2) personal circumstances and 3) external factors.

Each of the above-mentioned components is then broken down into various factors to validate the component. Individual Factors is broken down into employability skills and attributes; demographic characteristics; health and well-being; job seeking; and adaptability and mobility. The second component is broken down into the three following factors: Household circumstances, work culture and access to resources. The last part of this employability framework discusses external factors and is broken up into demand factors and enabling support factors. The conclusions drawn from the data extracted was verified by the participants that it was an accurate reflection of what was expressed.

In this study, the research question was developed after conducting an extensive literature review for the study. The objectives of the study were then developed to answer the research

question: How does the sport and development programmes at an NPO for sport assist in making the participants more employable after engagement in these programmes?

The study aimed to explore the sport and development programmes offered by an NPO with a specific focus on employability. To achieve this the following objectives were identified:

1) To understand if the designed programmes, offered by the NPO improved the employability of the participants.

2) To explore the perspectives of the participants involved at the NPO, specifically relating to the employability benefits offered by the programmes.

3) To explore the perspectives of the participants that graduated through the programmes offered by the NPO and how the programme contributed to their employability.

5.2 Summary of findings

In this explorative study, three groups of participants shared their perceptions around the employability components that the programmes at Amandla Edufootball might or might not be addressing. These groups were the top management staff at the organisation, the individuals who were partaking in the programmes offered by the organisation, known as playmakers, and the individuals who graduated through the organisation. The findings below is presented and arranged according to the framework of McQuaid and Lindsay (2005) which advised this study. The sections below are summaries of the findings in the previous chapter which will be further discussed by addressing the perspectives of participants and graduates as well as the intentions and employability outcomes achieved by the programme.

To effectively explore the influence that the programme has similar questions were asked to the management staff, the participants in the programmes and those that graduated through the programmes offed at Amandla Edufootball

5.2.1 Individual Factors

The Individual Factors as defined in the framework by McQuaid and Lindsay (2005) discusses various components relating to an individual's employability skills and attributes, their well-being as well as aspects relating to their ability to find jobs and if they can adapt to the needs required.

When addressing questions relating to the individual factors, the first factor of employability skills and attributes that was highlighted was the organisational values at Amandla Edufootball. There was a very direct and deliberate repose from all the sample groups around the important life skills being addressed at the organisation.

The foundation of Amandla Edufootball's programmes is built around life skills and values-based model where everyone in the organisation lives by 6 key values: ambition, teamwork, healthy lifestyle, chance to learn, integrity and strive for excellence. These values are communicated firstly through the actions of the staff including the individuals in the playmaker's programme, who engages with the youth daily. This reiteration of the values emphasises its importance as well as allows the organisation to manifest those ideas into their participants. The organisation also makes sure everyone is reminded about these values by using visual aid all over the safe-hub sites. There is strong importance about the type of attitudes that the playmakers have around their approach to their roles. They need to show these values because they become role models for the players that they engage with. Their education around the values starts with continuous training around how they need to engage their players in a manner that exudes the organisational values. Amandla Edufootball's methods of communicating organisational values are explained by Gorenak and Kosir (2012) mentioning that values are most likely to be assumed by the individuals in an organisation when it is thoroughly communicated daily.

Discipline and understanding actions and consequences is another attribute emphasised with playmakers. The learnership that the playmakers are engaged in means that they regarded employees of the organisation and thus are treated as such. They have a responsibility to their employees and thus are paid through the learnership to reinforce the feeling of actual employment. As the organisation focuses on self-discipline it also creates a sense of autonomy and understanding of how an individual can control and shape his environment (Savickas & Porfeli, 2012).

Confidence was another competence that was constantly mentioned by the groups. The autonomous style of first educating the playmakers and then entrusting them to run the programmes on their own at the safe-hubs allows for the nurturing of self-confidence in the individual. This factor allows the participants to live in their new truth and be confident in expressing approach situation with these new tools they are receiving. Confidence is one of the most important aspects that employers look for, as it shows that employees have the ability to trust themselves and take initiative.

All participants, before the playmaker's programme, undergo a screening process to ensure that they possess basic transferable skills required for basic employment. Essential fundamentals like numeracy and literacy are covered by the programmes basic entrance requirements of a matric certificate. These basic transferable skills are essential for employment at all skill levels and are almost always picked up through early childhood development activities and formal education.

Another fundamental section within individual factors component is Key Transferable Skills which speaks more to the professional competencies of an individual. The first thing that was very evident at the location A safe-hub was the presence of information communication technology (ICT) devices like tablets and Wi-Fi rooters. One of the key informants mentioned

that ICT training was an important part of what is offered to the playmakers via the Youth Café at the location A safe-hub saying, *"because of how important computer literacy is in today's age, we offer internal and external training which is essentially geared to make the participant employment ready"*. The ethos of the youth café was built to serve the community of location A to assist them to access skills through various workshops like the training mentioned above.

Adaptability was another key transferable skill that was achieved with the playmakers allowing them to comfortably perform in situations that they are not necessarily familiar with. Employers have a high regard for staff who has the ability to think on their feet (Pulakos, 2000). This adaptability and openness to change are also mentioned in the theoretical framework to be an important aspect that ensures long term employability. The key informants shared how they try to expose the playmakers to various components of the organisation to help them learn as much as possible during their time with Amandla Edufootball.

As previously mentioned in the 6 values discussed above teamwork is another crucially important attribute that the organisation. Teamwork is a key social competency in most organisations as different individual strengths are needed for the group to succeed (Lindsay, 2009a). It was shared in the focus group that the playmakers at location A had obstacles to overcome to eventually work well together, siting social and cultural differences between the individuals coming from the one community and those coming from the neighbouring community. One Playmaker said:

"with our group, it was very difficult. Okay, we all came from different backgrounds and situations and when it comes to thinking and coming up with ideas or simple tasks it would take a lot longer than it should have because we are all so different and the most important thing for us was developing that understanding to work together."

The same sentiment of teamwork was shared in the other focus group saying that: *"we're all in the same programme, doing the same things, so sometimes we can ask each other for help when we aren't sure what to do and that's the same things that we try and show that kids, that we need to work together sometimes."*

Learning how to prioritise tasks and understand how to manage one's time leads us to another one of the outcomes addressed at the Youth Café, time management skills. As previously mentioned, the Youth Café's workshops are geared towards employability. One key Informant shared how the "*workshops are focused on work time management, overcoming fears and barriers, money management, how do I create a CV how do I prep for an interview*."

By far the most praised outcome mentioned by the playmaker focus groups and the graduates was the influence that the organisation had in giving them the confidence to speak and communicate in different situations. The learnership model that the playmakers are engaged in puts them in situations, for the most part, where they become the faces of Amandla Edufootball. Atkinson and Williams (2003) also give mention of how communication and interpersonal skills are a big part of how employees are perceived during the recruitment phase. It has also been continually identified by scholars that employers identified writing, speaking, and listening skills as fundamental as organisations strive towards productivity, performance, and excellence needed for competitive advantage (Okoro et al., 2017). One of the graduates also shared how the organisation helped her in communication saying, "*I was one of those people who were shy to talk but then there were times when I was forced to talk in front of people, so it helped me with talking skills because now I feel braver to stand in front of people to talk*."

An individual's ability to influence and engage potential customers has also been noted to assist their chances to secure employment. At Amandla Edufootball the playmakers become the face

of the organisation. They need to engage with the participants daily and need to problem solve on daily.

The playmakers are able to achieve a high level of transferable skills through the different elements offered by the organisation as well as the course offered by ETA College. The academic course that the college provides is geared at addressing job skills as well as stimulating the entrepreneurial spirit in the playmakers. One of the playmakers from the organisation mentioned that "*Its more than just helping the playmakers get certificates and these qualifications. We want to empower them to possibly grow entrepreneurially and grow opportunities in the industry*".

Entrepreneurial skills are regularly associated with the ability and potential to start new businesses, but research shows us that entrepreneurship skills also is fundamental in the ability of individuals to understand the business element of the industry which increases employability (Pereira, 2015).

In today's labour market, attaining any sort of qualification has the potential to increase the ability to achieve employment (Lindsay, 2009a). The purpose of the efforts at Amandla Edufootball ensures that the playmakers end their year with the minimum of one qualification. For the year, the playmaker participants are engaged in a full year sports administration qualification with ETA College as well as receiving the opportunity at various types of job-specific training.

General work experience and work-based knowledge is often an important factor in the recruitment of individuals as it generally assumes an understanding of transferable skills (Devins & Terence, 2005). A participant in the focus group explained that "*The purpose is for them to learn on the job while they work as well receiving a formal education from eta. That way when they leave, they have a qualification and work experience.*" Research shows us that
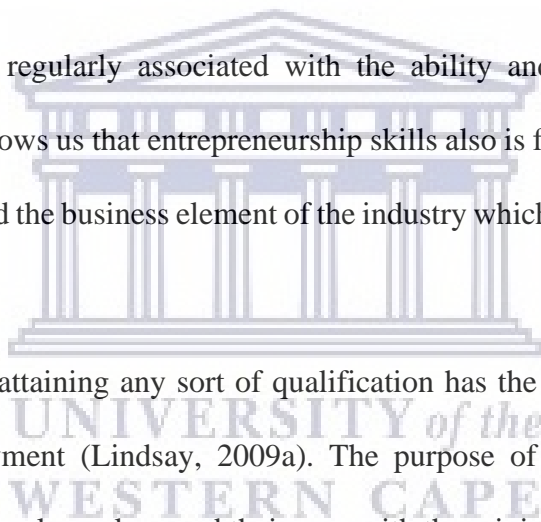
this model encompassing a mix of qualifications and work experience is the most ideal for employment development (Bonnett, 2017). The playmakers are required to commit to a full years learnership programme with Amandla Edufootball which requires them to do the sports administrative course with ETA College, do on the job training as well as be the facilitators with the younger group programmes. This commitment relates to the labour market attachment mentioned in McQuaid and Lindsay (2005). Labour market attachment speaks about the change in the worker's labour market state, ranging from inactive and unemployed to employ with a permanent contract.

The programmes at Amandla Edufootball are directed to very specific demographic groups to ensure that what they are doing targets those who are most in need. The programmes age groups range from 10 – 30, with the afternoon football programmes catering for individuals between 10 - 17 and the playmaker's programme from 18 - 30. These groups globally termed as "Youth" is the most vulnerable grouping with regards to unemployment. The National Youth Policy (2015) also states the importance of such programmes to assist the development of young people to become contributing members of society, enhancing the country's ability to affect the economy positively. Amandla Edufootballs safe-hubs are specifically located in at-risk communities like the townships in Cape Town as these communities are likely to be economically inactive because of factors like language and education attainment. Lastly from a demographic perspective, because of the vast amount of gender inequality in the sporting industry Amandla Edufootball ensures that in the playmaker programme, there is always an evenly distributed number of slots available for males and females. All these demographic groups have a history of being marginalised and Amandla Edufootball aims to use the safe-hubs to be a catalyst for change.

To assist the playmakers, Amandla Edufootball had a social worker based at their safe-hub in location A to ensure that the playmaker's health and wellbeing was in a good state. Lindsay (2009) how policymakers need to be mindful of the barriers that mental and psychological health has. Another one of Amanda Edufootball's strong outcomes is that the organisation creates a family-like culture. Social ties like these have a tremendously positive effect on individuals especially in vulnerable communities where those relationships in families are often burdened.

Possessing the skill of job seeking in the framework posed by McQuaid and Lindsay (2005) is another important one looks at the ability of the individual to effectively use search engines and resources to find and secure employment. One of the key informants shared that in the latter end of the playmaker's programme, the learning process shifts to getting the playmakers ready for the next phase of exiting the organisation. The focus moves to *"…cv construction workshop that helps you construct a cv as to how the cv should look like… how to apply for a job and which jobs would suit your cv and what you do."* If the transition from the learning space to employment is not properly facilitated the individuals can find themselves in the very vulnerable space of unemployment, hence organisational assistance is extremely important to help the process as Branine (2008) concluded when analysing graduate unemployment. With the efforts of Amandla Edufootball's exit phase as well as the employment readiness workshops, the organisation tries to retain good employees and recommends their playmakers to organisations they have good relations with.

The skill of adaptability has in previous years been one of the key aspects of employability, as it indicates towards an individual's ability to adapt and remain in long term employment regardless of industry preference (HM Treasury, 1997). More specifically it speaks to an individual's awareness of their strengths and weaknesses when manoeuvring through employment opportunities. One of the key informants then went on to endorse this trait of

adaptability by saying that the efforts of Amandla Edufootball are not to produce good coaches and facilitators but to empower the group to walk into different types of opportunities.

5.2.2 Personal Circumstances

The second factor according to McQuaid and Lindsay (2005) is personal circumstances, which is broken down into household circumstances, work culture and access to resources. It is also important to note that within the framework the factors based across the three core factors reappear as they relate to benefits shared.

Household circumstances include the direct caring responsibilities like taking care of older individuals or children; other caring responsibilities which refer to having financial, emotional or time commitments to other family members; and other household circumstances which refers to having access to housing that is suitable for good quality of life. The next component is work culture which refers to a mindset and approach to work that is encouraged and influenced socially by your peers, family, or the wider community. The last component within household circumstances is access to resources which refers to three fundamental resources including access to financial capital, access to social capital as well as access to transport or any other factors that influence mobility.

According to Lindsay (2009), the household structure is important to consider when looking at employment and worklessness trends, sighting that if the individuals in the household don't have a good work ethic it could impact the individual naturally. Household circumstances can cause barriers to the effectiveness of organisations like a key informant mentioned that *"we can only do so much hey, we can't control what happens when they leave and go home and unfortunately, most of them come from broken homes"*

Caring responsibilities like caring for children or the elderly can have a large impact on an individual's capability on fulltime employment as it effects their ability to develop new skills required. Individuals focus is scattered, and their priorities are focused at caregiving rather than development.

The issue of housing can also relate to the mobility of an individual and how accessible opportunities are (Oswald, 1999). As previously mentioned, the safe-hubs are purposively located to ensure ease of access for the playmakers who reside in reasonably close proximity.

Another important factor that relates to employability is an individual's work culture. As we know a culture is something that is defined by our environment and the same is relevant with an individual's work culture. Berry and Glen (2004) tells us that an individual's work ethic is influenced at an individual's home, school, work environment and their peers. Being a value-based organisation, Amandla Edufootball they aim to influence the lives of their participants through their perceptions as well. One of the key informants explained that they want the playmakers to think differently about work, as more than something you are doing just to get paid. The social learning theory by Bandura (1977) suggests that an individual's behaviours can be changed by environmental influences. The playmakers spend majority of their time at the safe-hubs learning and working throughout the day, so the organisational values that Amandla Edufootball are constantly at play.

Another key influence that most of the playmakers mentioned was the impact that their homes had on their work ethic, most sighting that one of their parents were constantly working and subconsciously it translated as the right way that one should approach work. One of the playmakers said: *"My mother showed me how hard I need to work in life. She's always busy, she goes to work and then comes home and works again on the stuff she does at home.so it's just myself and my mommy working, and I'm also trying to be that influence on my sister"*

Possibly one of the most recognised causes of these frailties plaguing society is the limited amount of access to financial capital in the communities where Amandla Edufootball's safe-hubs are located in. The lack of access to financial capital that is extremely common in the township communities and on average a household's income is estimated around R800 a month. These conditions drastically limit an individual's ability to enter the working world as it is detrimental to the development of skills (Sick, Spaulding, & Park, 2018). Amandla Edufootball's playmaker's programme is implemented as a learnership which means the individuals are learning while getting paid, curbing their financial limitations, providing real-life work experience and a structured learning pathway.

When discussing social capital, as defined by Lindsay (2009) as how people use social networks for job-seeking purposes, the responses by the key informants and the focus groups seemed to indicate that the playmakers had limited exposure to networks outside of the organisation but at the same time developed strong internal relationships with the staff and fellow participants. Key informant shared how they ensure strong relationships are formed at Amandla Edufootball saying *"they build strong networks with the staff and fellow playmakers which allows for them to start their professional networks in the industry"*

A huge positive was mentioned in the focus groups around the networking influence that the playmakers have experienced because of their affiliation with Amandla Edufootball. One participant mentioned that *"Since being here, I have linked up with a couple of people on Facebook from other organisations like ajax and grassroots soccer, that I'm hoping to see what I can make of it in the future"*. Social media has great potential for individuals to increase their social capital as well as increasing access to information and other online resources which increases the possibility to react to vacancies (Verhage, 2015).

5.2.3 External Factors

The last factor presented in the framework of McQuaid and Lindsay (2005) discusses the external factors which focus on demand-side factors as well as public employability support services which usually decrease the barriers to employment. These 2 groupings were more appropriately discussed as demand Factors and enabling support factors.

The first demand factor we looked at was the labour market factors that influenced employability. In the discussions with the key informants, there was a general optimism around the transferability of the skills which they have exposed to the playmakers however at the same time there was an expression of concern with regards to the direct industry that they are in. A key informant further went on to explain that in "sport and development", as an industry, there aren't necessarily a host of employment opportunities, however, there are many entrepreneurial opportunities because there are not necessarily many organisations doing it. The transferability of the skills learnt at Amandla Edufootball however opens up the door wider past just that particular industry and thus is the nature of what the organisation tries to share with their participants. The key informants then went on to say: *the idea is not to push these individuals into sports and development positions but that they need to be equipped to enter any type of entry-level position but now after completing the programme will have the tools to transfer what they've been taught and pick new skills*

The discussion then progressed into the current sports and development opportunities that were similar to what they did at Amandla Edufootball and naturally there was mention of the MOD programmes which stands for Mass participation, Opportunity access, Development and growth. The MOD centre programmes focussed around providing sporting opportunities for schools to engage with sports and recreation benefits also provides employment and skills

development for community across the Western Cape. This programme has placed numerous playmakers in schools to run sports programmes as is perfectly suited for the graduates.

The macroeconomic factor mentioned by McQuaid and Lindsay (2005) refers to the influence that that external policies like those set by government could have on different economic activities. Key informants at the organisation were able to inform us about the different ways that government assists organisations like Amandla Edufootball in the way that they can bring societal change, especially from an employability point of view. The key informants mentioned that there are good initiatives activated by the government saying: "*We have a partnership with the Western Cape government and work with the Extended Public Works Programme (EPWP) which allows us to employ people from the area.*" The programme mentioned above was developed after a Growth and Development Summit to provide opportunities for temporary work for those struggling to find work by providing resources for socially useful activities, like those on offer at Amandla Edufootball. South Africa's National Development plan advises that these policies are in place and will remain to achieve long term objectives, but importantly it needs to be noted that these programmes are temporary for the individuals that they cater to, and that it is of extreme importance that they are upskilled and empowered with transferable skills to ensure that when they exit the programme, they can move into new employment opportunities.

Another frequently mentioned government policy was the implementation of Broad-Based Black Economic Empowerment (B-BBEE) which has received a lot of criticism regarding the implementation of these policies. B-BBEE was implemented to curb the imbalances of the South African economy by encouraging employment equity.

From a vacancy characteristic point of view, the individuals in the focus group and the key informants alluded that the type of work the playmakers should be applying for be closely related to the activities of the organisation. One key informant mentioned:

"the pathway that the playmakers are likely to go towards after Amandla would be organisations similar to ours either doing some sort of coaching or programme facilitation. They should be applying for entry-level positions because by now they only have just under 1 years' experience, but in these types of organisations there is lots of room for growth"

These roles generally offer minimal remuneration starting from about R2000 a month and varying depending on the organisation.

The facilitation of finding employees considers various recruitment factors like formal selection procedures, employer preferences and different ways of searching for employees. To assist the playmakers in the past Amandla Edufootball partnered with a recruitment NPO, Harambe who assisted in finding employment for playmakers after their stint with the organisation. Subsequently, a key informant said that they changed the nature of their relationship as they felt the onus had to be put on the playmakers to go out and find jobs and if they struggled Amandla Edufootball would assist where they could. This method has proven to create a stronger sense of autonomy in individuals and increases intrinsic motivation when they are successful (Kusurkar, Croiset, & Ten Cate, 2011).

Other enabling employment support factors from the organisation included a general open-door policy where the organisation allows playmakers to frequently engage with the staff to assist them in the attainment of further employment after their learnership year has been completed.

5.3 Conclusion related to the objectives of the study

The following section presents the conclusions of the research results as it directly relates to the research objectives of this study. It will provide an overview of the programmes employability outcomes as intended by Amandla Edufootball, the perspectives of the participants as well as participants who have graduated through the programme.

5.3.1 To understand if the designed programmes, offered by the NPO improved the employability of the participants.

The first objective was to consider the programmes that the organisations designed and to explore if they addressed the employability factors that was advised by the framework of McQuaid and Lindsay (2005).

When exploring employability according to the framework set out by McQuaid and Lindsay (2005), the first of 3 factors is Individual Factors. These Individual Factors includes factors like skills and attributes, demographics, health and well-being, job seeking and adaptability. As a globally recognised outcomes-based organisation it was no surprise that there was a fervent approach at achieving the necessary skills and attributes through the academic programme, work-based knowledge approach and basic and key transferable skills. The organisation left few stones un-turned with only a few recommendations being evident.

The second factor, personal circumstances, was a little trickier from the organisation's stance because sometimes an organisation can only do so much. Household circumstances were something that the organisation has little control or influence on and is also a factor that can place extreme tension on an individual's employability. A positive factor that the organisation was able to engage was the ability to influence the participants work-ethic through the culture that was established and prescribed at the organisation.

The last factor, which looks at external enabling factors, looks at things like employment policies, macroeconomics, demand factors and other enabling factors. It was mentioned that the sports and development industry is not that large so opportunities for further employment is hard to come by, however at the same time it was mentioned because of that fact there are entrepreneurial opportunities in the same industry. Another positive taken was that participants should not limit themselves to the sports and development spaces, because the skillsets gained was transferable and could be applied in various industries.

In concluding this objective, its clear that the programmes the organisation has developed has an employability benefit for the participants, especially towards building their individual capacity to enter the labour market. The shortcomings according to the framework used are elements that the organisation can build on to full proof the employability outcomes in the future.

5.3.2 To explore the perspectives of the participants involved at the NPO, specifically relating to the employability benefits offered by the programmes.

The participants at the Amandla Edufootball safe-hub were thorough advocates of their developmental experience that they were engaged in. Their perspectives shared light to affirm if what the organisation claimed to try and achieve was received with congruency to achieve their outcome goals.

With regards to the first factor of McQuaid and Lindsay (2005) framework, the participants were very expressive about the professional confidence that the organisation has instilled in them. There was a lot learnt throughout the programme but the elements that the participants recognised the most was their improvement in their ability to communicate and their self-efficacy.

With regards to personal circumstances the participants felt that the opportunity to earn money while furthering their education was a major benefit that directly impacted their quality of life, and at times also assisted their caring responsibilities, because they felt they are less of a financial burden to their families. Contrary to what the organisation informant thought that there was limited and not able to reach the homes of the participants.

With regards to their perception around the external factors, the participants found there to be an extremely supportive approach from the organisation with regards to assisting them in finding employment during the last phase before their exit from the programme.

5.3.3 To explore the perspectives of the participants that graduated through the programmes offered by the NPO and how the programme contributed to their employability.

The third and final objective was used as a tool understand the perspectives of the participants who graduated through the programmes offered at the Amandla Edufootball safe-hubs, allowing them to share a reflective view of how the outcomes have assisted them. The reflections shared by the graduates were like the sentiments shared by the participants, with the graduates offering up many praises for Amandla Edufootball.

The reflection from the graduates regarding the individual factors reiterated the confidence and a sense of readiness for the employ. There was a feeling of over preparedness when they started engaging with the various organisations saying that the standard that Amandla Edufootball had was superior to the other programmes that they were currently working in. The graduates felt that they were now able to lead in their professional capacity because of this based on the level of work-based knowledge that they received from Amandla Edufootball. There was also an

increased desire to further their education after receiving an NQF level 4 in sports admin. This has a positive impact on increasing the probability of long-term employment as well.

Similar responses around the work culture that was encouraged was at the forefront of the responses regarding the personal circumstances factor. There was also consistent mention to the doors that Amandla Edufootball opened to assist these graduates in securing jobs.

Amandla Edufootball's network was able to link one of the graduates into a governmental programme that's requirements were perfectly aligned to the outcomes the participants achieved. The MOD centre programme encourages mass participation in school sports and the model's agenda is used to assist the battle against unemployment.

Overall, the explorative objectives of this study were well met and recommendations regarding ways of improving the findings and practice will be discussed below.

5.4 Limitations of the study

As is the case with many studies, the design of this current study is subject to limitations. The most notable of these limitations were because of funding constraints and the lack of access to data that could have been useful. Nonetheless, these results must be interpreted with caution and the following limitations should be kept in mind.

Due to a lack of available for interprovincial travel the researcher was unable to engage the entire organisation as the third hub was located in an inaccessible part of the country. This meant that the research only investigated the 2 locations that were accessible and used that information as the findings of the research.

The second limitation was the lack of access to a database of all the participants that have passed through the Amandla Edufootball programme. A comprehensive database all the participants who have moved through the programme. Access to the graduates was limited to

those graduates that maintained close and current interactions with the organisation. These graduates who the researcher had access to where all participants who managed to find employment and does not share the opinions and perspectives of those that have not.

5.5 Recommendations

The following recommendations have been made based on the findings concerning the employability model at Amandla Edufootball. Below are recommendations for further research as well as recommendations for practice.

5.5.1 Recommendations to practice

<u>Individual Factors</u>

- With the increasing hype placed around South Africa slowly into the 4th industrial revolution, it has been noted that most individuals from previously disadvantaged communities do not have the necessary skills to be active. A strong emphasis needs to be placed on increasing these skills in all industries especially for organisations trying to develop transferable skills.

<u>Personal Circumstances</u>

- Potential burdens faced by youth, which is created by household stresses, like the obligatory stresses of providing financial, emotional and general support for others could be diminished with the implementation of accommodation facilities at the organisation to decrease the risk of negative influences on the participants.

- It was evident in the responses from the individuals in the focus group and the graduate interviews that there were a few individuals that came from very challenging home

situations, mostly relating to financial or family worklessness issues. Though it could be out of the scope of the organisation, if we want to ensure the most ideal situations for success in the programme, Amandla Edufootball needs to consider assisting the playmaker's families as well.

- Organisations need to create situations for participants to achieve their licence which will positively affect their chances of employment, even without having their own transportation. From an employability point of view, there has recently been an increasing number of jobs asking that applicants need to state if they have a driver's license or not. There have been many discussions around the necessity and possible discrimination of this, especially when some jobs did not require the employee to drive. However, research has shown that this can be attributed to variables like attendance assuming the probability of possible disruptions using public transport. The possession of a driver's license could also increase mobility and accessibility deeming the candidate more adaptable to various locations.

- The last recommendation relating to the component of personal circumstances is to assist the participants in building positive professional and social networks. Research has shown us that individuals that have a high number of valuable social ties have an increased probability to find employment

External Factors

- More deliberate efforts need to go into facilitating the transfer of participants into organisations for internships or other working opportunities. With the limited professional networks that the participants at Amandla Edufootball have, it becomes harder for them to find and identify suitable spaces to engage with the possibility of

getting a job. Organisations need to establish standing relationships to feed participants into the workforce by availing the opportunities for the participants.

- Career centre or career expos can be a helpful opportunity for the participants to understand how the skills that they have learnt could be transferred into other industries as well.

- With the abundance of talent that we know South Africa has a good addition for an organisation like Amandla Edufootball could consider partnering with is a business incubator to assist the playmakers with entrepreneurial qualities to plan and implement their business ideas.

- An alumni database to track the past participants and their employment journeys could increase the school-to-work networks of the organisation. This could also assist in researching long term employability.

5.5.2 Recommendations for further research

- Majority of the research around employability focuses on the attributes of graduates, highlighting the unemployment rates of those leaving tertiary institutions and finding themselves in the unemployed. This is a pressing issue globally, however, there is a lack of research done around employability of those outside of this grouping. In a South African context, due to inequality and social injustice, the reality is that few of our youth have the privilege of entering tertiary education so there needs to be more research done on how these groups can facilitate their way into the employ as well.

- The beauty of the framework used in this studies context was that it was very direct in the outcomes being measured. More frameworks need to be developed to assist

organisations aligned towards solving and rectifying social issues, to implement their programmes in an efficient outcomes-based manner.

- This explorative research looked at identifying the concepts that the individuals in the programmes were impacted by. There is a need to analyse the long-term employability impact that these components have on individuals employment status and the labour market,

- More research needs to be done analysing models of sustainable employment generation and how these models can benefit the Labour Market as well as the corporations who enable them.

- Two important things need to be noted about the current body of knowledge around employability. As previously mentioned, majority of the research around graduate unemployment shows us that tertiary institutions struggle to ensure that students will be ready to enter into the labour force after graduation, and even more so we need to recognise the systemic issues where these institutions are not able to accommodate the masses especially in countries like South Africa. More research must be done to assess other pathways available to the youth to possibly shift the mindset away from aggrandising the traditional universities and institutions to provide the tools for employment. In the same instance, we need to research the role that corporations can play in increasing skills and training for the youth.

5.7 Study conclusion

The purpose of this study was to explore if the sports and development programmes offered at the organisation, Amandla Edufootball, improved the employability of the participants at the organisation. With the ever-problematic unemployment rate in South Africa, the need for civil

services to assist government and corporations to recharge the labour force is crucial. A review of the literature affirmed this and provided a working framework to explore the employability outcomes of the organisation Amandla Edufootball. The framework recommended a holistic approach of employability by looking at the individual Factors, personal circumstances and external factors that influence. These factors were then explored with the researcher, engaging with top management at the organisation, participants at the programme and those who have graduated through the programme. Being an outcomes-based organisation, the findings around Individual Factors was extremely positive attesting to the skills and values that the organisation instils in the individuals. Personal circumstances were a trickier outcome to address by the organisation because it had a lot to do with the individual's situations at home, however, there were positive changes to cultural norms like work ethics. When assessing the external factors there was an evident need for assisted facilitation when finding the next form of employment after the learnership offered. Government policies allow for this type of assistance through tax benefits, but organisations need to be encouraged by the public benefit organisations. In conclusion, the explorative nature of this study showed that the programmes offered at Amandla Edufootball do increase the employability of the individuals involved with regards to the framework it was viewed through.
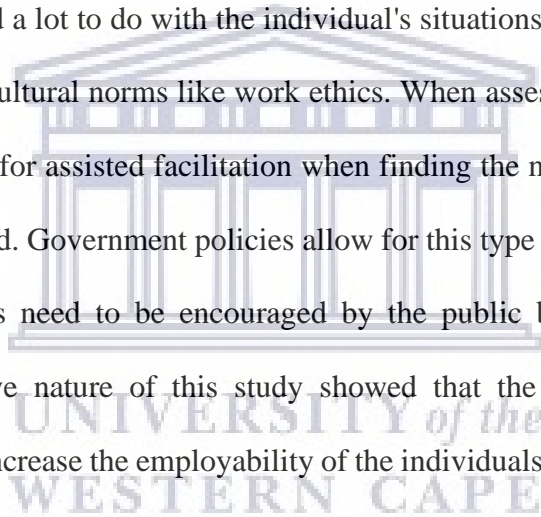
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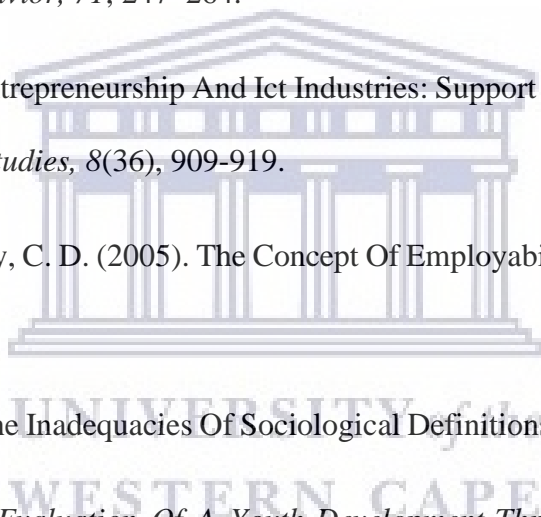
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APPENDICES

Appendix A: Information Sheet

Appendix B: Consent Forms

Appendix C: Interview Schedules

Appendix D: Ethics Committee Letter

UNIVERSITY OF THE WESTERN CAPE
FACULTY OF COMMUNITY AND HEALTH SCIENCES

Master's Thesis Research
Information Sheet

Cleo Pokpas
Supervisors: Dr M Young & Prof C de Coning

Title: An exploratory study on the employability component of a sport and development programme: The Case of Amandla Edufootball

What is this study about?

This is a research project being conducted by Cleo Pokpas at the University of the Western Cape. We are inviting you to participate in this research project because of your involvement at Amandla Edufootball. The primary objective of this study is to improve the current knowledge and understanding of how non-profit organisations, focusing on sport and development contributes to the socio-economic wellbeing of individuals in previously disadvantaged communities, with specific reference to employability. The problem being investigated in this study is that there is a lack of understanding and insufficient information around employability as a component of sport and development programmes.

This study will focus on the case of Amandla Edufootball as the non-profit organisation, to gain a holistic understanding of the employability benefits of this non-government organisation programmes as it relates to the specific community. The case information will be sourced from interviews and focus group discussions.

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

You will be asked to participate in an interview or focus group to discuss the research topic. It will take place at the Amandla Edufootball Safe-Hub facilities. You will be asked for your views on various questions regarding the the programmes offered at Amandla Edufootball. The interviews will be arranged at a time that suits your schedule and will take approximately 45 to 60 minutes of your time.

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, pseudonyms will be used to protect your identity in the data collection

procedure. Although direct quotes may be used, no information that could identify you, e.g. name, or geographical location will be included in reports. Audio tapes, notes and transcripts will be kept in a locked cupboard only accessible to the researcher and computer files will be password-protected. If we write a report or article about this research project, your identity will be protected to the maximum extent possible.

What are the benefits of this research?

This research is not designed to help you personally, but the results may help the investigator learn more about the employability factors of sport for development programmes. We hope that, in the future, other people might benefit from this study through an improved understanding of employability benefits that programmes like these could have.

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.

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

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:

Supervisor/ HOD: **Dr. M Young**

University of the Western Cape

Private Bag X17

Bellville 7535

Telephone: (021) 959 2350

E-mail: myoung@uwc.ac.za

CONSENT FORM: Participants

Cleo Pokpas
Supervisors: Dr M Young & Prof C de Coning

Title: An exploratory study on the employability component of a sport and development programme: The Case of Amandla Edufootball

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 without giving a reason at any time and this will not negatively affect me in any way.

Participant's name……………………………………….

Participant's signature………………………………………..

Witness………………………………………………………

Date………………………………………………………….

___ 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 (for video conferencing interviews).

___ I do not agree to be video recorded during my participation (for video conferencing interviews).

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: Dr. Marie Young

University of the Western Cape

Private Bag X17, Belville 7535

Tel: 021 959 2377

Fax: (021)959-3688

Email: myoung@uwc.ac.za

UNIVERSITY OF THE WESTERN CAPE
FACULTY OF COMMUNITY AND HEALTH SCIENCES

CONSENT FORM: Participants guardian

Cleo Pokpas
Supervisors: Dr M Young & Prof C de Coning

Title: An exploratory study on the employability component of a sport and development
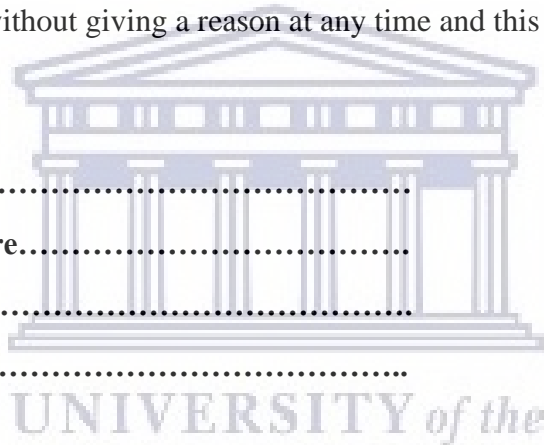
programme: The Case of Amandla Edufootball

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

Parent/guardian name……………………………………

Parent/guardian signature……………………………………

Witness……………………………………………………

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 coordinators.

Study Coordinator Name: Dr. Marie Young

University of the Western Cape

Private Bag X17, Belville 7535

Tel: 021 959 2377

Fax: (021)959-3688

Email: myoung@uwc.ac.za

Title: An exploratory study on the employability component of a sport and development programme: The Case of Amandla Edufootball

Management

Individual Skills

1. Give me an overview of the Programmes at Amandla Edufootball

    a. What different elements are there?

    b. What are the general outcomes of the programmes?

    c. How did these programmes plan the participants for the employ?

2. Directed at the outcomes of the participants

    a. What type of skills does AEF teach playmakers and participants?

    b. What type of attributes and values does it instil?

    c. Skills you can use in the working world?

    d. Do they learn any Business/ Entrepreneurship skills?

3. What opportunities for advancement does AEF provide?

    a. How does Amandla Edufootball assist in that process?

    b. How would you look for jobs?

    c. What **barriers** to employment does AEF face?

4. What schools did/do participants attend?

    a. Is there tutoring provided AEF?

Personal circumstances

1. Tell me about where you live?

    a. Safe? Is there anything AEF can do to impact this

    b. How does Amandla impact the environment?

    c. What is the working culture at AEF?

    d. Family constraints/ providing of social workers?

    e. What type of environment does Amandla edufootball create?

2. Provision of transport?

    a. Licence programmes?

3. What type of **social networks** are available to participants?

    a. (Employment, development, workshops etc.)

<u>External Factors</u>

1. Does AEF assist recruitment agencies?

2. What factors other than employment does AEF provide?

    a. Training and development, promotion

3. Does AEF assist in participants further their education?

4. What do you know about the sport and development industry? (jobs available)

    a. If not sports and development then what would you do?

    b. What type of training do you need?

Title: An exploratory study on the employability component of a sport and development programme: The Case of Amandla Edufootball

<u>Focus Group</u>

<u>Individual Skills</u>

5. Give me an overview of the Programmes at Amandla Edufootball

    a. What different elements are there?

    b. What is the general outcomes of the programmes?

6. From a personal POV

    a. What type of skills does AEF teach playmakers?

    b. What type of attributes and values does it instil?

    c. Skills you can use in the working world?

    d. Business/ Entrepreneurship skills?

7. What schools did/do you attend?

    a. Do you have access to tutorship?

8. Where do you see yourself after this program?

    a. What do you need to develop to get there?

    b. How does Amandla Edufootball assist in that process?

    c. If its not an option, then what?

    d. How would you look for jobs?

    e. How much are you willing to get paid

    f. Training opportunities

<u>Personal circumstances</u>

4. Tell me about where you live?

    a. Safe?

    b. What motivates you in your environment?

    c. How many people work in your house? Does it affect you

    d. Do you have kids? Or do you support those living with you?

5. Do you have access to transport?

    a. Do you have a Licence?

6. Do you belong to or know of **social networks** in the community?

<u>External Factors</u>

5. Do you know of recruitment agencies?

6. How do you plan to get a job?

7. Is there any other plans to further your education?

8. What would you want to do?

Title: An exploratory study on the employability component of a sport and development

programme: The Case of Amandla Edufootball

<u>Graduates</u>

<u>Individual Skills</u>

9. Give me an overview of the Programmes at Amandla Edufootball

    a. What different elements are there?

    b. What are the general outcomes of the programmes?

    c. How did these programmes prepare you for the employ?

10. From a personal POV

    a. What type of skills does AEF teach playmakers and participants?

    b. What type of attributes and values does it instil?

    c. Skills you can use in the working world?

    d. Did you learn any Business/ Entrepreneurship skills?

11. What were your plans while being involved in the program?

    a. What do you need to develop to get there?

    b. How does Amandla Edufootball assist in that process?

    c. How would you look for jobs?

    d. How much are you willing to get paid?

    e. Are your hours flexible?

    f. What **barriers** to employment are there?

    g. Did you receive any training opportunities to increase your knowledge
    base/skills?

12. What schools did/do you guys attend?

    a. Is there tutoring provided?

<u>Personal circumstances</u>

7. Tell me about where you live?

    a. Explain what type of environment you

b. live in?

c. What motivates you in your environment?

d. How many people work at your house? Does it affect you

e. Do you have kids? Or do you support those living with you?

f. What type of environment does Amandla edufootball create?

8. Do you have access to transport?

a. Do you have a Licence?

9. Do you belong to or know of **social networks** in the community?

a. (Employment, development, workshops etc.)

External Factors

9. How did you get the job you are currently in?

10. Do you know of recruitment agencies?

11. What factors other than employment does AEF provide?

a. Training and development, promotion

12. Are there any other plans to further your education?

13. What would you want to do?

14. What do you know about the sport and development industry? (jobs available)

a. If not sports and development then what would you do?

b. What type of training do you need?

30 April 2020

To Whom It May Concern

I hereby certify that the Senate Research Committee of the University of the Western Cape, at its meeting held on 27 November 2015, approved the methodology and ethics of the following research project by: Mr C Pokpas (Sport, Recreation and Exercise Science)

Research Project: An exploratory study on the employability component of a sport and development programme: The Case of Amandla Edufootball.

Registration no: 15/7/94

Any amendments, extension or other modifications to the protocol must be submitted to the Ethics Committee for approval.

The Committee must be informed of any serious adverse event and/or termination of the study.

Ms Patricia Josias
Research Ethics Committee Officer
University of the Western Cape

http://etd.uwc.ac.za/

FROM HOPE TO ACTION THROUGH KNOWLEDGE.