SPORT DEVELOPMENT IN SOUTH AFRICA: SKILL DEVELOPMENT OR TALENT IDENTIFICATION? AN EVALUATION OF SKILL DEVELOPMENT INITIATIVES IN TSHWANE FOR ATHLETES AGED 7 TO 18 YEARS

A dissertation submitted in fulfilment of the requirements for the degree

MASTERS ARTIUM (SPORT AND RECREATION MANAGEMENT)

by

Janine Botha

10596306

in the

DEPARTMENT OF SPORT AND LEISURE STUDIES AT THE

UNIVERSITY OF PRETORIA

FACULTY OF HUMANITIES

SUPERVISOR: Dr. Engela van der Klashorst

JULY 2018

DECLARATION

I, Janine Botha, hereby declare that this research for the degree, MA (Sport and Recreation Management), at the University of Pretoria, has not previously been submitted by me for the degree, at this or any other university; that it is my own work in design and execution, and that all materials from published sources contained herein have been duly acknowledged.

....

Date Signature

ACKNOWLEDGEMENTS

I would like to firstly acknowledge what a humbling experience this has been. Words cannot explain the gratitude I feel to have been given the opportunity to take my studies as far as I have. I will never take for granted how privileged I am to have been given such an opportunity. There are so many people who have been instrumental in the various manners in which they have supported, encouraged and believed in me. Every moment I have received such support has been in itself an incredible journey of discovery.

I would like to deeply from the bottom of my heart thank Dr. Engela van der Klashorst for her tireless belief, support and passion. I am eternally grateful to you for every single thing you have done to guide me along the way since the very beginning of commencing my studies as an undergraduate. Thank you.

My family has also been incredibly important in my life and I want to thank them for their tireless support and encouragement despite having all of their own worries. Thank you for each and every hug, pat on the back, cup of coffee and our family chat. Thank you.

My friends have been and become my second family. Though we have made a small little family, you are incredibly important in my life and I want to thank each and every one of you for being incredible. You have been there to listen, advise and give me a lot of perspective. I am grateful and amazed by your friendship and proud to call you my family. Thank you.

Lastly but in no way least, Ms Deolinda Da Costa. Thank you for being the best and most incredible friend I have ever had in my life. Your unwavering support of me and your passion and zeal for life has given me an incredible new perspective on the world. I am undeniably humbled by you and the kind of person that you are. Thank you for always being there no matter what. Thank you.

TABLE OF CONTENTS

DECLARATIONS 2

ACKNOWLEDGEMENTS 3

SUMMARY 9

LIST OF FIGURES 7

LIST OF TABLES 8

KEY WORDS 11

CHAPTER ONE: INTRODUCTION AND CONTEXTUALISATION

1.1 INTRODUCTION 12

1.2. PROBLEM STATEMENT 13

1.3. AIMS AND OBJECTIVES 13

1.4. LITERATURE REVIEW 14

1.5. RESEARCH METHODOLOGY 16

1.6. ETHICAL CONSIDERATIONS 19

1.7. DEFINITION OF KEY CONCEPTS 20

1.8 CONCLUSION 21

CHAPTER TWO: BARRIERS TO THE DEVELOPMENT OF SPORT IN MARGINALISED COMMUNITIES

2.1. INTRODUCTION 22

2.2. SPORT PROVISION IN COMMUNITIES 22

2.3. BARRIERS TO DEVELOPING SPORT IN MARGINALISED COMMUNITIES 25

2.3.1. SPORT DEVELOPMENT; NEGLECTING TO CONSIDER THE NEEDS OF A COMMUNITY 25

2.3.2. SOCIO ECNONOMIC STATUS 27

2.3.3. THE QUOTA SYSTEM 30

2.3.4. LACK OF SPORT DEVELOPMENT SYSTEMS AND INFRASTRUCTURE... 33

2.3.5. LACK OF PROPER NUTRITION 33

2.3.6. CULTURE 34

2.4. THE DEVELOPMENT OF SPORT IN SOUTH AFRICA 34

2.5. CONCLUSION 37

CHAPTER THREE: TALENT IDENTIFICATION VERSUS DEVELOPMENT OF SPORT

3.1. INTRODUCTION 38

3.2. SPORT DEVELOPMENT 38

3.3. TALENT IDENTIFICATION 43

3.4. TALENT IDENTIFICATION VERSUS SPORT DEVELOPMENT 46

3.5. GIFTEDNESS AND ITS CONTRIBUTION TO TALENT 51

3.5.1. DEFINING GIFTEDNESS 51

3.5.2. HOW DO EXCEPTIONAL ATHLETES EMERGE FROM BEING MERELY GIFTED? 53

3.6. CONCLUSION 55

CHAPTER FOUR: RESEARCH METHODOLOGY

4.1. INTRODUCTION 56

4.2. RESEARCH DESIGN 57

4.3. RESEARCH POPULATION 58

4.4. RESEARCH SAMPLE 58

4.5. DATA COLLECTION 59

4.5.1. DOCUMENT ANALYSES 60

4.5.2. SEMI STRUCTURED INTERVIEWS 61

4.5.3. DATA ANALYSES 63

4.6. CONCLUSION 64

CHAPTER FIVE: RESULTS AND INTERPRETATION

5.1. INTRODUCTION 65

5.2. RESEARCH RESULTS 65

5.2.1. DESCRIPTION OF RESEARCH PARTICIPANTS 65

5.3. INTERPRETATION OF RESULTS 104

5.3.1. BEST PRACTICE SPORT DEVELOPMENT INITIATIVES FOR ATHLETES AGED 7 TO 18 YEARS RESIDING IN TSHWANE 104

5.3.2. SPORT DEVELOPMENT INITIATIVES IN TSHWANE OF ATHLETES AGE 7 TO 18 YEARS: SKILL DEVELOPMENT OR TALENT IDENTIFICATION 106

5.3.3. CHANGES TO THE CURRENT APPROACHES TO SPORT DEVELOPMENT FOR ATHLETES AGED 7 TO 18 YEARS TO ENABLE SKILL DEVELOPMENT . 108

5.4 CONCLUSION 108

CHAPTER SIX: CONCLUSIONS AND RECOMMENDATIONS

6.1 INTRODUCTION 109

6.2 CONCLUSIONS 110

6.2.1 OVERALL CONCLUSIONS 110

6.2.2 OBJECTIVE SPECIFIC CONCLUSIONS 111

6.2.3 BEST PRACTICE SPORT DEVELOPMENT INITIATIVES FOR ATHLETES 7 TO 18 YEARS RESIDING IN TSHWANE 111

6.2.4 SPORT DEVELOPMENT INITIATIVES IN TSHWANE FOR ATHLETES

7 TO 18 YEARS: SKILL DEVELOPMENT OT TALENT IDENTIFICATION 112
6.2.5 CHANGES TO THE CURRENT APPROACHES TO SPORT DEVELOPMENT FOR ATHLETES 7 TO 18 YEARS TO ENABLE SKILL DEVELOPMENT 113
6.3 RECOMMENDATIONS 113
6.4 IMPLICATIONS FOR FURTHER RESEARCH 114
6.5 FINAL STUDY CONCLUSION 115
REFERENCES 116

LIST OF FIGURES

FIGURE 1: MASLOWS HIERARCHY OF NEEDS..... 28

FIGURE 2: SEVEN STEP DATA ANALYSIS PROCESS 61

FIGURE 3: INTERVIEW SCENARIOUS..... 62

LIST OF TABLES

TABLE 1: SPORTING CODES INCLUDED IN STUDY 18/63

TABLE 2: CRITEREA UTILISED FOR SELECTOINS OF RESEARCH PARTICIPANTS 59

TABLE 3: RESEARCH PARTICIPANT ROLES 65

TABLE 4: DEVELOPMENT PROGRAMS OPERATIONAL IN GAUTENG 66

TABLE 5: INCLUSION OF MARGINALISED ATHLETES AGED 7-17 YEARS..... 68

TABLE 6: CHARACHTERISTICS OF POTENTIAL ATHLETES 71

TABLE 7: UNDERSTANDING OF TALENT IDENTIFICATION AS CONCEPT 73

TABLE 8: FUNCTION OF TALENT IDENTIFICATION..... 77

TABLE 9: UNDERSTANDING SKILL DEVELOPMENT 78

TABLE 10: FUNCTION OF SKILL DEVELOPMENT 83

TABLE 11: SPORT DEVELOPMENT IN TEAM SPORTS VERSUS INDIVIDUAL SPORT 86

TABLE 12: SKILL DEVELOPMENT OPPORTUNITIES..... 87

TABLE 13: FACTORS IMPACTING ON THE SUCCESS OF SPORT DEVELOPMENT INITIATIVES 91

TABLE 14: BARRIERS TO DEVELOPMENT 93

TABLE 15: SOUTH AFRICA VERSUS OTHER COUNTRIES 103

SUMMARY

Candidate:	Janine Botha
Degree	MA (Sport and Recreation Management)
Title of Dissertation:	Sport development in South Africa: skill development or talent identification? An evaluation of skill development initiatives in Tshwane for athletes aged 7 to 18 years.
Study leader:	Dr. Engela van der Klashorst

Sport is a powerful tool. It has the power to bring people together in a way nothing else can. It can also bring and accentuate division in a way nothing else can. To tap into the power of sport a need exists to include populations that have previously been excluded on the basis of race, gender and socio-economic status.

This study proposed that current sport development programs in marginalised communities in Tshwane utilise a talent identification rather than a skill development approach and posed the question: "*Is current sport development for athletes aged 7 to 18 residing in Tshwane based on skill development or talent identification principles?"*

In an effort to answer the research question, the researcher provided a distinction between talent identification and skill development. A crucial difference identified related to the time allowed for participants to develop sport skills as well as the allowance for maturation. Talent identification was highlighted as peripheral to sport development as it can almost be seen as a final step in skill development.

The study utilised a qualitative research approach with a non-probability, key informant sample as research participants. The research participants comprised of sport administrators and coaches involved in sport development in Tshwane. Data collected by means of document analysis and semi-structured interviews were transcribed and coded using themes derived from the literature review.

From the analysis and interpretation, the researcher concluded that current sport development initiatives for athletes aged 7 to 18 in Tshwane are indeed based on talent identification principles, and that programs in marginalised communities tend to be short term and high

output focused. The study concludes by making recommendations as to how this can be amended and adapted to allow skill development to occur.

Key words: Talent identification; Sport development; Youth sport; Skill development; Giftedness; Talent detection.

CHAPTER ONE:

INTRODUCTION AND CONTEXTUALISATION

1.1 INTRODUCTION

Sport is a powerful tool. It has the power to bring people together in a way nothing else can. It can also bring and accentuate division in a way nothing else can. Sport in South Africa is powerful in the way it inspires and brings people together during the toughest of times and has served as this country shining light through some of our darkest of days, be they economic or political. South Africans inherently display the fundamental, intrinsic requirements and characteristics of sport not only in our traditional cultures but in the way, we live our lives and interact with each-other. The convening power of sport makes it a compelling tool for social change provided its potential is harnessed through sustainable management and processes (Kluka, 2008).

To ensure that the history of division in South African society is addressed, the transformation of opportunities to participate in sport is crucial. Former Minister of Sport and Recreation Mr. Fikile Mbalula, emphasised the importance of transformation and empowerment in sport at an event where he launched a new rural sport development programme aimed at developing the top 5 sports in rural areas. In response to the need to transform sport Mr. Mbalula have allocated grants for sport development and transformation to the amount of about R579 Million for 2016 to 2017. This money was to be used to train 7405 educators for the school sport programme that will host 33 mass mobilisation campaigns and will see 2900 758 people taking part in school, community, clubs, districts, provincial and national level. (SRSA.gov.za, 2017).

Sport development programmes in South Africa have the almost insurmountable task in terms of the number of people that need to be served and supported in sporting programmes in relation to the amount of funding, and available corporate partners.

In a 2008 paper Vaeyens *et al* (2008), write in full the first time distinguished between talent identification and talent selection as follows: *"...talent identification is the process of recognising current players that have the potential to excel in sport. Talent selection is the acceptance of individuals into representative teams and development programmes. Talent identification involves attempts to predict future capacity of performance of an individual."*

As it has been have seen many occasions in recent times in our big five sports where athletes who are not ready for elite level participation are thrust into the spotlight for the purpose of winning. This has caused the premature end of many promising athletes.

1.2 PROBLEM STATEMENT

South Africa is challenged with the need to transform sport as a result of a history marked by racial division. Top-down approaches to address the inequity of Apartheid, for example enforcing the quota system in Rugby and Cricket, seem to dominate. The transformation of sport in South Africa, however requires a concurrent bottom-up approach in which new talent are developed from a young age. Developing sport skills essential to excel at a sport requires years of incremental coaching effort and cannot be fast-tracked.

Two concepts used interchangeably in sport development is the concept of talent identification and skill development. Even though the concepts should be seen as a progression, talent identification is unfortunately used as 'skill development' in marginalised communities. Athletes from marginalised communities are selected on the basis of the talent that they present at a particular moment in time Vaeyens *et al* (2008). Therefore, this study asked the question: "*Is current sport development for athletes aged 7 to 18 residing in Tshwane based on skill development or talent identification principles?"*

1.3 AIMS AND OBJECTIVES

The study aimed to determine whether sport development approaches in Tshwane are based on skill development or talent identification principles. The aim of the study was achieved through the following objectives:

- To identify best practice sport development initiatives for athletes aged 7 to 18 years residing in South Africa;
- To categorise sport development initiatives in Tshwane for athletes aged 7 to 18 years according to talent identification or skill development focused;
- To recommend possible changes to the current approaches to sport development for athletes aged 7 to 18 years to enable skill development.

1.4 LITERATURE REVIEW

This literature review delineated the theoretical lens used in the study and will elaborate on key concepts that govern sport development in South Africa.

Conflict theory has been selected as the theoretical lens due to its fundamental reasoning and analysis of society as a whole. Conflict theory suggests that "*society is in a state of perpetual conflict due to competition for limited resources. It holds that social order is maintained by domination and power, rather than consensus and conformity"* (Staff, 2017). According to the critical theory, sports are therefore shaped by economic forces and used by economically powerful people to increase their wealth.

Transformation of sport is one of the biggest facets of sport development in South Africa because of its almost hereditary inheritance of dispossession in terms of participation representation and opportunities in sport for marginalised communities. To emphasize the importance of sport to the social development of a country like South Africa, Mr. Fikile Mbalula (Mbalula,2011), former Minister of Sport, said the following at The University of Johannesburg at the launch of the integrated school sport programme:

> *"Ladies and Gentlemen, sport is a vehicle for youth development and empowerment especially for boys and girls. It is a tool for social integration and empowerment through tailored programmes for skills and values learned, such as teamwork, negotiation, leadership, communication and mutual respect. It is an important forum for providing and accessing information to boys and girls on sexuality and health, including reproductive health. Their participation in sport and recreation can generate a greater understanding and knowledge of their physical capabilities, their bodies and its functions, as well as a greater sense of self-ownership and self-value and respect"*

Various boundaries exist that complicate talent identification and development in marginalised communities. The boundaries of this problem lie largely within financial as well as geographical and capacity constraints. This means more specifically, that funds tend to be directed to areas and programs that are not concerned with talent identification and development on a long-term basis and because of that the geographical areas that need these services are not being nourished. A senior gap, however, exists in getting players from grassroots level into formal structures.

Williams and Reilly (2008) concluded that talent identification usually occurs around a myriad of areas; physical attributes, physiological skills, technical skills, psychological skills, cognitive and social skills. Williams and Riley went on to state that when comparing expertise to natural ability it (expertise) is less dependent on natural ability and is more likely related to the time spent within highly structured and effort bound activity with the end goal is a specific goal of improvement.

They concluded that this indicated an important need for identifying the correct players that are to be entered into development programmes which implies the importance of having a predetermined list of characteristics that must be achieved for entry to into these programmes to be secured (Williams & Reilly, 2010). If talent identification agents do not have pre-determined characteristics that they are aiming to identify and are not trained appropriately in identifying these talents then fundamentally from the get-go the process is in jeopardy of failure.

Mitchell (2013) suggests in his article "Talent Identification" that there should be a "first stage" in talent identification. During this stage selectors should be determining why specific athletes are being chosen. He emphasised that development programmes tend to be tied to regional or national competitions. This means that the sole purpose then tends to be winning instead of athlete development. He noted that according to his opinion; development programmes should be designed to give athletes an opportunity to develop to their fullest potential and slowly integrate and prepare them for elite competition. This gives the system clear focus and direction that places ultimate emphasis on identifying athletes who have long term potential and not those who have current tournament winning capacity (Mitchel, 2013).

In New Zealand sport also forms an important part of the country's identity. Rugby, for example, is perceived as part of the national identity. The success achieved by New Zealand can be contributed to initiatives such as streamlining and focusing of efforts to develop rugby players from a young age. The New Zealand program is heavily funded by the Rugby union and starts at a very young age. Former All Black and now coach who helps run these programs Buck Anderson says "*Everything we do is about four key skills: catch, pass, run and evade". Once bitten by the bug, kids are fed through a carefully designed series of programmes, starting at the age of five with the ingeniously named Small Blacks. "We try to line up the skills required with the ability of the kids to perform those skills,"* says Anderson (Fordyce, 2011: 1).

Between the ages of five and seven, there are no set pieces, no tackling and no kicking. Aged eight onwards, defence skills are introduced - *"We teach them to watch the hips, not the ball or the feet; where the hips go, the player follows*" - with non-pushing scrums, catching above the head to develop line-out skills and limited post-tackle drills. The pitch is still small while the ball is no bigger than a size three (Fordyce, 2011).

Only from 11, do kids take part in 15-a-side games - and even then, it is all about ball in hand. Penalties result in possession being handed over, rather than kicks at goal. There is a much bigger emphasis on running the ball rather than kicking it (Fordyce, 2011).

The practice of *'Long Term Athlete Development'* (LTAD) seem to be lacking in sport development programmes in marginalised communities in South Africa. LTAD is a model that shapes and guides understanding of athlete development within different age groups and developmental stages. LTAD follows seven particular stages, and if followed properly, will ensure that proper athlete development has taken place at a rate that does not exceed the athlete's ability based on growth and maturation as well as cognitive ability (Balyi, Way and Higgs, 2017).

Progressing athletes to the next stage of the process should not depend or rely upon their chronological age but rather on which stage they fall into based on their ability and developmental age (Balyi, Way and Higgs, 2017). There are differences that should be noted for example the difference of maturation between males and females. It must be taken into consideration that chronological age and developmental or biological age may be very different as the athlete may be classified as a late bloomer.

The seven stages proposed by LTAD recognises that early specialisation sports tend to have very specific requirements that will invariably affect or even dictate their specific stage set up of the LTAD process (Balyi, Way and Higgs, 2017).

1.5 RESEARCH METHODOLOGY

1.5.1 Research design

The research study utilised a qualitative approach to achieve insight into the current talent identification and development programmes in marginalised communities in Tshwane (Gratton & Jones, 2010).

1.5.2 Research population

The research population for this study was focused current implemented programmes of talent identification and development, facilitated by the Department of Sport and Recreation and, or sport franchises (see Table 1). The focus was on programs implemented in marginalised communities for athletes aged 7 to 18 years in Tshwane. The study did not utilise athletes as research participants but rather focused on the perceptions of coaches and sport administrators who are responsible for the provision of sport development programs in Tshwane communities, and specifically in marginalised communities.

1.5.3 Research sample

The research utilised a non-probability, key informant sample (Gratton & Jones, 2010). Sporting codes included in the research sample are illustrated in Table 1.

1.5.4 Data collection

Data collection has been described as a *"systemic approach to gathering and measuring information from a variety of sources to get a complete and accurate picture of an area of interest'* (McLaughlin and Rouse, 2017). Data for this study was collected by means of using document analyses and semi-structured interviews.

1.5.4.1 Document analysis

Documentary sources included vision and mission statements; policy documentation; promotional documentation; and, information on websites. Documentary sources were utilised in this study to provide the researcher with information regarding roles and expectations of the Union within the SARU structure. Data collected was analysed and compared with data collected through semi-structured interviews and participant observation. Documentary sources used in this study were in the public domain and is therefore available without the need to obtain informed consent (Creswell, 2013).

1.5.4.2 Semi-structured interviews

Interviewing is an engaging as a form of inquiry as it unique and relevant insight into experiences and views of individuals. In this sense complex and rich data collection will be enabled by eliciting information from respondents via direct questioning. (MacDonald, 2012). This study used semi-structured interviews as data collection tool to allow the researcher to gain an in-depth understanding of how sport development is implemented in marginalised communities.

Table 1 Sporting codes included in the study

Sport	Federation/Franchise	Data collection	
		Document analysis	**Semi-structured interviews**
Rugby	Rugby South Africa BBRU		
Cricket	Cricket South Africa TITANS		
Swimming	Swimming South Africa Gauteng		
Soccer	South African Football Association (SAFA)		
Hockey	Hockey South Africa Northerns Hockey		

1.5.5 Data analysis

Data collected for the purpose of this study will be in the form of recorded data from interviews that will be transcribed ad verbatim. Data will be coded according to inter alia the following themes:

- Talent identification versus skill development;
- Best practice sport development initiatives;
- Skill development transition to sport development;
- Alternatives/ changes to current sport development programs.

1.6 ETHICAL CONSIDERATIONS

Throughout this study various ethical aspects of this research study were adhered to. This included privacy, voluntary participation, informed consent and no harm or risks to the participants.

1.6.1 Privacy

The study protected the privacy of the all subjects that participate in the study. Access to subject's characteristics, responses, views, behaviour, personal beliefs and other information were restricted to the researcher. Privacy was ensured by using utmost confidentiality and appropriate storing of data (Gratton & Jones, 2010). Privacy and confidentiality were ensured by reporting on findings according to groups of responses, for example responses from volunteers.

1.6.2 Confidentiality

During the research process only, the researcher had access to individual data or the names of the participants. Confidentiality was ensured by not linking data to individual participants or organizations by name.

1.6.3 Voluntary participation

No subject participating in the study were compelled, coerced or forced to participate. (Gratton & Jones, 2010; Mcmillan & Schumacher, 2010).

1.6.4 Informed consent

Informed consent was achieved by providing participants with an explanation of the research aims; an opportunity of cessation at any time with no penalty; and full disclosure of any risks associated with the study. Consent was obtained by asking participants to sign a letter of informed consent that indicated understanding of the research and consent to participate (Gratton & Jones, 2010; Mcmillan & Schumacher, 2010).

1.7 DEFINITION OF KEY CONCEPTS

Long Term Athlete Development (LTAD)

LTAD is a model that shapes and guides understanding of athlete development within different age groups and developmental stages (Balyi, Way and Higgs, 2017).

Sport development programmes

Sport development programmes should be designed to give athletes an opportunity to develop to their fullest potential and slowly integrate and prepare them for elite competition. This gives the system clear focus and direction that places ultimate emphasis on identifying athletes who have long term potential and not those who have current tournament winning capacity. (Mitchel, 2013)

Talent identification

"Talent identification is the process of recognising current players that have the potential to excel in sport...talent identification involve attempts to predict future capacity of performance of an individual" (Vaeyens *et al*., 2008).

Talent selection

Talent selection is the acceptance of individuals into representative teams and development programmes.

Transformation of sport

Transformation is the process of holistically changing the delivery of sport through the actions of individuals and organisations that comprise the sport sector to ensure increased access and opportunities for all South Africans, including women, persons with disabilities, youth, children and the elderly to sport and recreation opportunities (SRSA.gov.za., 2017)

1.8 CHAPTER CONCLUSION

Chapter One provided an overview of the study area. The statement of the problem followed by the identification of the study aim and objectives allowed the reader an understanding of the study. Chapter Two, Talent identification versus Skill development, will provide a comparison between the two approaches used in sport development.

CHAPTER 2

BARRIERS TO THE DEVELOPMENT OF SPORT IN MARGINALISED COMMUNITIES

2.1 INTRODUCTION

Chapter One provided an overview of the research question, research aims and the theoretical approach that will be used in the study. Chapter One also presented the research methodology that will be utilised to answer the research question. Chapter Two will focus on the barriers that affect the development of sport in marginalised communities.

2.2 SPORT PROVISION IN COMMUNITIES

Sport has become an important part of global society. It has formed an integral part of societal fabric since the very beginning of civilisation (Kaplan, 2013). Sport has the power to influence and change people's lives. It can have a purposeful impact on politics, spiritual wellness, motor development, cognitive development and health. Sport has been seen to have positive impacts in the personal lives on individuals in the way it shapes positive personal development and achievement, improving moral and ethical orientations as well as social collaboration (Lee, Whitehead, Ntoumanis, & Hatzigeorgiadis, 2008).

However, the power of sport is often underestimated, as, it isn't seen as a development solution equal to that of economics and medicine. Sport is, however, not only part of the global institution of human interaction and advancement but a powerful development tool (Kaplan, 2013).

Sport can be seen as a social phenomenon which has given birth to its very own institutions, cultures, norms and laws which are all intricately woven into global cultural norms, which in itself has made it into not just a transient event, but part of human nature (Kaplan, 2013). Sport has a certain sophistication within its multi-faceted and complicated nature. Sport, like no other medium has the power to connect people who have no other means of understanding each other, other than the event they are engaged in. Thus, sport has the ability to connect people without the need for understanding through language, culture or religion.

The power of sport to level all who participate before each other on the same level field of play has often been acknowledged (Kaplan, 2013). No matter what the status of the world would be, sport would, as a result, always be there to fill a social need within humans and therefore behave in a transformative tool to psychologically transcend current realities.

In 2009 David Welsh highlighted the intricacies and ever-growing prominence of sport in his paper "The rise and fall of apartheid" In this paper, the author relates how, historically and more so currently, sport has held a space of auspiciousness. Sport doesn't merely entertain basic fun, enjoyment and recreation any longer, but it has become big business (Welsh,2009).

Within this power position it has not only become an integral part of the overall entertainment industry but has grappled yielding power in enhancement of national prestige and commercial interest (Welsh, 2009). Sport has also, beyond all of this, created itself as the seat of advancement for national pride, cohesion and togetherness (Welsh,2009).

In (2010) Jenson cited Berger-Schmitt's (2002) deconstruction of the term or concept of social cohesion into two derivatives. Firstly, it spoke about inequality and the important role of the creation of equal opportunities which would help bring about change in the levels of division found within communities and society at large. Secondly mention was made of the significance of social capital. Social capital is concerned with the reinforcement and thus strengthening of social relationships and in turn bares voice to the elements that are defined as social capital within a society, for example as mentioned above, social cohesion. Social cohesion has the power to improve individuals within that communities' sense of belonging within that community (Markus & Dharmalingam, 2007) which as will be mentioned later is an important factor of human psychological wellness according to Maslow.

Sport does, however, not only have the power to bring people together, but can also be a separating force. Yet more often than not, when it comes to national teams, all other divides brought on by provincial and club alliances melt away and a country stands together as one. When sport has negative effects of division, Vishnu et al (2004), suggest that it serves as a greater reflection of many of the tensions and opinions current in society, which in turn generate more avenues of tension (Vishnu et al, 2004).

Thus, as Venter postulated in his thesis "*The fact that sport has received and continues to receive such considerable attention in the mass media suggests that it occupies a prominent position within the public consciousness*" (Venter, 2016).

Consequently, it is frequently at the centre of debates regarding issues affecting societies since sport is often a revealing reflection of the society in which it is played (Venter, 2016).

Considering that South Africans have had democracy and freedom since 1994, and the country is still dealing with historical inequality in all aspects of life, notwithstanding sport, then it goes to reason that the fight to develop sport in the ideal manner in South Africa will realistically still take a very long time indeed and will inevitably be wrought with many mistakes and controversy along the way (Merritt et al, 2011). The role that sport plays in developing communities and the importance that communities play in the development of sport and nurturing of future talent can be seen as an important avenue of question that should be analysed. The world over, sport is always positioned for its ability to improve a community's health and therefore reduce pressure on health services (Edwards & Casper, 2012).

Sport can also and does also function as a tool of renewal. It was the potential, for suffering communities to contribute to redirection and rediscovery of moral and ethical values. This serves to strengthen and regenerate the frayed fabric of a community (Hylton & Bramham, 2008). Sport also acts as an important tool for communities in the way it can re-establish communication networks, trust and productive behaviour which in return lowers levels or likelihood of broken families, teenage delinquency, criminal behaviour an anarchy (Hylton & Bramham, 2008). This happens because of the behaviour and norms that are traditionally promoted within sport.

These norms and values become or establish a basis of new norms within a community and society which are then adopted as the new norms and are built upon (Green, 2011). In 2011 Willis echoed this sentiment noting that a multitude of programs are generally aimed at advancing and bettering sport, however on few occasions do practitioners consider that sport in its own nature can be used as a tool of developing or as contributor to community development.

However, this can easily reduce focus on the importance of sport development in communities with the other focus of firstly creating opportunities of recreation for community members but also secondly on the important role that communities (of all socio-economic statuses) play in giving birth to future sports super stars. There is no denying the facts that have been proven, that sport has been shown to improve social integration, improve

psychological wellness, reduce stress and anxiety, reduce the participation in risky and anti-social behaviour (Putnam, 2000; Right to Play International, 2008).

The abovementioned social benefits allow easier justification for investment and resource allocation for sport within marginalised communities. Due to this reasoning, however, it would largely dictate the policy of projects which would not necessarily be aimed at developing the sport and identifying talent. For the most part these programs are aimed at elements that would overall contribute to increased mass participation, generalised sport skill improvement and mostly fun (Coalter, 2010b). This means that elementally, the need to develop certain sports and identify talent falls by the way side unless sport federations and corporates have programs specifically aimed at those outcomes. South Africa is an unequal society.

Within its borders it proliferates few occasions for people to socially interact through sport, because of these inequalities that perpetuate a lack of participation opportunities brought on by the very reasons for the inequality (Organisation for economic co-operation and development, 2006).

Unemployment, lack of resources, education, transportation are all elements that push sport lower down on the hierarchy of importance in people's lives which in itself stifles the development of the sports and the individuals who are meant to participate in it (Organisation for economic co-operation and development, 2006).

As a result of the strong belief in the power of sport to alleviate many social deviancies, the majority of sport development programs in focus on the direct needs of the communities, rather than on the development of a specific sport.

2.3 BARRIERS TO DEVELOPING SPORT IN MARGINALISED COMMUNITIES

2.3.1 Sport development; neglecting to consider the needs of a community

Mr. Jake White lamented, after being involved in a rugby clinic that introduced the game of rugby previously disadvantaged children at Orlando Stadium, where the interest of up to 500 children had been ignited within the young community (Suzman, 2010). During the same interview, Mr. Jake White mentioned that each child was given a hamburger and Golden

Lions T-shirt. A memorable moment occurred for him as, whilst they were getting ready to depart, the children took out a soccer ball and played with that instead. After they had just spent the day trying to teach the children about rugby (Suzman,2010). Mr. White exclaimed, that after spending all of that money and time and resources, all the children really wanted was a meal and t-shirt (Suzman, 2010).

As a result of this, Mr. White suggested that a "*needs analysis*" should be done in order to stratify and better understand how to approach this developmental dilemma, otherwise it will continue to be a fruitless exercise (Suzman, 2010).

Sport development projects in South Africa become stifled by many elements suffered within those communities. The capacity of the community to be able to implements any development initiatives have a large dictatorial power over these programs and in many cases, this leads to the ultimate demise of such programs (Wendel et al., 2009).

Community development has many definitions. These definitions are largely different based on the individual or community who subjectively defines it. Vail (2007) proclaimed that community development should be characterised as a system of groups of people of individuals who assist and help other people with the intention of improving the various aspects of their lives. Community development has been a term coined as an umbrella term that describes the actions that are needed to intervene when community needs and aspirations have not been met and or satisfied (Gilchrist, 2009).

Community development should be identifiable as a system of understanding, empowering, communication with the aim of improving capacity, identifying leaders and overall improvement of the circumstances of individuals within that community (Dale & Sparkes, 2010). It should be a system of development and evolution that builds and improves assets to increase resources of individuals to elevate their quality of life (Green & Haines, 2012).

Community capacity can be defined as the skills that members of said communities have. Community capacity is enabled by the foundation of the resources that are important in terms of the developments of communities. Communities that fall within low socio-economic parameters, largely lack the availability of skilled individuals who are equipped with organizational skills, inter-organizational networks, partnerships and finally structural assets (Wendel et al., 2009). This then places the onus on sport development organizations entering marginalised communities with the intent on developing specific sports in order to identify

talent, with the extra burden of providing these resources and skills which in return limits the capacity and lifespan of said program (Wendel et al., 2009).

Organisations and federations who are providing, or intending to provide sport development programs, often have the financial burden of employing expert sport coaches who do have the required skills (Wendel et al., 2009). These organisations also have the added burden of providing the structural infrastructures that would provide the facilitation and hosting of such events (Wendel et al., 2009).

Longer term programs also become alternative avenues of financial burden as they require long term maintenance. In certain communities these facilities become vandalized and burgled by members within the local communities which then in turn, create other avenues of conflict and financial sabotage (Beacom and Levermore, 2009).

2.3.2 Socio-economic status

The current population of south Africa is roughly sitting at 57,022,916 with a median age of 26 years old. This is combined with an unemployment rate in excess of 60% (of the employable population) (Worldometers.info, 2017). Another alarming statistic is the fact that over 55% of the country's population live in abject poverty. This dictates that governmental and even non-governmental organisations are placed under immense pressure to support basic needs as priority.

Basic Human needs according to Maslow's Hierarchy of needs can be defined as Physiological. This stated that the first requirements of needs that a human being needs to be fulfilled before anything else can be achieved would include elements like, food, water, warmth and rest (shelter) (Maslow, 1943).

That is followed by Safety needs which are categorised as security and safety. After these "Basic needs" have been fulfilled Maslow (1943) stated that psychological needs can then be catered for or sought out. This would encompass "belonging and love" which is defined by intimate relationships, friends and the social elements of life. "Esteem needs" which is defined by prestige and feelings of accomplishment (Maslow, 1943).

Finally, Maslow postulated that only after the "foundation of this pyramid has been built and is secure would a human being seek out "self-fulfilment" needs (Maslow, 1943). This final category is defined by the individual pursuing activities that would lead to them achieving

what they perceive as their full potential as well as creative avenues of expression. Maslow (1943), stated that for most humans this hierarchy controls and directs their motivation as well as their behaviour towards other and their environment. This means that unless certain needs are satisfied the individual will not be motivated to satisfy higher order needs. In fact, higher order needs only seem to materialise in the individual's motivations once lower order needs become satisfied (Maslow, 1943).

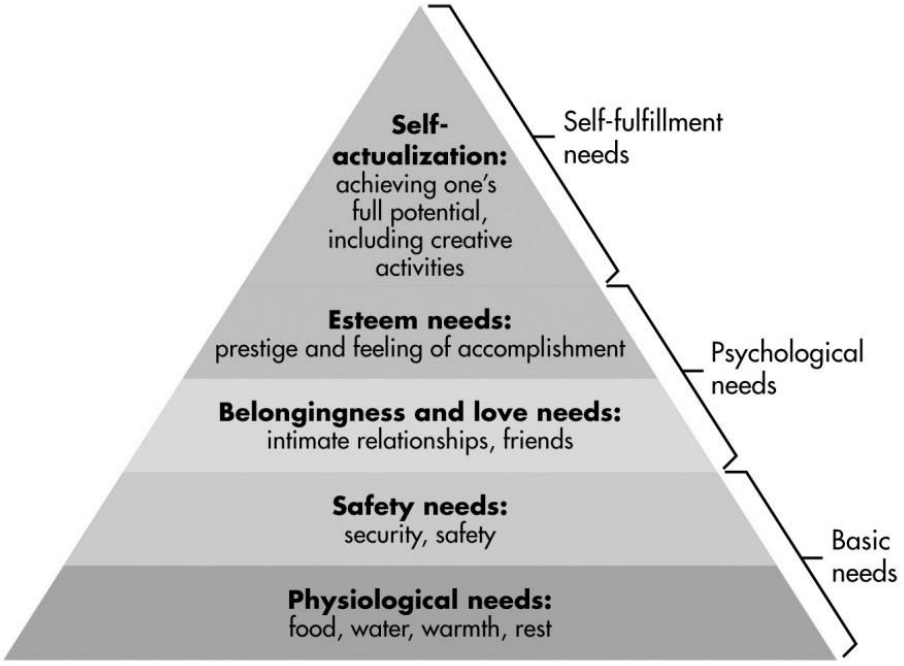


Figure 1: Maslow's Hierarchy of needs (Mcleod,2018)

Providing basic services of food, water, sewage, housing, electricity and social grants, then becomes more important than creating avenues of enjoyment and self-development via sport as they only feature higher on the hierarchy of Maslow's needs.

Of the previously mentioned +-55% of population that live in poverty, almost that entire amount of people lives via the South African Social Grant scheme according to stats SA. In conjunction with this worrying statistic is the fact that 0.5% of children in South Africa are living in child-headed households. (Statistics South Africa, 2011a). These child-headed households suffer more than other poor households as they struggle to have access to acceptable sanitation as well as clean consumable water. These households are very much solely dependent on other family member (relatives) as well as social grants in order to survive (Statistics South Africa, 2011a).

In 2015, the South African government had spent R151 Billion Rands on Social grants alone (Africa, 2017). If we look at the 2015/2016 GDP figures of South Africa and the breakdown of expenditure we will be able to see why Sport and recreation has been a "Backburner" priority and therefore not being serviced and developed as it optimally should.

According to Stats SA, during the 2015/2016 financial year the South African Government spent a total of R152 trillion Rands when the country's GDP was only at R135 Trillion. Meaning government has grossly overspent (Stats SA, 2017). The most significant of the spending (25%) was on what is called "general services" which in most part consist of government staff salaries and nursing the national debt. Of this total of R152 trillion Rands, the proportion that was spent on sport and culture (shared total between culture and sport) was a mere 2% which equals a total of R30,4 billion Rands (Stats SA, 2017) and is said to decrease in the 2017/2018 financial year as government becomes increasingly pressured with debt and financial strife following more credit rating downgrades (Smith, 2017) as well as the current recession following two consecutive financial quarters of contraction.

It is this researcher's opinion that this long-term decreases in spend on sport and recreation that is already a mere 1%, will have a very negative long-term knock-on effect on sport development and cause a tailspin in talent development and identification. This could spell the beginning of the end of the nation's serious ability to produce world class athletes in a sustainable manner. It will also cause a leak in terms of potential talent that the country would then lose to other nations through talent scouts, sport agents and clubs offering vast sums of money for these athlete's services. South African School boy rugby players are being offered between R50 000 and R65 000 p/m with free accommodation and a free vehicle in countries like France (Businesstech.co.za, 2018).

As an example of a few contracts that our nation's athletes have signed with internationally based clubs are (Writer, 2018):

- Bryan Habana (French club Toulon) annual salary of R10.7 million.
- Duane Vermeulen (French club Toulon) annual salary of R10.1 million.
- Jacques Du Plessis (French Club Montpellier) annual salary of R5 million.

With salaries like this being offered and players being able to earn the same totals at Japanese clubs and English clubs we can understand why we have experienced such an incredible player drain over the last few years. It is simply impossible for SARU, SAFA and local clubs

to equal or better the salaries and packages on offer internationally. This unfortunately means that we will continuously be developing players and losing them at an unsustainable rate.

It can be said that based on sentiments that the dysfunctional nature and stature of our current provincial and national level of competency in competitiveness, leads us to discover a greater dysfunctional system that underpins it overall (Venter, 2016).

It furthermore gives an uncomfortable insight to the still unequal system of access and privilege in our sporting structures which reinforce divisions and underlie most debates about transformation and development in modern South African sport (Venter, 2016). With these statements thus far, it can be understood that based on South Africa's painful historical background, South Africa will only really and honestly reach a point that can be labelled a truly integrated state of sport, once substantial and far reaching changes are made in society (Merritt et al, 2011).

Sport at elite level in terms of representation can be used as an identifying yardstick to measure the progress that has been made within a society as a whole (Venter,2016). During the Helen Suzman Foundation Quarterly Roundtable Series held in May of 2010 Mr. Jake White (former world cup winning Springbok coach) spoke of his experiences in rural communities and low socio-economic communities with trying to have rugby clinics to introduce the game to children, in the interest of improving the rugby footprint at grassroot level in South Africa.

In his opinion South Africa was not producing enough players of colour at elite level, and that if this was to happen, proper systems would need to be put in place to support, grow and develop the game (Suzman,2010).

2.3.3 The quota system

In April of 2016, former Minister of Sport, Mr. Fikile Mbalula said that if any sport federation in South Africa failed to comply with Sport and Recreation South Africa's transformation targets the following penalties would be implemented as punishment (Writer, 2018):

1. Government with withdraw recognition of a particular federation as a National Federation of their sport and this withdrawal would be published in the Government Gazette.

2. Government would revoke al privileges of a particular federation in relation to hosting of any major or mega tournaments related to their respective sport within the borders of South Africa.

3. The federation will lose its ability and opportunity to receive or be awarded national colours via the South African Sports Confederation and Olympic Committee (SASCOC) to all athletes who participate under said federation and therefore would not be able to represent South Africa nationally or internationally.

4. Full termination of any and all relationships and or cooperation between Sport and Recreation South Africa (SRSA) due to non-compliance.

5. Full Withdrawal of any and all political support and or endorsements for any and all sponsorships of said federation.

Mr. Mbalula enjoyed praise of his transformational stance but also suffered severe backlash as those federations in questions would be set up to lose billions of Rands in endorsements, sponsorships and revenue (Writer, 2018.

Mr. Jake White commented that he firmly believes that the notion of the quota system has been one of the biggest killers of development of sport in South Africa (Suzman, 2010). His reasoning for this was that he doesn't believe it is within its nature wrong, however the fact that it was called a quota system, meant putting a number to it. Giving it a number makes it, and gives it a negative perception (Suzman,2010).

This number also brings about limits as to how many people may or may not be allowed within a team, when the nature of sport development in itself should not postulate such limits but rather encourage limitless participation. We need collaboration of knowledge, education and institutes that initiate a change in narrative and current discourse that we have regarding these issues (Suzman,2010). Desai et al, mirrored by Mr. White's view regarding the quota system, saying that "instead of moving toward a philosophy of non-racialism and mass-based sport, it has caused instead a need to define racial groupings in sport and therefore serves to further perpetuate and entrench ideologies of race" (Vishnu et al, 2004).

From this it can be detracted that the quota system, while it has a good intention and in the nature of its development aims to assist in transformation and developing talent, actually aids as a stumbling block to the process because it causes alienation instead of reconciliation (Vishnu et al,2004).

South Africa is one of the most unequal societies in the world. The country inherited systemic inequality from the apartheid legacy leading to near insurmountable challenges of redress in order to improve lives of the poorest people in our population.

This means that giving access to all in terms of facilities and opportunities makes just developing sport an incredible challenge, therefore with all the talk of rapid transformation in sport, is it justifiable to expect sport administrators to overcome problems and issues that not even politicians have been able to solve? (Venter,2016). It is very obvious to assume that if you consider socioeconomic circumstances and that an individual's ability and even opportunity to reach "elite level" in certain sports would be hindered by the specialisation in both the facilities and coaching required (Green,2011).

High performance systems should be implemented which means that athletes are held to account for their effort, development and performance. If they don't perform, the nature of a high-performance structure dictates that they are then dropped from the team until such time as they improve their performance and therefore justify their place within the team, regardless of their respective demographic representation. This in itself galvanises the athlete to work harder and initiates healthy competition within structures. This system does not allow the celebration of mediocrity in any way (Suzman,2010).

SARU, released a statement in August 2018, relating that the organisation is in the process of looking at and analysing a new "draft system" into South African Rugby. The implications of this is that it would effectively reduce the amount of active professionally graded players in the country from 990 to 460 (Sport, 2018). Franchise teams in the union will then only be able to contract between 40 to 50 players at a time respectively. According the SARU this is because the current structures have created a false market that puts financial burden on already suffering unions (Sport, 2018). Fundamentally players will only be playing if they are the best of the best (Sport, 2018).

Though this speaks well of the intention to strengthen the pool of players active on the field, it may prove as an Achilles heel in the longer term. This is because all of the players who would not fall into the 40-50 contracted positions would now have find work full time which is something they haven't done before. Long term this may increase the amounts of players dropping out of sport because of the shift in their respective lifestyles and responsibilities. This in return places more pressure on development structures and finding who may or may not also become hip strung by the draft system and funding.

On the other hand, this may help reignite the system of smaller clubs that have been waning in recent years because of trying to compete with larger franchises (Sport, 2018). More players will therefore be available to select for these clubs as they will need to stay fit and get game time in the hope of being drafted back into the big franchises (Sport, 2018).

2.3.4 Lack of sport development systems and infrastructure

In 2006, Desai and Vahed mentioned that black schools simply do not have the proper systems, structures and facilities in place to help learners get exposure to sport. These system and structural deficits may be characterized by many different elements respectively. Schools lack basic equipment; the schools also lack the ability to cater for sports as they are largely restricted by the types of facilities they do or do not have. Schools in these areas rely largely on community recreation centres for their sporting programs (Srsa,2012). This speaks largely to the kinds of opportunities that children are given in low socio-economic areas. Children in these schools for the most part have only seen and been exposed to Football and Netball (Srsa,2012). Teachers in schools in marginalised communities are expected to be the coaches (SARFU,2001). In a lot of cases they lack basic knowledge of the sports that they have been tasked with coaching. This would also lean us to the belief that they would also not have great understanding of the premises of talent identification, sport development, talent retention, talent development or even the LTAD concept (RSA,2012).

This invariably leads to availability issues, transport problems, safety concerns for learners travelling (by foot mostly) to and from these areas and finally the state of disrepair that the centres often are in.

2.3.5 Lack of proper nutrition

Another problem faced which is in a lot of cases an incredibly limiting factor is the fact that basic nutrition for most of the learners is transient (SRSA,2012). Learners rely of meals at school feeding programs, if there are any. This then means that children are attending school and sporting programs without perhaps having had any meals that day. Children in these structures will be further behind learners of the same age group who have been in more formal structures that do not lack these basic resources (South African Government, 2002).

This automatically starts these learners off at a disadvantage as compared to learners going to schools who do have those facilities as a base line.

2.3.6 Culture

Culture in sport can be is defined by Taylor (2016) as a method of establishing "*establishes norms of acceptable behaviour on a team, either explicitly or implicitly conveying to members what is allowed and what is not. These norms can dictate to team members how to behave, communicate, cooperate and deal with conflict. When clear norms are established, everyone on a team is more likely to abide by them*". The creation of this culture within a team penetrates all aspects of the team physically as well as psychologically and directs the way individuals will experience this team (Taylor, 2016). This culture will become a take home aspect of all individuals involved and will then affect their personal lives and indirectly their communities.

For sports like rugby and cricket a certain type of culture is attributed to each sport, so if federations want to change the face of sport, these cultures must take root within these communities and this can only be done by bringing these sports to people from a young age. A completely integrated approach needs to be developed that nurtures collaboration between stakeholders for any development of sport to be successful (Desai et al,2002).

2.4 The development of sport in South African Context

The South African Department of Sport and Recreation has defined transformation in sport as a "process of holistically changing the delivery of sport through the actions of individuals and organisations that comprise of the sport sector to ensure an increase in access and opportunities for all South Africans to sport and recreation opportunities (Development and transformation in sport, 2015). The fundamental definition by the department of sport shows the need to redress and ensure access and opportunities as the major entity to improve our overall performance in sport at all levels.

Furthermore, the department of sport has identified, that in order for their definition of transformation to come to fruition the need to ensure a myriad of functions that operate properly. A few of those functions will be discussed below.

Firstly, listed is the harnessing of socioeconomic benefits of sport. If one considers that the North American sport market alone is valued at $60.5 Billion Dollars in 2014 and projected to grow to $73.5 Billion Dollars in 2019 according to Forbes (Heitner,2015). The media rights alone for 2019 is projected to be in excess of $20.6 Billion Dollars.

This means there is a lot of revenue that could potentially be harnessed to improve the economic statuses of many individuals and suggests that if managed properly, it can also create many jobs outside of primarily athletic type jobs. Secondly the department stated that the constitutional right to sport must be recognised (Development and transformation in sport, 2015). Fundamentally if a citizen in South Africa does not have access or opportunity to sport, their constitutional rights are being infringed upon, making it a human rights issue (Development and transformation in sport, 2015).

The department went on to state that in order for the above mentioned to be realised, other important aspects need to be addressed:

1: *Human Capital development*: If sport is to be appropriately developed, people tasked with this development need to be empowered and upskilled appropriately.

This dictates skill development, certification, education and qualifications, without which coaches and managers etc. are hardly capable of discharging their duties appropriately and professionally (Development and transformation in sport, 2015).

Resistance to change: Resistance to change is a problem at all levels of sport, in particular sports that are and have been historically male dominated and controlled. These sports have displayed particular opposition to females participating in the sporting code. In other words, "*as far as rugby is concerned, it is said to be a masculine sport in which women transgress the dominant representations of athletic women widely publicized and systematically imposed by the media"* (Joncheray and Tlili, 2013).

2: *Equitable resource distribution*: This speaks to the fair and impartial delivery and sharing of resources across demographics, be it sport fields, equipment or access to experts (Development and transformation in sport, 2015). *Uneven provision of facilities*: (Desai et al, 2006), spoke of the uneven distribution and for the most part the lack of expertise at black schools, this means learners at these schools are always at a disadvantage to children who either attend former "model c" schools or private schools (Desai et al, 2006).

This underpins the dire need for talent identification and development in South Africa so that we can find and nurture the next Caster Semenya or Wayde Van Niekerk that may be in a rural school somewhere without hope for a sporting future, yet having the talent to do so. The point in its entirety should also include other barriers identified by the Department of sport and recreation- uneven sport development, inadequate talent identification and development.

3: *Elimination of all inequalities*: This will arguably be the biggest and most difficult stumbling block to overcome. Inequality is so deeply entrenched in South Africa that the differences are as stark as living on an income as low as R400 a month (Nicolson,2015) and on the other (highest) end, the highest paid individual in South Africa, Alan Clark CEO of SABMiller with a salary of R122.8 Million for the 2015 financial year (Omarjee, 2017). This highlights the gross inequalities that people face in South Africa.

4: *Increase access to participate opportunities*: Enabling greater ease of access to participation means "bringing sport to the people". This in South Africa is incredibly difficult not just geographically with South Africa said to have an approximate land mass of 1,219,090 square meters (South-African-tour-and-travel, 2017), but financially too. South Africa is experiencing a tough economic climate that pressures finances, which will put strain on "auxiliary services" like sport and culture (Smith,2017). *Lack of access*: as previously mentioned, people simply having access to facilities and or expertise and equipment is an incredible stumbling block for development.

5: *Greater community involvement through new sport infrastructure development*: Sport infrastructure in low socioeconomic areas is largely marred by insufficient funding, corruption and lack of congruent capacity building in terms of training staff etc. to manage and maintain these facilities. Facilities built in low socioeconomic areas are also greatly exposed to crime such as theft of infrastructure e.g. cable theft, plumbing being stolen and sold as scrap metal (Reporter, 2018).

These facilities also struggle with vandalism and doesn't consequently have the budget to maintain and replace stolen and broken equipment. As an example, cable theft alone in the city of Tshwane has cost the city around R200m yearly in damage and nationally this number is at an excess of R5 billion respectively (Reporter, 2018). *Divisions*: This can be identified as a lack of unity and people or organisations not sharing the same vision, understanding, initiative and intentions to the process of sport development (Development and transformation in sport, 2015).

6: *Innovation to give South Africa a competitive edge in world sport*: South Africa should in all seriousness look, honestly at what kind of budget it could possibly have for sport development. The country needs a genuine swot analysis in order to establish what needs to be done. This is important so that it becomes a scientific process and not a reactionary "shoot from the hip" response to past injustices and where we want the country to go.

The Department of sport and recreation recognises the fact that if the country is to maintain or even improve its ability to remain competitive long term, there needs to be an inseparable link established between growth of its existing human resources base as well as accelerating and identifying, incubating, nurturing and developing its unexplored human resource base at its disposal (Development and transformation in sport, 2015).

Currently the department recognises that there is a narrow-based approach to development and talent identification that is only focussing on demographic changes of teams at the top level, ergo feeding the quota system (Development and transformation in sport, 2015).

Although it has helped galvanizing change it has developed tunnel vision in the way that it is ignoring broad based development and talent identification, meaning it is only effective at serving minimal percentage of the population and thereby ignoring the majority of potential talent and support to play a spectator role instead of participating (Development and transformation in sport, 2015).

A holistic approach that involves athletes, parents, sport federations, government, corporate entities, N.P. O's as well as N.G. O's must be established to try and get a better grip on the sweeping changes, not just in culture but in mindset, understanding accessibility and education that South Africa needs to improve its current crises we have in sport development.

2.5 CHAPTER CONCLUSION

Chapter Two presented the barriers that constrict the development of sport in marginalised communities. Chapter Three will define and describe the differences between talent identification versus sport development and the implications that both have on developing the ideal athlete.

CHAPTER 3:

TALENT IDENTIFICATION VERSUS DEVELOPMENT OF SPORT

3.1 INTRODUCTION

Chapter Two presented the barriers that constrict the development of sport in marginalised communities. Chapter Three will define and describe the differences between talent identification versus sport development and the implications that both have on developing the ideal athlete.

3.2 SPORT DEVELOPMENT

Sport development is crucial in the lives of youngsters because it assist in healthy development in a holistic sense. This means that children can benefit from sport participation as its benefits motor development, social interactional skills, psychological skills and improved scholastic and academic achievement (Rcga.org, n.d.). Children learn through play and participation. Sport also has the capacity of teaching children important skills for survival in the 'social' world of humanity.

Skills like teamwork, communication, emotional intelligence, mental toughness, and to not give up. It is important for children to learn how to motivate themselves and their peers as without these skills children tend to be ostracised and victimised (Rcga.org, n.d.). When considering the lives of children in marginalised communities in South Africa, sport has the ability to empower youth and serve as a "golden ticket" out of their potentially bleak futures. Sport participation teaches children about life and how to make better choices.

Accessibility to sport opportunities give marginalised youth alternative options, other than just falling into gang violence, teen pregnancy and anti-social behaviour (Rcga.org, n.d.).

Transformation is crucial in a country such as SA if it is to achieve the goals set out by the NSRP: winning nation; active inclusive nation. According to the government's National Sport and Recreation Plan (NSRP, 2012) the department established a talent identification and development strategy which includes the sports bursary programme. This is to be awarded to learners from grade 8 to grade 12 which will run during their high-school careers respectively (SRCSA,2017).

The focus of this bursary programme is to place these learners in schools that have a strong sport development focus and coaching credentials, according the they sport and recreation department there are 24 of these schools nationwide.

The role players involved in this program run by the South African government are;

- South African Sports Confederation and Olympic Committee (SASCOC), SASCOC are the custodians and national sporting body who prepare and present as well as the performance of teams who participate in the Olympic Games, Paralympic Games, Commonwealth Games, World Games, All Africa Games, Olympic Youth Games, Commonwealth Youth Games and Zone VI Games (Youth springboard programme for Olympics etc) (srcsa,2017);
- South African Institute for Drug-Free Sport (SAIDS), promotes the participation in sport without the use of banned substances and methodologies. Serves as the educating and overseeing body Nationally (srcsa,2017);
- World Anti-Doping Agency (WADA), world anti-doping in sport authority. This agency has interests in promoting and maintaining effective lines of communication between WADA and stakeholders, Governments and public authorities, the Broader sports movement and national doping agencies and laboratories (SAIDS) (SRCA,2017);
- Boxing South Africa (BSA), administrators and developers of amateur to elite boxing and promotes interaction between boxers, managers, promotes and trainers (srcsa,2017).

In the 2006 thesis Dr Abbott challenged the status quo in terms of the way that sport programs and the professionals running these programs have become lost through the years in the way that they define and consider the validity and meaning of talent, talented individuals and their potential and or lack thereof.

This misconception has through the years, led to deviation in the way in which athletes are identified as having talents in particular sports and then the consequent “development” of these athletes has been based upon these misconceptions, that have led to several countries worldwide adopting their programs based on this warped one-dimensional view of talent (Abbot,2006).

Abbott spoke of how important it is to educate practitioners on what is actually involved in talent in its basic form (as well as its future development) and that it is not just down to genetic inheritance of the individual. Abbott emphasised that early identification of individuals is increasingly more important and that it would have a great influence on the way in which that individual would and should be managed going forward (Abbot,2006).

Abbott conceded that although genetics play an important factor, itis not the sole determinant of what and how talent will evolve within that individual over time, but that it plays a part as an actor along with many other actors. Specifically, Abbott identified that an athlete's psychology will play an enormous part in determining if that athlete can turn the potential into success or not (Abbot,2006). Dr Abbots thesis detracted a view shared by this researcher, that it is more important to place large emphasis on development of athletes with potential, instead of allocating vast resources to early identification.

The reasoning for this is clear, because, simply going on identifying an athlete that has potential and disregarding all the other factors that would determine success of that individual on elite level will not produce or guarantee a successful competitive athlete. Psycho-behavioural characteristics, motor abilities and physical characteristics are all important variables that must be considered when evaluating and developing an athlete in order for them to be able to reach their possible potential (Abbot,2006).

As previously mentioned there are seven stages that forms the basic lay out of the LTAD.

Stage one: Active start
This stage is purely emphasizing play within the sport and the focus is on teaching or facilitating the learning and mastery of basic skills required in the sport (Balyi, Way and Higgs, 2017). This should be formulated via structured and unstructured free play that has as part of its elements of the different bodily movements required in the sport (Balyi, Way and Higgs, 2017).

Starting this stage at an early age allows the brain higher levels of coordination (motor skill development), social skills (free play allows high level of peer interaction), emotions and imagination (also as consequence of free play).

Cognitively and emotionally the child will benefit from the Active start stage in terms of creating a higher self confidence level, reduction in stress level (Balyi, Way and Higgs, 2017).

Stage two: *FUNdamentals*
During this stage boys and girls who range from six to nine years old should be participating in more structured activities. This means the child will experience higher functioning movement skills as well as development of agility and balance (Balyi, Way and Higgs, 2017). Fundamentally however the focus must still be on fun and enjoyment.
Stage three: *Learn to train*
This stage generally (for both Girls and Boys) ranges from age eight to twelve. Within this phase children can start learning foundational sport skills respectively. It has been observed that practitioners within this phase have a higher tendency towards over-development of talent within single positions in sports or overemphasis in single sport training.

This is the opposite of what should fundamentally be practiced at this level which is placing emphasis instead of developing a large scope of skills that can instead be used across a wider range of sporting activities (Balyi, Way and Higgs, 2017).

The problem long term with this incorrect approach is causing a higher risk profile of the individual to develop negative long term or later stage development if the individual takes to late specialization in sport. This basically means that the “cross sport” or “multi-sport” talent ability of the athlete becomes negated. This early “specialization” also promotes a very one-sided approach to tactical, technical and physical growth which also give the individual a higher likelihood of becoming injured and or suffer burnout (Balyi, Way and Higgs, 2017).

Stage four: “*Train to train*”
This stage is mostly defined by specific growth spurts that occur during the ages for boys and girls from eleven years old to sixteen years of age. During this phase of growth children’s bodily changes allow them to become more anatomically and physiologically adaptable and responsive to physical training and multiple types of training related stimuli (Balyi, Way and Higgs, 2017).

It suggests that children at this age present heightened levels of adaptation to training in comparison to previous stages. Within this stage it is highly recommended to children to start building a strong aerobic base in terms of fitness and consolidate this training with improving speed and strength training. Children should build this improvement in aerobic fitness, strength and speed upon a solid base of focus on sport specific skills and tactics in the chosen sport.

In this stage athletes should be encouraged to do their best but the fundamental focus should be on skill training and physical development and not necessarily on winning (Balyi, Way and Higgs, 2017).

Within this stage it is of utmost importance to focus on the process instead of the outcome or result of competing. This has been proven to achieve better long-term results in development and is absolutely paramount to developing high potential performers and conserve long term participation (Balyi, Way and Higgs, 2017).

Stage Five: "*Train to compete*"
This stage acts as the critical connecting stage between high performance competition or lifelong recreational participation. Here practitioners are to teach participants "how to compete".

Athletes should choose specialization in a specific sport and also if they choose to follow a competitive life within that sport. The athlete should also decide if they do not choose the competitive stream but to instead follow active recreation for life stream. If the athletes choose the first option, then high performance, high intensity training should begin (Balyi, Way and Higgs, 2017).

Stage Six: "*Train to win*"
This stage has clearly defined elite athletes. This stage is synonymous to the most intense high-performance training to win at elite level internationally (Balyi, Way and Higgs, 2017).

Stage Seven: "*Active for Life*"
This stage has no "age restrictions" per say but is dependent on the athlete's level of "physical literacy". This is highly dependent on the previous stages one through three having been implemented correctly. It will be the mitigating factor that will determine their ability and confidence levels to maintain themselves in any sport they would want to participate in (Balyi, Way and Higgs, 2017).

If this kind of athlete development is followed throughout as it largely is in New Zealand for example then our sporting capacity and athlete depth would be significantly more pronounced. Furthermore, there would be fewer athletes at young ages acquiring career ending injuries and our high dropout rates would drop significantly.

3.3 TALENT IDENTIFICATION

Vaeyens *et al* (2008), stated that according to their research, "*talent identification* is the process of recognising current players that have the potential to excel in sport. *Talent selection* is the acceptance of individuals into representative teams and development programmes. *Talent identification* involve attempts to predict future capacity of performance of an individual."

Development programmes in South Africa have an almost insurmountable task in terms of the amount of people that need to be served and supported in sporting programmes *vs*. the amount of funding, willing corporate partners and finally the systemic management of sport in South Africa that has seen many roles that have influence and power to change, being filled via nepotistic means (The South African, 2018). Something that seems to be of lacking in the South African perspective is the appropriate implementation of "Long Term Athlete Development" (LTAD).

LTAD is a model that shapes and guides understanding of athlete's development within different age groups and developmental stages. The LTAD follows seven particular stages, that if followed properly, one can ensure that proper athlete development has taken place at the rate and speed that does not exceed the athlete's ability based on growth and maturation as well as cognitive ability (Balyi, Way and Higgs, 2017).

In many cases coaches or sport developers forget that moving an athlete to the next stage of the process should not depend or rely upon their chronological age but more so on which stage they fall into based on their ability and developmental age (Balyi, Way and Higgs, 2017). There are differences that should be noted as males and females develop and mature at different rates respectively. It must be taken into consideration that chronological age and developmental or biological age may be very different as the athlete may be classified as a late bloomer.

When directly looking at the seven stages it should be noted that the stages will differ based on early specialization and late specialization sports, also it should be noted that early specialization sports tend to have very specific requirements that will invariably affect or even dictate their specific stage set up of the LTAD process (Balyi, Way and Higgs, 2017).

Interestingly it has been found that in some cases the practice of identifying young athletes with potential and encouraging early specialisation (via placement at academies or schools of excellence) has been shown to cause an athlete to be limited in terms of skill development for other sports that they may in fact be more suited to and even higher dropout rates when the athletes feel or realise that they may not have the skills to make it as an elite athlete in their chosen sport (Univerzita Karlova, 2017).

This happens because early specialisation encourages and emphasises intense involvement in a narrow scope of movement and participation solely catered to the sport within which the specialisation takes place. No consideration is taken within the scope of that athletes' ability to physically and psychologically cope and thrive within the intensity of demands placed upon them (Baker,2003). When looking at the LTAD philosophy, it states that it is more beneficial to the young athlete's development to introduce a myriad of activity opportunities at younger ages instead of intense specialization.

This will then in later life form a stronger foundational learned platform for the individual to draw from and insure better motor skill, psychological and coping abilities as the athlete ages and develops (Gallahue, 1996). Long term development of diverse classification of skills is far more important than early specialisation also in part due to the fact that early specialisation leads to a narrow focus of skill development and causes a stagnation in some cases, of other of skills.

This fundamentally means that adult or more advanced athletes, chronologically may be stuck with motor patterns that are incomplete and underdeveloped for an athlete at their level. This causes a knock-on effect of frustration and learning gaps in development (Schmidt & Lee,1999).

We can see this regularly on the field when we watch most nations national Rugby teams and even elite club level participation (Brian Moore, 2015). The skill sets acquired by the team's members are largely governed by the positions that they fill on the field. Forwards largely lack ball handling skills and seem cumbersome and slow in comparison to the backline players. Forwards look awkward and neophytic in their ability to catch, control and pass the ball (Brian Moore, 2015).

Back line players will in contrast not be as skilled at being battering rams as are the forwards, yet have a higher ability and agility when handling the ball (Brian Moore, 2015). When the difference is so easily seen visually, then one can surmise that early specialisation has indeed played a massive part and has taken a toll on these athletes' abilities. This is based on the "job Description" of what it means to be a forward and backline player in rugby. There are only a handful of countries (New Zealand) that are challenging this "old school" approach to rugby and are instead ushering a new dawn for the modern game and player (Brian Moore, 2015).

These countries expect the same level of skill and fitness from all member on the field regardless of their position and job description. This means more focus is being driven on developing the athlete using a holistic lens of approach instead of in a magnifying glass approach (Brian Moore, 2015). It has been found in many studies that involving a young athlete, in many different kinds of physical activity that challenge and develop different skill sets that are encapsulated in cognitive, associative and autonomous motor learning stages do not hinder or disadvantage themselves when they become elite athletes (O'sullivan et al, 1994). Currently the countries who are employing this approach are the best in world rugby union are (in order of ranking):

1. New Zealand;
2. England;
3. Ireland (World Rugby.org,2018).

Conflict theory has been selected as the theoretical lens due to its fundamental reasoning and analysis of society as a whole. If we compare conflict theory in its basic form it suggests that "*society is in a state of perpetual conflict due to competition for limited resources. It holds that social order is maintained by domination and power, rather than consensus and conformity." (staff, 2017).*

This theory aligns this to the research as sport opportunities are seen to be a limited resource. This means that there is constant battling for the resources to simply get to that level and then be selected at elite level. There are examples for instance in the united states of America where most athletes who become sprinters have not necessarily started their training and or wanted to be sprinters to begin with. In an article called "the alternative sport push out, a theory of power" the researcher posed that some "American football players discovered that they also run very fast, and in some cases could qualify for the Olympics as a sprinter but still would not give up playing American football (Univerzita Karlova, 2017). Some athletes actually returned from major athletic competitions to return playing football for third or fourth string teams simply because of the prestige and power related to football culturally in the united states" (Univerzita Karlova, 2017).

There may be many athletes who are cross functionally talented in South Africa too, yet because of the power and prestige posed by the potential these athletes have in perhaps cricket or rugby the athletes may be ignoring the fact that there are other avenues or as it is in most cases the fact that there aren't proper structures of support and development in place based on the power that the dominant sports in the country wield. This also begs the question of the fundamental talent identification structures lacking in the "lesser than "sports as seen in south Africa's sports culture.

3.4 TALENT IDENTIFICATION VERSUS SPORT DEVELOPMENT

If talent identification and development can firstly be understood appropriately and then implemented accordingly it serves to strengthen the national pool of players available in all levels from grassroots to elite. This means long term strengthening of National and elite athlete capacity that will catapult South Africa into the forefront as an international powerhouse of sport where it rightfully belongs.

In a 2008 paper Vaeyens et al, stated that according to research, "talent identification is the process of recognising current players that have the potential to excel in sport.

Talent selection is the acceptance of individuals into representative teams and development programmes. Talent identification involve attempts to predict future capacity of performance of an individual." (Vaeyens, et al 2008) Various boundaries exist that complicate talent identification and development in marginalised communities. The boundaries of this problem lie largely within financial as well as geographical and capacity constraints. This means more specifically, that funds tend to be directed to areas and programs that are not concerned with talent identification and development on a long-term basis and because of that the geographical areas that need these services are not being nourished. A senior gap, however, exists in getting players from grassroots level into formal structures.

Fundamentally it must be noted also that South Africa's other big five sports have been left in the "dust" by other countries because of poor athlete development through the ranks locally and our national teams are suffering for it on the world stage. Funding is largely blamed for our sporting development problems; however, after the recent Olympic games held in Rio South America, the national athletes came into the media with many allegations about mismanagement and in some cases zero funding from the department of sport.

Williams and Reilly in their 2008 paper concluded that talent identification is usually around a myriad of areas; physical attributes, physiological skills, technical skills, psychological skills, cognitive and social skills. (Williams & Reilly,2010)

Williams and Riley went on to state that when comparing expertise to natural ability it (expertise) is less dependent on natural ability and is more likely related to the time spent within highly structured and effort bound activity with the end goal is a specific goal of improvement. It was concluded that this indicated an important need for identifying the correct players that are to be entered into development programmes which implies the importance of having a predetermined list of characteristics that must be achieved for entry to into these programmes to be secured. (Williams & Reilly,2010)

In terms of the previously mentioned psychological determinants of athletic success that should heavily be considered in concert with physical capacity and motor skills (Bullock et al, 2009), it is important to understand that if all the skills required to be a successful elite athlete are imagined as a puzzle, then each element would be a puzzle piece to make the

holistic picture visible. With that said, not considering the psychological aspect of this picture would be the same as leaving out a hand full of the puzzle pieces and proclaiming to have completed the picture. Of course, this is not true and in truth what will be left is an image full of gaping holes.

It is therefore of utmost importance to consider the psychological aspect of creating and nurturing the "ideal athlete". This is important because the ideal athlete is an individual with a strong foundation to build upon using the full toolkit that he or she have been equipped with. This then beggars the question: *What are the psychological skills that are used by elite athletes that allow them to be more successful?*

The athletic coping skills inventory designed by Smith Et al in 1995 accurately mapped out skills that athletes use to improve athletic sporting success. The psychological characteristics that were mapped out as being important aspects of success were: Coping with Adversity, Peaking Under Pressure, Goal Setting, mental Preparation, Concentration, Freedom from Worry, Confidence and Achievement Motivation, and Coachability (Smith et al, 1995).

If talent identification agents do not have predetermined characteristics that they are aiming to identify and are not trained appropriately in identifying these talents then fundamentally from the get-go the process is in jeopardy of failure (Smith et al, 1995). In October 2013 Jeff Mitchell stated in his article "Talent Identification" that there should be a "first stage" in talent identification. During this stage selectors should be determining why specific athletes are being chosen (Mitchel, 2013). It was further stated that development programmes tend to be tied to regional or national competitions. This means that the sole purpose then tends to be winning instead of athlete development.

Mitchel noted that according to opinion; development programmes should be designed to give athletes an opportunity to develop to the fullest potential and slowly integrate and prepare for elite competition. This gives the system clear focus and direction that places ultimate emphasis on identifying athletes who have long term potential and not those who have current tournament winning capacity (Mitchel, 2013).

In 1982, Dietrich Harre wrote in a paper "Principles of sports training" of the importance of putting as many children that possibly can be, into training and development programmes. However, it highlighted the importance of that child's respective social support structures in terms of their holistic development into the complete, competitive athlete (Harre, 1982).

Harre went on to define what the rules should be for talent identification. In the short list of rules, it was contemplated and incorporated what would be required to produce a balanced and complete athlete.

The four-point list of rules that were defined were as follows:

1: The identification of talent should occur using two separate stages. The first of the two stages should be used to identify a pool of all children showing promise (Harre, 1982).

In the latter stage individual children should be classified into groups according to the level of skill that the children may have, and how these skills are associated with skills of certain sports (Harre, 1982).

2: This identification process mentioned in step or rule one, should be based both on specific elements that are considered to be essential for an elite, high performing athlete as well as determined by heredity (Harre, 1982).

3: The level of characterised ability should be measured and compared to the individual's level or peak of biological development at that time (Harre, 1982).

4: The process of talent identification cannot solely rely on the attributes of the individual that fall within the physical spectrum, but should also consider the psychological as well as social elements that may either contribute positively or negatively towards the individual's development into a successful athlete (Harre,1982).

Although Harre's model or rules considered other variables outside of the genetic and physical spectrum, this model unfortunately did not explain how to measure biological development (incredibly important aspect of performance) and how this could invariably affect performance and development (Abbott,2006).

Interestingly most Talent identification models worldwide tend to have a very one dimensional or very traditional approach to what they use as determining factors of what defines a perfect or prospective athlete (Abbott,2006). The models use measures that only look at physical factors and nonphysical factors hardly feature. This is a big mistake because a potential athlete may have all the physical hallmarks of what make a great athlete but lack the social and psychological muster to bring it all together in a successful way (Abbott,2006).

In other word these traditional Talent identification models or frameworks tend to focus on measuring things like; size, weight, strength, speed, height and leave out important aspects like mental toughness, confidence and other factors mentioned earlier (Abbott,2006).

The success that New Zealand has been able been able to achieve can be contributed to initiatives such as streamlining and focusing of efforts on the effectiveness and success of the National team. New Zealand have therefore gotten this model absolutely correct in the way that the New Zealand program already develop rugby players from a young age. This shows as the country is the reigning world champions in rugby. New Zealand is the benchmark of world rugby and all other nations struggle to keep up, and New Zealand are even the nation and force that now dictates the way that the modern game is evolving. In New Zealand, rugby has become a national identity, its culture, its life blood.

That is the difference; they nurture that deep reverence and love for rugby and have made it a family affair. With support and development like that it's easy to see why they are the best in the world (Fordyce, 2011, pg1). The New Zealand program is heavily funded by the Rugby union and starts at a very young age. Former All Black and now coach who helps run these programs Buck Anderson says "*Everything we do is about four key skills: catch, pass, run and evade". Once bitten by the bug, kids are fed through a carefully designed series of programmes, starting at the age of five with the ingeniously named Small Blacks. "We try to line up the skills required with the ability of the kids to perform those skills,"* says Anderson (Fordyce, 2011, pg1).

Between the ages of five and seven, there are no set pieces, no tackling and no kicking. Aged eight onwards, defence skills are introduced - "Coaches teach them to watch the hips, not the ball or the feet; where the hips go, the player follows" - with non-pushing scrums, catching above the head to develop line-out skills and limited post-tackle drills. The pitch is still small while the ball is no bigger than a size three (Fordyce, 2011). Only from 11, do kids take part in 15-a-side games - and even then, it is all about ball in hand. Penalties result in possession being handed over, rather than kicks at goal. "We have kids here from three years old," he says. "Kids play Canter rugby, which is like touch rugby - no tackling allowed, teams of no more than 10, a point for a try (Fordyce, 2011).

There is a much bigger emphasis on running the ball rather than kicking it. That structure is bred into them - get the wingers involved, get the full-backs running into the backline (Fordyce, 2011).

If programs that have looked at can be introduced into the South African programs of development, it should serve as a dramatic philosophical about turn in the traditional way in which Rugby has been coached and taught in South Africa. As can be expected, changes like these will cause friction among traditionalists however, both games of cricket and rugby are evolving at such a rapid pace every year that it would only make scientific and methodological sense to implement more forward thinking and revolutionary input which would galvanise a significant and trend setting change that the continent so desperately needs.

3.5 GIFTEDNESS AND ITS CONTRIBUTION TO TALENT

3.5.1 Defining 'giftedness'

Firstly, giftedness must be defined. The U.S Office of Education (USOE) gave a definitive definition of their interpretation of the concept and what it implies. Using this definition one can surmise that children who are identified as being gifted (or talented in sports for this papers reasoning) should be given differentiated support and training in order to become the best version of themselves. The definition released read as follows:

> "*Gifted and talented children are those … who by virtue of outstanding abilities are capable of high performance. These … children … require differentiated educational programs and/or services beyond those normally provided by the regular school program in order to realize their [potential] contribution to self and society."*

Children can be gifted in many different ways. One cannot postulate that because a child has a particular quality that it would suggest an overall giftedness (Webb et al., 2007). Furthermore, situationally dependant and within context individuals may or may not demonstrate different combinations of the required qualities at different times, this can make it hard to ascertain if a child is indeed gifted.

Besides the above mentioned, there are prescribed characteristics which may suggest giftedness (Webb et al., 2007)

- *"Unusual alertness, even in infancy*
- *Rapid learner; puts thoughts together quickly*
- *Excellent memory*

- *Unusually large vocabulary and complex sentence structure for age*
- *Advanced comprehension of word nuances, metaphors and abstract ideas*
- *Enjoys solving problems, especially with numbers and puzzles*
- *Often self-taught reading and writing skills as pre-schooler*
- *Deep, intense feelings and reactions*
- *Highly sensitive*
- *Thinking is abstract, complex, logical, and insightful*
- *Idealism and sense of justice at early age*
- *Concern with social and political issues and injustices*
- *Longer attention span and intense concentration*
- *Preoccupied with own thoughts—daydreamer*
- *Learn basic skills quickly and with little practice*
- *Asks probing questions*
- *Wide range of interests (or extreme focus in one area)*
- *Highly developed curiosity*
- *Interest in experimenting and doing things differently*
- *Puts idea or things together that are not typical*
- *Keen and/or unusual sense of humour*
- *Desire to organize people/things through games or complex schemas*
- *Vivid imaginations (and imaginary playmates when in preschool)"*

In particular, there are three elements that make up the ingredients of giftedness and these ingredients are non-descript in the way that they can be applied to any field be it academic, sport or other. The ingredients proposed by Joseph Renzulli stated, however, that these three ingredients should not be considered in silos but rather in the way that an amalgamation or interaction of the elements together would give indications of giftedness instead.

The elements Renzulli proposed as these ingredients are: above average ability, task commitment and creativity (Renzulli,2011).

Above average ability has been found to not necessarily be aligned with top high achievement of academics etc, but to rather be a resulting factor of a myriad of elements that contribute to the individual becoming an above average achiever. There are other elements that also play a part in this above average ability, which raises the question as Renzulli positioned it that less emphasis should then be placed on formalised testing in discovering intellectual or academic prowess as they may not be as accurate as previously thought in determining one's ability to be a high achiever (Renzulli,2011).

Task commitment is highly measured by an individual's ability to envelop and immerse themselves into a task for above average amounts of time. Giving the task full focus and energy then an average individual would (who would tire or become bored by the task faster) (Renzulli, 2011). Throughout Renzulli's paper, it was mentioned that (Terman, 1959) probably came to the best conclusionary definition of task commitment throughout the academics' studies of gifted individuals. Terman namely said that throughout these studies it was found that from the test subjects that were studied, the most successful and least successful of the subjects did not differ in intelligence. The conclusion was that this success and therefore giftedness had something more to it.

It was found that personality played an important role in being a determinant of success. It was also found that individuals with specific personality traits that led them to display persistence in accomplishment of ends, integration toward goals, self-confidence and freedom from inferiority which all determined a degree of social emotional and social strength within the individuals and gave individuals a drive to achieve, this is what sets them apart (Renzulli, 2001) (Terman,1959).

Creativity is the final element in Renzulli's 'recipe" for giftedness. It has been found that individuals who possess or display divergent thinking abilities, ought to have a higher ability toward creative thinking (Renzulli, 2011). Divergent thinking is defined by the Merriam Webster dictionary as "*creative thinking that may follow many lines of thought and tends to generate new and original solutions to problems*" (Webster, 2018).

3.5.2 How do exceptional athletes emerge from being merely gifted?

In their 2012 paper *"What makes champions? A review of the relative contribution of genes and training to sporting"* Tucker and Collins (2012) wrote that Francis Galton proposed a

model named the Galtonian model. In this model Galton underlines that practice as well as training in combination would lead to better performances for individuals but that each individual had their "ceiling" of performance that they cannot break through. This ceiling is largely based on genetic inheritance. They further found that in 2009 Ericsson had written that elite performance could be achieved by any person who endeavoured to do so. They would only be held back to achieving this by *"the engagement in deliberate practice and the quality of available training resources"* (Ericsson, 2009).

This resonates with the South African situation as so many individuals could be achieving elite competitive status but are held back due to lack of resources and quality training through experienced coaches and facilities. Tucker and Collins further underlined that the Gornigen studies on talent in sport found that when practitioners want to utilise talent identification models in order to classify and develop athletes; these approaches need to be individualised and specialised per individual due to the dynamic development curves that individuals will experience at different rates throughout their lifetimes (Tucker and Collins, 2012).

This means that practitioners cannot utilise a "cookie cutter" approach by classifying athletes into groups based on arbitrary classification criteria, which then place individuals into program that have the expectation that all athletes will develop at the same speed and achieve the same level of skill at the end of it all (Tucker and Collins, 2012). These individualised growth and changes will affect all anthropomorphic qualities as well as social and emotional variation between individuals as everyone will develop and mature at different rates (Tucker and Collins, 2012).

This differentiated rate of development can to a certain extent be governed by genetic profiles of individuals however nature does play a large influencing factor on nurture. This means that some select individuals do not adhere to the 10 000h rule as proposed by Ericsson which states that an individual must attain 10 000h of training and practice in order to achieve elite status. Studies have shown that there are and have been individuals that can achieve elite status in considerably less time as is required by the Ericsson rule (Bullock et al, 2009).

Tucker and Collins yielded research done by Oldenziel which uncovered that 28% of Australian athletes reached elite status within four years of taking up a sport for the very first time (Tucker and Collins, 2012). The study also found in other sports that athletes had completed as little as 4000h and achieved elite status (Tucker and Collins, 2012). Tucker and Collins also stated that there had been studies done by Bullock et al that produced an

Olympically participating skeleton athlete in 14 months. The study had found that *"talent transfer, based on innate abilities and ability developed through playing other sports, can be used to accelerate the acquisition of expert performance into very short time frames, which explains why elite athletes often perform less than the 10 000h rule of deliberate practice"* (Bullock et al, 2009).

From this it can deduced that the "*effectiveness and the response to the training instead of simple training, determines success"* (Tucker and Collins, 2012). What this means fundamentally is that the most important thing is to have strategically designed training sessions that are concentrating on quality over quantity, which are run and managed by coaches and professionals that are highly qualified who understand the needs throughout the spectrum of requirements of athletes, from nutrition, psychological support, social support, strength, conditioning, fitness to get the most out of the facilities, resources and time available.

This suggests working smart instead of hard. As studies have shown, if athletes work too hard they burn out, therefore working smart makes more sense. Training sessions that focus on quality delivery of skills and information will invariably lead to athletes living into the research uncovered by Tucker and Collins and the programs will be able to yield elite athletes, better elite athletes in less than the 10 000h rule dictates (Bullock et al, 2009).

3.6 Conclusion

Chapter Three defined and described the differences between talent identification versus sport development and the implications that both have on developing the ideal athlete. Chapter four will focus on the research methodology used in this study.

CHAPTER 4

RESEARCH METHODOLOGY

4.1 INTRODUCTION

Research can be defined in many ways. The definition of the word may be understood in different ways depending on the lenses though which ones look. Adams wrote that research is "Research *is a diligent search, scholarly inquiry, investigation or experimentation aimed at the discovery of new facts and findings; or, broadly, it may relate to any subject of inquiry with regard to collection of information, interpretation of facts, and revision of existing theories or laws in the light of new facts or evidence."* (Adams, 2007).

Theodorson and Theodorson cited by Reber (1995, p.663) described research as a target or aim of improving previous knowledge of human being and to discover and uncover facts that were not previously known. Kerlinger and Lee (2000) explained research as a systematic, controlled, moral and critical investigation of phenomenon, that is guided by firstly a theory and hypothesis that is presumptuous about relationships and phenomenon, which is then either confirmed or proven to be incorrect. Research can also be described from a point of practicality and utilitarianism: *"Research is a procedure by which we attempt to find systematically, and with the support of demonstratable fact, the answer to a question or the resolution of a problem*" (Leady and Omrod, 2012).

All of these fundamental definitions, although all slightly differentiated, have the same theme woven in that research in itself and in its nature is a process of evolution that once completed leaves one with more knowledge than one had at the start.

Hussey and Hussey (1997) undertook the process of creating reasons or purpose of research and include:

1. To investigate problems or situations exist,
2. Creating of uncovering solutions to problems that exist,
3. The analysing and exploration of generalised issues,
4. The construction and or creation of newer, better systems as well as procedures,
5. The generation of newer or updated knowledge bases,

6. Combinations of more than one of the above-mentioned elements as a result of research.

Research methodology is therefore the activity of research which is related to statements and concepts that are governed by a specific model as was defined by (Walliman in 2001).

The following section will cover matters related to the research methods and techniques that were used in the study, the information related to the sampling, collecting and interpreting of all of the data and finally the ethical considerations of this study respectively.

4.2 RESEARCH DESIGN

Research design is an overall blueprint, a roadmap, a flashlight in the darkness that guides researchers through all of the stages of data collection. It helps identify and define the role players of all of the elements that constitute the research being done. It dictates, which data is to be collected, from whom such data is to be collected and when such data should be collected. Research design therefore allows a researcher to impose control over interfacing elements that may affect validity of data (Burns and Grove,2003)

Qualitative research captures characteristics that cannot be captured nor quantified by quantitative methodologies. These characteristics may include but are not limited to thoughts, feelings, insights, experiences of events and over a career. Bryman (2012: 36) created a definition of characteristics associated with qualitative research.

The resultant definition, defines qualitative research as *"an orientation that uses an inductive approach to generate theories, epistemologically rejects positivism in its reliance on the individualised interpretation of varying social realities and exists, within an ontology of constructionism where social realities are seen as constantly shifting as products of perception".*

The research study utilised a qualitative approach to achieve insight into the current talent identification and development programmes in marginalised communities in Tshwane (Gratton & Jones, 2010). In doing so the study has to uncover in depth differences in experiences and realities by the practitioners who implement and provide such programmes (Whittemore, Chare & Mandle, 2001).

4.3 RESEARCH POPULATION

The research population is characterised by an individual or group of individuals who possess a characteristic or group of characteristics that are of interest to the researcher and the study being conducted Gratton & Jones, 2004). The data collected from the population may vary from individual to individual, however it will be defined by that individuals' observations of the events, groups, individuals and places of interest to the researcher (Li, Pts., B.G & Quarterman,2008).

The research population for this study was focused on current implemented programmes of talent identification and development, facilitated by the Department of Sport and Recreation and, or sport franchises (see Table 1). The focus was on programs implemented in marginalised communities for athletes aged 7 to 18 years in Tshwane.

The study did not utilise minors or athletes as research participants but rather focused on the perceptions of coaches and sport administrators who are responsible for the provision of sport development programs in Tshwane communities, and specifically in marginalised communities.

4.4 RESEARCH SAMPLE

In order to have sound and accurate outcomes to research it is important that one selects and makes accurate judgements about the sample that is to be used. It should be representative of as possible (Walliman, 2016). The research utilised a non-probability, key informant sample (Gratton & Jones, 2004). Sporting codes included in the research sample are illustrated in Table 1.

Non-probability sampling is grounded in a non-random selection criteria process (Walliman, 2016) and can be an efficient method of selecting samples. Key informant sample dictates that individuals are chosen on the basis of their very specific knowledge and skills that they possess. This may be dictated by their respective roles, and or responsibilities within an organisation (Gratton & Jones 2004). The researcher set out to identify key individuals involved in the various sporting codes in terms of sport development and talent identification for their respective sporting codes.

The individuals who were selected were done so on the basis of their extensive experience both as players (as young adults and children) and now as coaches and in senior leadership

roles. Their direct involvement and key influence on development and talent processes were invaluable to this study.

Table 2. Criteria utilised for selection of research participants

Inclusion criteria	Exclusion criteria
• Male and female; • Adults (above the age of 18); • Active involvement in coaching; • Previous experience as a player before involvement as a coach.	• Under the age of 18 (minor); • Not actively involved as a coach; • Active as a coach for less than one calendar year; • No previous experience as a player in their sport.

4.5 DATA COLLECTION

Data collection has been described as a *"systemic approach to gathering and measuring information from a variety of sources to get a complete and accurate picture of an area of interest'* (McLaughlin and Rouse, 2017). Data in its purest form is the raw materials of research conducted (Walliman, 2016). Data can only be found one the researched has tirelessly mined the subject that is being investigated (Walliman, 2016).

Data for this study consist of both primary and secondary sources. Primary sources of data are defined as information generated by observing, inspecting objects, events and recording the experiences of individuals and their ideas of such experiences (Walliman, 2016). The primary source for this study was semi-structured interviews (Gratton &Jones, 2004).

Secondary sources of data are defined as sources of data that was not collected and complied by the researcher for the purpose of this study however this information is key for the background of the study at hand (Gratton & Jones, 2004).

These data sources may include but it not limited to elements such as personal documents, official published documents, journal articles, books etc. (Walliman, 2016). Data for this study was collected by means of using document analyses and semi-structured interviews.

4.5.1 Document analysis

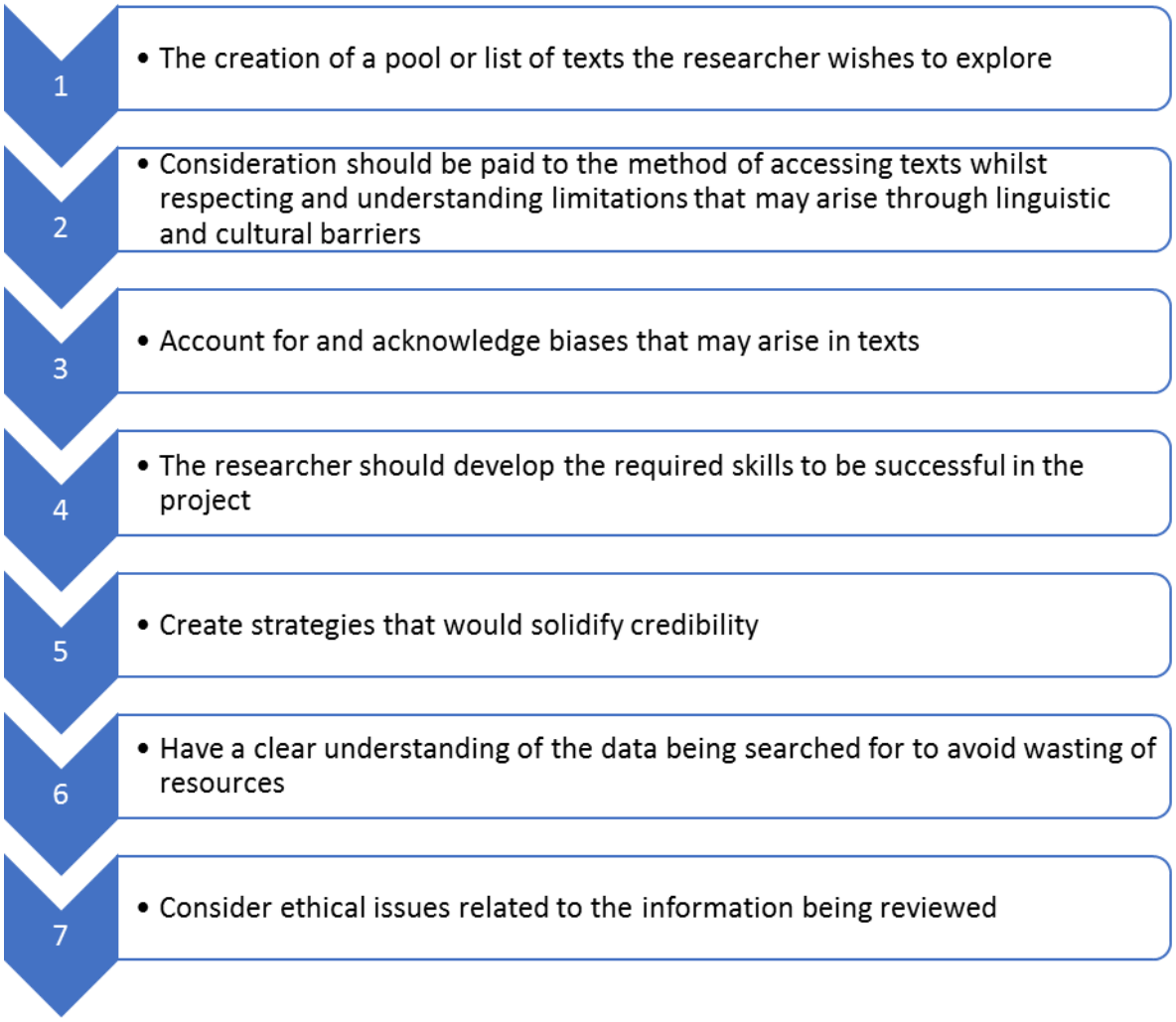
Documentary sources included vision and mission statements; policy documentation; promotional documentation; and, information on websites. Documentary sources were utilised in this study to provide the researcher with information regarding roles and expectations of the Union within the SARU structure.

Data collected was analysed and compared with data collected through semi-structured interviews and participant observation. Documentary sources used in this study were in the public domain and was therefore available without the need to obtain informed consent (Creswell, 2013).

Data must be interpreted by a researcher for the purpose of finding meaning and evidence around the topics being researched (Bowen, 2009). Document analyses in conjunction with other qualitative methodologies allows the researcher the opportunity of triangulation. When triangulation occurs, the researcher can achieve credibility via the confluence of information dissected (Bowen, 2009). Documents usually required and used for document analysis are for the most part commonplace and in many different forms (internet, hard copy etc), this makes it a very accessible and reliable source of information for research (Bowen, 2009).

In 2014, O' Leary proposed a seven-step process that should be implemented in order to successfully report on the data the texts analysed. See Figure 2 for an outline of the steps.

Figure 2. Seven step data analysis process



4.5.2 Semi-structured interviews

Interviewing is an engaging as a form of inquiry as it a unique and relevant insight into experiences and views of individuals. In this sense complex and rich data collection will be enabled by eliciting information from respondents via direct questioning. (MacDonald, 2012).

This study used semi-structured interviews as data collection tool to allow the researcher to gain an in-depth understanding of how sport development is implemented in marginalised communities. By using semi- structures interviews with key figures in the implementation of such programmes one allows for in depth insight into such phenomenon. Yin (1994) stated that interviews "*provide causal inferences from the actors, rather than the researchers point*

of view. This allows the respondent to become more of an informant providing data from their own perspective which is often desirable".

The use of interviews as a tool of collecting research data allows the researcher to obtain a deeper understanding of the identified systems which are being investigated. The interview itself doesn't serve to answer the research question in its nature but instead serves to empower the researcher to be able to find the answer to the question (Adams et al, 2001).

Semi-structured interviews allow for the use of structured as well as unstructured questioning (Walliman,2001). The use of the interviews as a means of collecting data is important when the researcher is looking for the reasons of why and or how specific phenomenon are occurring within their research scope (Gratton & Jones, 2004).

In (1997) Veal described three scenarios that would make the use of interviews invaluable to the researcher.

Figure 3. Interview scenarios

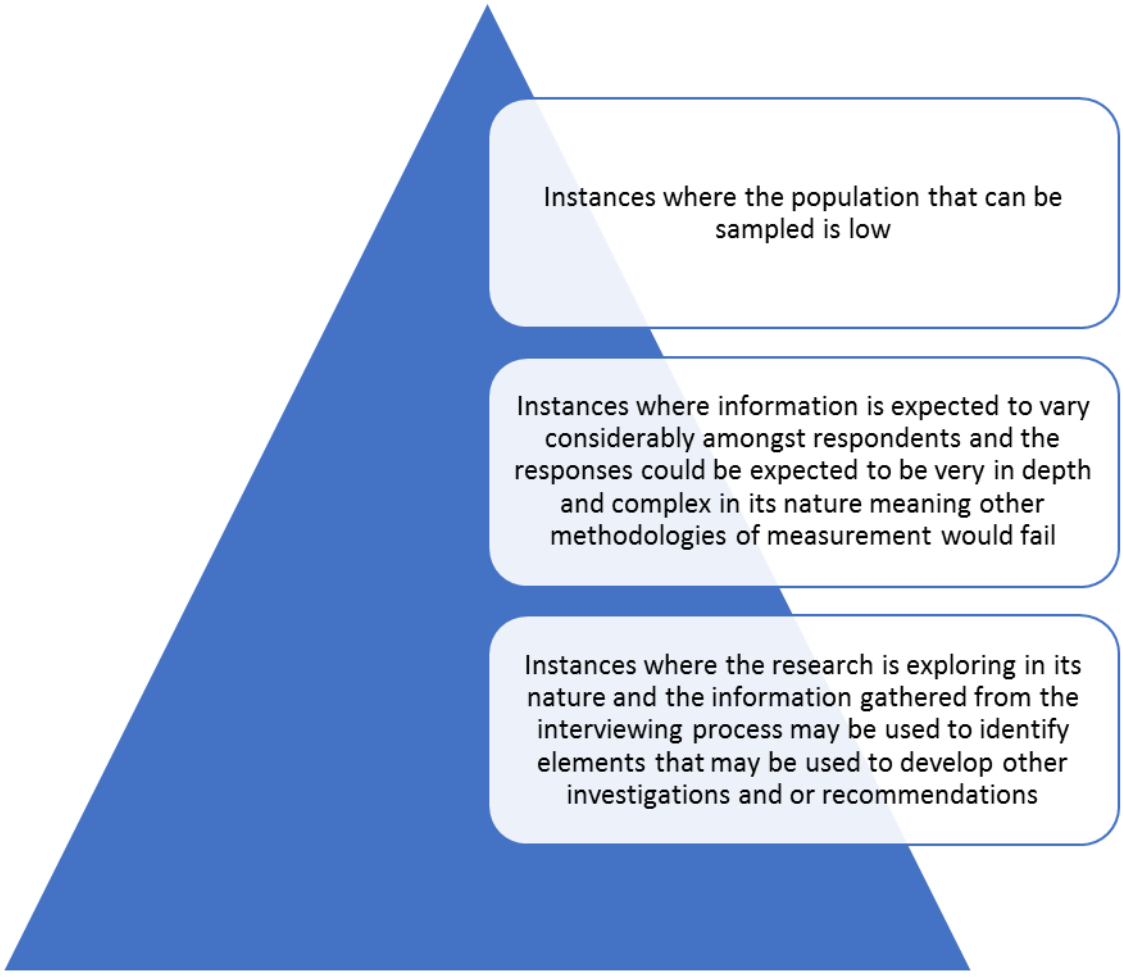


Table 1 Sporting codes included in the study

Sport	Federation/Franchise	Data collection	
		Document analysis	Semi-structured interviews
Rugby	Rugby South Africa BBRU		
Cricket	Cricket South Africa TITANS		
Swimming	Swimming South Africa Gauteng		
Soccer	South African Football Association (SAFA)		
Hockey	Hockey South Africa Northern Hockey		

4.5.3 Data analysis

Data collected by itself will not serve as an ally to the researcher or the study in the pursuit of answering the research question. The data should be systematically collected, interpreted and finally it should be analysed and presented (Gratton & Jones, 2004).

Data collected for the purpose of this study will be in the form of recorded data from interviews that will be transcribed ad verbatim.

Data will be coded according to inter alia the following themes:

- Talent identification versus skill development;

- Best practice sport development initiatives;
- Skill development transition to sport development;
- Alternatives/ changes to current sport development programs.

4.6 CHAPTER CONCLUSION

Chapter Four provided an in-depth discussion of the research methodology utilised to answer the research question for this study. Chapter Five will present the data collected and will subsequently provide an interpretation of data collected.

CHAPTER 5:

RESULTS AND INTERPRETATION

5.1 INTRODUCTION

Chapter Four provided an in-depth description of the research methodology used in the study. Chapter Five will present the data collected to answer the research question. The chapter will be divided into three sections: results, interpretation and chapter conclusion.

5.2 RESEARCH RESULTS

5.2.1 Description of research participants

Research participants include sport administrators and coaches of the following sporting codes: cricket, rugby and soccer. Documentary data includes information in the public domain for cricket, rugby, soccer, netball and swimming.

Participants in the study came from diverse backgrounds, but all participants have been involved in sport, either as player, as a coach, facilitator, or combination of roles.

Table 3. Research participant roles

Coach	*"I played up to national second division"; "I have coached up to national first division"*
Athlete/player	*"I have facilitated in all the SAFA levels in reference to the D, C, B, A and Pro license, as well as the instructorship. I have also facilitated at youth level."*
Scout	*"I do a lot of scouting, recruitment, development and placement. I was just at the African youth championships, with this team, I went to the world cup with this team. The under 17 world cup in 2015. We are currently prepping the team for the Cosafa cup in Mauritius. It will be between the 19th and 29th of July. We will go into camp by the 3rd to prepare the team."*

University of Pretoria/provincial	*"I used to work at tuks and I have my own academy now. In Pretoria there are development programs but a friend and I are now starting our own academy to do development. In Gauteng there is development though. I've been in the sport a while and played for Tuks from 2007 and played for the Northerns team too."*
National team	*"I myself am a national player, I've been in the national team since 2010 and playing hockey since I was 11"*
Academy owner	*"I have my own academy now. Now I've started my own academy and working with kids, it's the best I love it. That's why we want to do development because we think there is a lack of it."*
Coach	*"In terms of coaching I've been involved since 2007"*

Development programs offer young athletes with the opportunity to participate in sport, but ultimately to develop the necessary sporting skills to facilitate long term participation. Development programs in Tshwane in the five identified sporting codes are presented in Table .

Table 4. Development programs operational in Gauteng

Danone	*"We have the Danone under 12"*
McDonalds	*"We have the McDonalds under 14."*
Copa Coca Cola	*"We have Copa coca cola under 15. These tournaments are what you will get with the schools."*
NGO's	*"...but there are programs from NGOs who are helping I must make mention."*
Legacy program (from SWC +La Liga)	*"Then we have the legacy program coming from SAFA. It looks after such kids. That's where grassroots also come in and we have La Liga. They have come in to help supply*

	soccer balls to kids, kit balls and technical equipment. The legacy program from the world cup also gives equipment to those areas."
'Let's play' Super Sport	*"Then there is Let's Play from Super Sport. They give equipment and training to these disadvantaged kids"*
Engen	*"We also have the Engen tournament it goes into provinces and have tournaments as well as national tournaments. So, these programs go to rural areas and also to help find talent. We are trying very hard to help such kids."*

One coach highlighted the importance of development opportunities in identifying talent: *"Then at times I was in Kimberly over the weekend, there was a massive program running there. There were 700 kids there. They started from the early phase then into province then the last 32, the last 16 the last 8 and then last 4 and then winners who played the finals Saturday. And a school from springbok, Orion school won the competition. Very small town so that program is part of SAFA it was sanctioned by SAFA so we were there as SAFA to attend and also the deputy president of SAFA was also there. That was a very good project. The NGOS from that side are the ones who are financing this project. There is KATU solar energy, company they have invested a lot of money in the program. We identified a boy from that tournament who will be joining us at the next camp. So, these are kids from disadvantaged areas. So, we discovered him and we will bring him in. What is important is he is coming from such environments into a national team. You know the team is very diverse, we have kids coming in from all over. At times when you have kids from such areas, when they come here they are very subservient and withdrawn. They struggle. Now that we have come to learn about that we have figured out how to address that."*

Inclusion of marginalised athletes between the ages of 7 and 17 years was seen as crucial by the research participants. Factors impacting on including marginalised athletes include the importance of development on club level; the involvement of community; allowing players time to naturally develop; the need for disability support; and the importance of providing holistic development opportunities.

Table 5. Inclusion of marginalised athletes aged 7 - 17 years

Club development	*"We have club development with the department of sport and recreation. But it has not reached its full development yet. Communities are encouraged to join clubs in addition to what is already there"*
	"As they enjoy and develop the clubs become part and parcel of saffa as local football associations. This is what we do with club development with the department of sport art and culture"
	"In our sporting codes we have HUBs/RPC clubs that are situated in different parts of the country in locations or areas where players that have the love of the game are not privileged to have resources to play the games because of economic or environmental factors. We appoint coaches and managers to ensure that players have qualified coaches that are able to coach them and facilitate in terms of them playing matches and improving their skills. These centres ensure that we expose little children to cricket in a fun and developmental way in programmes such as KFC Mini Cricket which was previously known as Bakers Biscuit Mini Cricket. From there we have the different HUBS/RPC facilities that the children grow and get involved them to ensure that the skills they learnt in the developmental and fundamental stages of the game are carried over, improved and they are able to specialize in their respective skills in the game. This being either wicket keeping, batting and/or bowling."
Community involvement	*"So, we want community member to play together and participate in competition within these set ups"*

Game can be played anywhere	*"Our clubs are encouraging all to join. When you go to the squatter camps football is played everywhere. A lot of street football. The beauty of the game is it can be played under a tree. But it's about using what you learned under the tree to go and win a match"*
Allowing players natural development	*"There are still street soccer tournaments. We find amazing talent here because they are in charge of their own environment. They don't have funny instructions. They can take a number of rags and make a ball and play, leave them to play more. If you see the best players in the world come from those kinds of environments where they didn't have coaching. They discovered on their own."*
	"You have to be guided and be challenged more this means moving away from the tree. You have confidence to play. The best methods are guided discovery when you bring them we give them the same environment on small sided fields and that's it."
Disability support	*"We also encourage disabled kids to play. So, you must modify the rules for them. The policy is open door. Everyone is allowed. We have a top coach who is in a wheelchair. He's a great coach; everyone is welcome."*
	"We have the intellectually impaired community, SAFA must support them and we are developing a coaching program with them. So, we give them football specific courses with special needs. So, we ask for highly influential and skilled individuals and coaches to influence these courses so that the coaches who come out of this course is able to deal with intellectually impaired children..."
Not enough and limited	*"There is very little being done for marginalized athletes in*

	terms of rugby specifically. Since the competition that is being hosted for the marginalized groups doesn't create much interest globally, there is not much initiative from governing bodies to invest resources to marginalized athletes or stakeholders in the sport."
Holistic support for these children	*"...we normally try to bring two of them together. They stay in the room together. Speak the same language. They then become very relaxed. Coming from that side he is Afrikaans speaking. So, when he comes here we have to try get him to stay with someone who speaks Afrikaans. The doctors will have an induction. We normally bring in the doctor, physio and assistance coach. To sit with him and make him feel comfortable. We also have one on ones with him to see how he feels how is he coping. Make sure they speak to people back home and they are given money for airtime etc. to speak to their parents. Otherwise we can lose him the day he lands if he's not looked after. it's a GP for now. When we went to the world cup we had a professional wo came in to address the boys. To help them be ready for what to expect. We are still lacking in that department. We can do better. Specially for kids at this young age."*
Many and varied	*"There are numerous developmental initiatives currently in my sporting code. They are formed on different levels and in different ways and means. The most effective forms of development come from any localized sporting clubs, in e.g. amateur sport clubs.* *Developmental initiatives are implemented for all ages, although the ages between 14 and 18 receives the most attention since this is a crucial stage in the development of players and ensuring their commitment to the sport."*

Serving as an educational tool	*"The interest that is being created in development initiatives at a young age is very good. They ensure the athletes understand what is expected of them in the future and they ensure that the athletes understand the opportunities to make a career out of rugby."*
Starting from as young as possible	*"We start as early as the ages of 6 for both girls and boys however boys stop being in the KFC Mini Cricket programme from the age of 11 and girls at the age of 13. From there on they start moving into the age group leagues."*

When asked what research participants look for in potential athletes that participate in development programs, several characteristics were identified, however humbleness, an ability to overcome challenges and physical ability were recurring themes in the interviews.

Table 6. Characteristics of potential athletes

Ability to overcome challenges	*"...natural ability to overcome, dominating actions, imposing themselves on the game and opponents"*
Confidence	*"...confidence"*
Team orientation	*"Must be a string individual in the collective. You can forget the collective. Luckily if you're still young a lot of things can be taught in intervention. We use the native words; Pagati- like in in the net. Whatever happens the ball must go in the net. If we can't achieve that we have a problem, UBUNTU as in collective play, we are a unit and must play together. We must support and play as one"*
	"Tsamaia- as an individual you must punish the opponent on behalf of the team using your individual's skills but know how to use them as part of ubuntu and the purpose is to score Pagati"

Humility	*"...play with humility without losing aggression. Ego orientation is a problem. Don't lose your uniqueness but it must be everyone together"*
Cognitive strength and understanding, intelligence	*"A player who has a sound understanding and knowledge of the game as well as his skills and role in the team he plays in..."*
Physical ability to perform	*"Fitness aspects are quite important as well, the ability to be open minded about the game as well as having the passion and drive to better their cricketing skills but most importantly players who are able to perform and produce above average stats in the game"*
	"Then of course there is the physical. They must be fit and strong. Then you know they have the work rate and they will be able to work hard and training hard"
Players of character	*"...for me I know exactly if I am looking I will look for players who have character. Players you can work with and you can see that when they are on the field."*
Humble	*"I don't like arrogant players because they don't want to learn and they don't want to play with others. They only think about themselves. I wouldn't really consider a player like that. But If I did I would work with them to change the way they see things. To not be that arrogant. If they have the talent and they aren't arrogant then it's awesome!"*
Mentality	*"Mentality. You can see a player with a good strong positive mentality. The way they talk to each other. The way they are in their environment on the field. With mentality their character."*
Mutual respect	*"They should respect others. Support of each other's teammates. In hockey you can't play alone. If you think you can you will never fit into a team."*

No set criteria	*"It depends on the specific position. There is no set standard for a player to be identified, but merely that they should be athletic. It also depends on the strategy that the coach wants to implement. The coach will select players that will fit in with his structure."*

As the focus of the study was on understanding how sport development is perceived by research participants, it was important to ascertain how participants explained talent. Research participants clarified their understanding of talent as a natural gift *"We use the concept: "naturally overcoming", that's talent, but from there, once we see such natural gifts"* and emphasised that success is based on talent: *"We are very conscious about the fact that our success is based on talent, so talent must be developed by people who are skilled themselves..."*

Table 7. Understanding of 'talent identification' as concept

Developing the game by developing people	*"The mandate of SAFA is to develop the game. Obviously, that means developing people through the game and in the game"*
Holistic development of the game	*"The thing we want is to develop, and the highest level of development is when people are playing, coaching, administering national teams"*
Basis of success	*"Talent identification is the basis of any success at the highest level"*
Its more than just talent	*"...look, firstly I think one has grown to understand that talent alone isn't enough. In SA you find someone talented you will find so many things that will make him a good footballer. The reason I say talent is not enough is because you may be talented but you may not be a good footballer. You may not live your life as a footballer who is making a*

	living out of it. If you're only talented you may have challenges in terms of how you conduct yourself and how you look after that talent. In most cases in communities you find players who in most cases are dependent on their talent. They don't manage their talent."
Timing is important	*"We identify talent very late. So, when we have identified that talent so late we have already neglected a lot of things in the development of this player. So, we end up working only on talent and not developing this individual holistically."*
	"So, talent along the way becomes lost because in our situation like identifying players very late and so on because we don't have them from early ages. So that on its own becomes a big challenge."
Pentagon of elements	*"I'm talking about the social aspects, the technical, tactical, mental aspect and physical aspects. It's like a pentagon. Because these 5 elements in developing an individual you need to dissect them. Then be able to bring them together again and build this strong individual."*
Use template	*"We do have what is called selection criteria. We have a talent identification template. It's like a paper with all the characteristics that we are looking for. That however at times becomes very generic. Like if you're talking about a 17-year-old who has to play for the national team. Now you're bringing this player into the game itself."*
People with potential	*"...to me talent identification isn't just players that are already there and good but who has the potential to become a good player. Like when I go to a tournament of school and say flip here is something about this kid here. Maybe*

	she's not amazing yet but something stands out. As a sport person you can just see the mentality. Like Monday we had a clinic and this one boy it was his first-time playing hockey and it looks like he has been playing for long, like a fish to water. It was his first time. but that's also like he has ball skills and he is a sport person. You can see it. Like in sport you can see."
Hunger to learn	*"There's the player that isn't so great but they want to learn and they listen and implement everything you say. Other kids you have to keep repeating over and over and over they just don't get it. Then this one kid you can see just listens and gets it. They take it in. they want to learn and listen and ask questions."*
Physicality	*"Then physical you can see kid's natural ability and just need that extra step or help to get them on the next level so for me that is talent identification."*
Provision of opportunities	*"They just need more opportunities. It's nice for me to work with kids that aren't that good. You can see they want to learn and can change to become a great hockey player. Sometimes the kids with the most talent will fall out. Because they think they are the best and can do anything but the mentality and work rate they don't have it. But the kids who doesn't have the natural skill will work harder, is mentally stronger and will put in the extra hours. Those kids will go far. It takes character. When you see someone and hep someone you must get the resources to help them. To grow and develop. Maybe like school fees. Equipment etc... some of the schools help with bursaries, like Waterkloof, Menlo Park, Garsfontein. They buy players. I don't like it. But ok, varsity also does it and gives a bursary*

	its nice but it can make it worse for a player."
Identifying potential	*"I believe talent identification is the process of nominating players that have the potential to contribute the most to a certain sport code in the future. This however doesn't eliminate other players or stakeholders, but merely narrows the area of investment, whether it be time, funds or any other form of resources. In Rugby specifically it is important to identify such individuals in an early stage of their career to ensure maximum development of their talent."*
Process to find natural potential	*"Talent identification to my understanding is the process whereby one is able to recognise a players' talent and the potential whereby they are able to excel further in these aspects..."*
Process of evolution	*"Talent identification to my understanding is the process whereby one is able to recognise a players' talent and the potential whereby they are able to excel further in these aspects..."*

The development of sport requires a constant stream of talented athletes to feed into provincial and national teams. The function of talent identification varied between it providing an athlete with the opportunity to present their country to providing sporting codes and franchises with the opportunity to identify athletes with the possibility to improve. Research participants highlighted the importance of talent identification in identifying athletes that can make a career in sport. It was, however, also identified that the talent identification process may be too limited to allow sport development to take place.

Table 8. Function of talent identification

Earn a living	*"When we are talking about talent identification we are saying first as a human being, then as a player we must develop your very best talents, because you must be able to use them to earn a living"*
Serve your country	*"Also, to serve your country and to serve humanity through your skills through the platform of football. Therefore, what we are looking for when we are looking for talent is that which is natural"*
Journey of discovery	*"It's not all the time you can just expect them to do 1,2,3. It's not like they don't know. It's like, how do you help them to discover what they know? So, with coaches you say, help them to discover themselves, help them to discover what they know, help them to discover the enjoyment of playing the game of football."*
Limited in scope and impact	*"It is important to develop players in the sport, and to develop new training techniques, and with talent identification you merely nominate possible candidates who possess the potential to participate in this development."*
Reliance on backward reliability	*"The governing body rely on a downward scale of identification. Coaches in primary schools and high schools will identify good players to participate in provincial trials, and if selected, the national coaches will rely on provincial coaches to identify the players who can participate on a national level."*
Late identification occurring	*"There is not a lot of talent identification being done at school level. The senior high school teams will receive a few scouts that will look to fill up their under 19 teams for next year. Most players are only really identified in this time to ensure future prosperity in the game of rugby"*
Talent identification process may stifle	*"In rugby you meet athletes all the time that were scouted through talent identification programs. In fact, I think it will be hard to make*

career progress	*a career out of rugby if you have not been identified by a talent identification network."*
Identifying those with potential to improve	*"It is basically a process that a player and coach go through to spot and identify a player(s) that stand out and have the ability to improve from their current performance level they are at."*
Creating opportunities for athletes to showcase their skill	*"In the organisation I am involved in, it is processes we go through to create camps for potential players that we see have the capability to go through the players' pipeline to face opportunities that will help them and grow them into being potential professional and elite cricket players in our country and system."*
Exposure to scouting	*"For talent identification processes for players between 7-17 we have provincial trials, TAP Camps, Provincial weeks, RUP/HUBS regional camps that are run by CSA and where a panel of player selectors are present and national teams of the age groups from u17are compiled, managed and given opportunities to play against other countries and grow from those experiences to ensure that a fair chance of being called up to the national team is given."*

Skill development, as 'opposite' to talent identification, was clarified by research participants as a longer-term approach than talent identification. As can be seen from the themes in Table , skill development is more focused on training itself.

Table 9. Understanding of skill development

Responsibility of organisation	*"it is the responsibility of the organisation to enhance them (talent) through development programs. In our courses we develop the coaches from d, c, b, a, pro license and specialisation courses like YOUTH, as well as instructor and goalkeeping"*
Equal opportunity	*"This means everyone and anyone who has interest in these*

	aspects must be afforded an opportunity to develop to their highest level"
Responsibility of coach	*"It must be people who have the interest but we must also stimulate the interest in the coaches but above all they must now sustain themselves to be in the system and rise above to the highest level of the ladder"*
Responsibility of player	*"That's why we talk about the skills of the person and the desire that must now maintain the person because you can't keep on squeezing things into their mouths"*
Universal skills	*"When you say 6-12 years grassroots it may be universal but football will focus on more football related aspects"*
Contextualised skills	*"But the cricketer can do the same. I could teach my footballers to play cricket not because they must be cricketers but they must learn hand eye coordination, so I won't stick on it because my sport is one that is more holistic in demand. They must be able to move, change directions we talk about balance, coordination, agility and speed. All of them are therefore universal as well as contextual"*
Holistic development	*"Agility in football is different to agility in cricket. Therefore, it's the long-term participant development program and not long-term athlete development program because its more holistic in that it looks at everyone not just the athlete, all the administrators coaches etc. we are on an ongoing bases trying to modify it to meet our needs"*
Specificity of training with purpose	*"...he or she who does not make it into the national system is not there because they don't meet the requirements, it's not because of his colour but because of the things that we believe that once we develop them we can compete with the best in the world. Therefore, our philosophy dictates a 6-8-year-old 9-10, 11-12 and*

	so on should be trained in a specific manner. If you want to be successful in football you must have each and every training session comprising of the following elements: 1. Players must be able to perceive situations. Where are they, what do we do? They shouldn't be remote controlled. They must decide, I pass or I don't pass. After analysing the situation. Above all they must act. And then can they carry it out technically. So, these elements are embedded in the SAFA philosophy and are therefore heavily reflected in our LTPD program."
Modernise training methods	*"A key element we are trying to propagate is let's avoid drills. Because if you use it too much, it becomes counterproductive. It restricts players and takes away perception, it removes decision making and players become remote controlled. The game is a series of unpredictable situations and players must be in their toes. Teaching them a natural overcoming under stress. On the field I give you hell and you can only cope if you are thinking. When you concentrate when you are communicating when you support one another. If you're faced with an issue adjust and recourse within the framework of the game. In short that is the program that we are following. So somehow, we are still in transition."*
Age appropriate facilitation	*"We are looking at starting as young as 5 to connect with early childhood development theories but for now we say with FIFA its 6-12 is called grassroots, 12-15 then 16, 17. And we have specific brackets inside of those age groups. Within these groups there will be athletes who aren't as developed as others this has an implication on the youth coach who must observe you must see here they are same age but different physical make up. Then those who learn faster will advance faster. So then how do you manage them so that they don't become bored or over awed when you take them to a higher division."*
	"One may be more advanced because they were exposed to a

	multiplicity of situations they have built something up inside them and can now react quicker so how do you ensure that you don't restrict her growth."
Encourage coach creativity	*"...the creativity of the coaches is very important. So, we say among other specific outcomes a coach must be able to recognise diverse skills and promote them in the uniqueness of each person."*
Leaving egos aside	*"When we look at early specialization vs late specialisation and the role of development usually early specialisation is motivated by a number of factors. Example. If I just want to win matches and winning is the key, and number two I want to win and I have my own ego to satisfy with the kids winning matches then we have a problem. Like taking an advanced player of 32 and play them as an under 19. So, it's about the coach's ego wanting to be the big man. So, kids when they come from a poor background are the most vulnerable. Because they want to get out of that misery..."*
Diversified training	*"Our training is diversified, at the 6-8 the beginning part of the training session is always focussed on the balance, coordination and agility and overall stimulation of the individual, football is the last aspect. From the ages of 11-12 training takes a new shape you see we start with the balance, coordination and agility and overall stimulation of the individual, holistically, physical, emotional, mental then from there we pick it up with games, small sides games with like 5 a side with a lot of intensity and they are forced to follow the chain."*
	"And we try to say with drills we are getting nowhere. Let the kids play and have fun and be creative and ignite that joy in the game. At grassroots we have netball, football, basketball, rugby all in one. Because they are all about movement and fun. You have like a boy who has only played football then expose him to netball it becomes interesting. Sometimes we call it net soccer... when space

	becomes tighter you need solutions. Running, thinking, perception, decisions, awareness now I act. In terms of technical development, we want the player and the ball to be best of friends."
Create lovers of movement	*"We want a human being who is excited by movement"*
Teach fundamentals of movement (movement literacy)	"*Perceive, decide and act. We talk about FOM. Fundamentals of movement. Then FOS fundamentals of sport. Then SSS sport specific skills. 6-12. 9-10, 11-12 sport specific skills then from there we begin to show more and more understanding of the game. At 11-12 we talk about the golden age where it focusses more on skills, skills and skills. Skills not in isolation skills in context. A pass cannot be a pass for the sake of a pass. A pass to create an opportunity of a pass to complete a movement created by someone else to have a shot on goal. Lots of diversity. Without it you create athletes who are rigid. And who are limited and then you will always be number 9 or 10."*

Cricket South Africa has tried to instil a new CSA Presidential Plan in order to support the 2013 Transformation Indaba. Five new main focal points were adopted that would work as a driver for all projects. In other words, all upcoming projects of CSA will now be tailored in a way as to achieve the new five main aims of the plan (Ferreira, 2015).

The new five big aims are as follows:

1. To establish a plan of action that would manage and secure "record-breaking" revenue with the aim of using it for the highest ever level of cricket development in South Africa,
2. Create a high level of excellence and performance enhancement from grassroots all the way to the National team (Proteas), with the aim of securing South Africa as a top cricket nation,
3. Emphasise transformation as a priority by Africanisation of cricket in South Africa,

4. Create an environment of sustainability by enhancing relationships with government, industries and private business,
5. Market and promote Cricket so that it can grow and reach new heights of potential (Ferreira, 2015).

Various functions of sport development were identified by research participants. Functions include the betterment of humanity, physical literacy contribution to holistic development, teaching of life skills as well as several additional functions. An important aspect that came to light was that skill development is perceived as more important than talent identification as one participant expressed: *"Although sport development and talent identification go hand in hand, I believe that talent identification is merely a small part of sport development in general."*

Table 10. Function of skill development

Holistic development	*"In football we want a human being who should excel in the field of play. But they must be able to use football as part and parcel of recreation"*
Physical literacy	*"A human being who has physical literacy"*
Betterment of humanity	*"...and for the betterment of humanity as well. We want a human being who is fit and healthy for life. Like if war breaks out we don't want implies, we want people who are able to move"*
Health and cognitive development	*"In their daily lives they must have the physical ability, the cognitive skills to deal with the challenges of life. These must be led from the platform of football"*
Life skills	*"That's our understanding, our platform is restrictive because we start engaging football but it is also broad in the sense that there are elements that are universal. For example, if we talk about life skills are life skills because we are dealing with life, if you learned them from netball or rugby or football it doesn't*

	matter all these are called sports from these we have life lessons that people must go and use in their everyday life"
Teach mutual respect	*"Like respect it is a value that everyone must respect. If I don't respect you, you won't respect me and I am preparing the ground for conflict. Our lives must be used positively and you must have the values that must guide us in everyday life. For example, in south Africa, which is on the brink of collapsing along racial lines, these things can only be assisted in participating in sports. Because sports have values like honestly that we need. First and foremost, like human beings because our mission on earth is to ensure that we utilize our expertise for ourselves but also for our next human beings that is why our playing philosophy we use the word ubuntu, I care for you and you care for me, life is easy."*
Produce footballers	*"We have festivals and, in those festivals, they are taught how to score, have fun, balance, coordination with the ball, agility, running and stopping without braking. Those are the c.b.a.'s of sport development. You develop that, the c.b.a.'s and then you come into football, and add football elements into it. Then this person becomes a fully-fledged footballer."*
Produce winners	*"It's a build-up. The build-up will be like now you are playing in the world cup you have to play to be in the world cup. You have to play to win. The question will be though, how we developed a footballer in you from the first phase of development until this phase where you have to compete to win."*
Encourage enjoyment	*"There are programmes like grassroots where kids are made to play just to enjoy the game of football."*
Educate about how to train	*"Then as a coach you start to teach them how to train. That is*

	one phase of long-term player development. Learning to train, training for training. That's another stage."
Support children from different backgrounds	*"They come from different backgrounds and all that so we need to have a professional who is always there for them to help them to feel at home and part of the program. Going forward we will have to make use of a professional sport psychologist it will be important.* *The national team are using one but I think it will be more important for the junior teams. Like we say they come from all over and then when you come into the national team we fast track them from boys into men because now all of a sudden, I was playing development but now I must play for results so that puts so much pressure on them. It's a very big challenge. So, it would be of great help if at this age to get a psychologist. Child psychologist or child sport psychologist to be at their level. Like I said the biggest challenge that we have I this country is mentally we have got a very weak mentally sport people. In south Africa when things don't go your way you tend to break. We are not strong in our minds. I was with Dwayne yesterday at SABC he said he was robbed in a restaurant. So, we all have so much other stress all the time so the sport brings extra."*
Maximisation of resources	*"To me sport development means that you use the maximum amount of resources available to enhance the future of the sport."*
Holistic development for future benefit	*"This can be done through development of players, development of technology and equipment, development of training techniques, development of rules and laws and the development of future exposure."*
More important than talent	*"Although sport development and talent identification go hand*

identification	*in hand, I believe that talent identification is merely a small part of sport development in general."*
Promotion of knowledge and sport activities	*"Sport Development to my understanding and knowledge is the promotion of sport activities at grass root levels which are in communities and societies that will help those individuals in those respective areas to be exposed to different sporting codes and in this case, it being cricket."*
Holistic collaboration of stakeholders	*"Most importantly sport development is not a one man show, a lot of parties have to come together to ensure that the sport developmental programmes are structured, implemented, run and monitored in a manner that is not just a one-time thing but happens continuously to create and promote interest in those sporting codes."*
To introduce athletes to sports in a non-competitive environment	*"How I would suggest the differences is that sport development is a stage or level where individuals are being exposed to the sport in a recreational manor and later then hopefully grow to have better understanding and love for the sporting code they are regularly involved in."*

Sport development was perceived by some research participants to be no different between individual and team sports.

Table 11. Sport development in team sports versus individual sport

No difference	*"I wouldn't say different. Our platform in its nature is instructive. Our platform is football. But we know that football isn't played by players. It's played by human beings"*
Universal development model	*Firstly, we use football to develop human beings through the sport called football. We develop these people according to different age groups. we have a development model that is*

	universal in south Africa but we try to contextualise it"
First get people active	*"Sport development is like we must get people active, kids active and when we talk of this we talk of long-term player development. You start with active start, like someone starts crawling walking. That's active start. Like from the age of 3 you start getting active with physical activities. Then you have the fundamental stage of development. This is the foundation of active sport and your involvement in sport."*
Coach how to compete	*"Then you also have training to compete. This meant all the phases of development will be put into the game. He has to have a high level of execution."*
Long term player development	*"So, when we say sport development we talk about long term player development. Long term player development has to start somewhere."*

Cricket South Africa highlights a long-term focus on sport development as the key to developing sport and players. According to the CSA philosophy, players aren't coaches and should be managed in a way that focuses on fixing short term team shortcomings. Players are kept in the system for between eight to twelve years in order to establish a long-term focus on skills development in all areas thereby creating more sure and mature players.

Research participants identified various opportunities in their respective sporting codes and highlighted that sport development should not only be focused on developing athletes, but must develop coaches as well. Skill development can be in the format of a grassroots program, skill development clinics or road shows.

Table 12. Skill development opportunities

Grassroots development	*"The grassroots program 6-12 we train kids in many movements and skills using many different kinds of tech games. With 2-3 purposes. 1: to make*

	football attractive. To the biggest audience as possible. We know that if we don't catch them young they won't be there for us. So, we want them young and in big numbers. But because they play in big numbers for fun. There you can identify natural gifts. Usually without extraordinary circumstances we can see around 11-12 that a child has the ability to maybe go into more elite football. Even before that if we see something special we take note of that. But 11-12 we can say AH! this is talent. So, grassroots are to create a base, making the game attractive because we are competing against other codes. So, once they are in, make it fun and make it interesting to them. We have a specific program called "live your goals" for girls. Girls most of the time don't have the same background as boys, so to bring them in there is the soccer ball which is very hard. They use their toes. They get hurt they will never come again. So, we must be there to teach them how it must be kicked, you know to do it without any pressure. Always to just emphasize fun fun fun. So, live your goal is grassroots specifically for girls. It's a FIFA project"
Road shows	"*So, we engage in that but there are also SAFFA programs like the road shows"*
Clinics	*"We run clinics and they are permanently built into the grassroots program. But we also have situation where coaches can go and do clinics but we try to coordinate them because most of the clinics are more about drills."*
	"Yes, clinics are held for coaches and player, mostly players in townships"
Coach engagement	*"We also engage coaches in that environment to say this is how we coach and at national level some of the things we do are like this or like that."*
	"Coaches need to be trained - it's very important"
Coach development	*"...now at SAFA we have what we call provincial technical officers. These are the people who will be helping in the development of football in their regions. So, they do visit areas and conduct coaching courses. It's called D license for grassroots..."*

Skills clinics nationwide	*"...we do host skills development clinics in different regions as often as we can and when the budget we have been given for the financial year allows"*
Regional camps	*"When I am able to be part of the regional camps that are run across the country the players that I have the opportunity to work with, leave there with a better understanding of their style of play as well as their abilities to push their bodies through fitness sessions by adjusting their mental approach to the sessions. This has been communicated to me that the players are more open to different fitness sessions and they are able to push themselves further and harder than they used to before the regional camp."*
Emerging talent centres	*"As SAFFA we are also trying to implement talent centres. Emerging talent centres. In any area that there are soccer fields available. Kids from the surrounding areas would converge on these fields and then they would have coaches there to look after them."*
Academies	*"We coach and teach and recruit players into the programs. We can identify those who can make it as footballers. Those who are not, we don't throw away, in Gauteng we have football centres and academies. The football centre is where anyone can come themselves. The academies are more for elite footballers. Those with abilities and potential. So, we can say ok those ones let's have a specific program that will develop them over time to become a professional footballer. You know there is a lot of luck that goes with being a professional footballer, you may be a good footballer but end up nowhere. Those are problems we deal with so we are saying let's not lose these players, let's put them into programs".*
Festivals	*"It ends up becoming a festival. All the age groups and levels are there. That's how we come in as a national team to go and scout and select players and bring them in."*
Leagues	*"It's mainly for boys but we are looking at doing the same kind of league for the girls. SAFA also has local football associations. We're running a under 13 leagues. Were also running a under 15 in the local league. This program*

	must still be rolled out throughout the rest of the country. In all the provinces and regions, it's just in Gauteng right now. Johannesburg has the development league and if we get it right we want to roll it out in the rest of the country. In the other provinces currently, we only have a under 13 and under 15 leagues. With all the teams here, we have them bringing kids from all the age groups, we have chiefs, pirates, cosmos, wits, super sport, highlands park, Tuks, platinum stars so I would say maybe something like 1000 kids in total roughly but apart from that there are still academy leagues playing so in Gauteng in particular we could say roughly 2000 kids."
School high performance sessions	*"There is HP sessions running for high school kids. There isn't enough it must get better."*
Provincial teams and clubs	*"I know there are with northerns they have teams in their league like dangerous darkies from Shoshonguve. Northern trials were over 200 kids. In Gauteng there is probably way way over 2000 easily I meant just at tuks alone we have 300 kids."*
Senior leagues	*"In the high schools' boys and girls there's significantly more development. With the league its part of development because a lot of the schools' kids are playing in the senior league. It's a club system so they play at school and at clubs in the evening. Some of the clubs are massive like old boys. It's an old club in Pretoria..."*

An unexpected observation that arose from the interviews was that sport development has indeed become a profitable business: "*The business of rugby development also became very profitable so there are many private developmental officers."*

Factors that impact on and affect sport development initiatives include the importance of trained and licensed coaches, the provincial quota system and the presentation of development opportunities.

Factors that present a threat to sport development include the fact that grass root sport development is often used as talent identification exercise; sport development officers serving the function of talent scouts; and tournaments masquerading as opportunities to identify talent.

Table 23. Factors impacting on the success of sport development initiatives

Pro licence (trained coaches)	*"Some of them I didn't initiate but I was part of them like the pro licence. The highest qualification in football. We have the coached who went through this system doing very well where they are coaching. So, the pro licence is very good. Like Mamelodi Sundown's coach Pitso Mosimani. He is a product of all the levels and did the pro licence. He is a great example. If you look at SAFA the entire staff consist of the pro licence. Pitso also does a lot of self-empowerment reading researching and attending conferences. So, with this level we are very satisfied"*
	"Where we have the greatest success is at the D licence. For grassroots. If we look wherever they are the kids love it! So now we must take advantage of this with all the kids at grassroots so we have added a new dimension"
Grassroots function as talent identification	*"So, every grassroots is working as talent identification programme. So, 6-8 and 9-10 unless there is something extremely special. We only observe and take notes. 11-12 we observe take notes and make recommendations"*
Officers as talent identification scouts	*"Each and every officer at the festivals act as talent identification scouts. We have talent identification processes throughout the country. Now as we speak we have provincial technical officers in the past we had head coaching in the provinces. They used to select talent. Bring them together and prepare them for saffa inter provincial tournaments"*

Tournaments function as opportunities for talent identification	*"So, we have these tournaments for under 13 under 15 under17 and under 19"*
Problematic inclusion	*"There aren't lots of kids from poor areas in these clubs though. The club dangerous darkies do a lot for those players but the other clubs like from Tuks not a lot at all. This is bad. Tuks does do outreach programs though. Last year we went to many schools on outreach. They were once off day clinic which is actually bad because it should be more often. It changes the perception of the sport. People then just think it's for coverage or marketing. It should be like once a month minimum. It would be more effective. It's only a day every 4 weeks. It shouldn't be just clinics it should be a program. E.g. Basics the one day then skills etc, you need to teach them different things every time. You need twice a year bring them to an Astro to see what it looks like. Or like when you have a holiday clinic at Tuks then the kids from the outreach clinics must come join. If you start just with 5 kids, coming all the time you can make such a difference for those 5 kids, they will then bring a friend."*
Provincial quota system	*"Well not as often but they do when it gets to provincial level. There is a quota system in provincial so then they involve those kids and things get paid for them..."*
Equal opportunities from a developmental perspective	*"For both girls and boys, they start at the ages of 6, they are involved in the KFC Mini Cricket programme that the different provinces run and monitor with reports being sent to the head offices of Cricket South Africa where the heads Manager of the programme operates from. The girls continue to play till the age of 13 then from there they get involved in a more competitive league and atmosphere where they play against different schools and they then start getting opportunities to play for the province from that age. The boys, however, leave the KFC Mini Cricket Programme at the age of 11*

	and they start playing competitively and getting opportunities to play for the provinces. They start building their cricket stats from those respective ages and we keep records and monitor from then on."

Barriers to sport development can be categorised as a lack of resources; barriers impacting on actual coaching/sport development; and, systemic barriers. Not surprisingly, a lack of funding surfaced as one of the most prevalent barriers to sport development initiatives.

Table 14. Barriers to development

Lack of resources	
Lack of financial resources	*"We may not have consistency because of finances but when sponsors are there we have u13, u15, u17and u19 are there. We have SAB u19. We agree that when they are at 21 they must be at professional level"*
	"Funding for development players. Is largely lacking."
	"We have different levels of courses, like D license that is beginner level for kids 6-12 coaching. The C licence is the equivalent to the C licence of CAF its 15 days then you can coach at amateur level. Then after that it's a one-year period to get experience in order to get B licence. 20-day program. Then to go to A licence it's a 2-year gap. Which can only be done with evidence of coaching for those 2 years. The barriers are finances. If the course is conducted at SAFFA Joburg and the person in in Cape Town he needs money to travel here now immediately he is disadvantaged. We have to try help. So, we do these courses regionally"
	"The barriers today I would say still resources even though NGOs and government SAFA try hard, but finance is a problem. If you're talking of 52milliion people and of them 20 million are kids 17 and

	younger it is difficult."
	"it will never be enough. It's a small drop in the ocean and you have to source other means, companies come in to help, like that company in Kimberly. If for example you have universities they have so many fields and, in those fields, they bring kids to play every afternoon. *"The reality is those who have to help all the kids must. So, the "question is who helps them to carry that project out? So, we can go to UJ, UFS they all do it. Those who afford help. That what we get from government isn't enough."* *"...receive also a stipend and they can't even get that. It will always be a challenge to travel from Centurion to like Sandton, to conduct a training I have to get in taxis and trains and who pays for that. So, whatever they are getting to be honest and vast and diverse as we are in the country it will never be enough."*
Lack of Human resources	*"I would have to get all the right structures in place and get the human resources in terms of speed, equipment, erect fields. when that has been worked out I would know. I might say 2 billion rand to be spent on erecting fields etc. I could say 5 billion Rands would cater for a certain period of time but let's say 2 billion rand would be the first phase of it. Then after that we need to maintain those structures, employ people to look after all those structures. So that would be part of it ongoing. But erecting fields would be once off. So, the next budget would not be so high. Look at the legacy fund what they have done, they erected artificial fields. All over the country, but the thing is when you visit the fields they have been vandalized. Security Is important. Communities aren't looking after what they have. If you're the one vandalizing you don't see the value. The budget would be a few Billions of Rands just for football. If you go to Botswana but the best thing about it is there isn't so many people there so it's easier. I would go for a few billions to kick-start it and bring it to a level to have everything at the right*

	level. Like football is developing so much that it's important to have a psychologist on the team, a doctor a trainer. So, these people need to be paid."
Discrimination as result of funding	*"Secondly the course is also not free. Because the cost means only those with money can continue not necessarily the talented ones. Then people get angry and call the courses names and all of that. Another barrier is we are introducing IT as in the computers. You will find that people from backgrounds who don't understand the computers it really slows the process down, then they are intimidated and don't want to come. We try to handle and support as we can so people don't stay away..."*
Lack of trained coaches	*"More help with new coaches to get them up to standard"*
Lack of facilities	*"We still have very remote areas in the country, villages where there are no grass fields. Just sand. But you will always see kids playing despite all of that. If you come in and help out those kids you're still developing football. But if not that's the biggest challenge we have..."*
Lack of transport	*"I must say transport is difficult for those kids, we had clinics before and some of the kids just didn't pitch because they don't have transport. So that is a big problem and we don't have public transport. Maybe if you get involvement from a school they will help. Like if you do things for free for the school with the sport then the school's part can be arranging the transport for the kids."*
Lack of equipment	*"...not enough equipment, it's not like soccer where you need one ball and you can play you need a lot of equipment. You need to have it all to do it properly. Hockey can get dangerous. So, equipment is important."*
Taking programs to	*"...when you go to the schools. Because transport and equipment are*

schools	*always a problem. It's more convenient for them, making it convenient for them works well."*
Factors impacting on actual coaching/sport development	
Language	*"Another point is people in football are in the African community so we have a language barrier. So, all the manuals are in English because the manuals are from Overseas because the foreigners are the leaders in terms of coaching etc. now it's a barrier. We are trying to work on something more appropriate. So, if we have someone going to do courses we have people there who can speak the native language as well as English who can facilitate and help with the language barriers. So, people are free to use their mother lounge. And then we also try to use lay mans terms and simplify the terminology so that its easy to understand. Put aside the scientific language and make people understand easily. So now we are analysing all of the qualifications of our instructors to see what they have and how we need to change things to take them to another level. As an example, didactics methodology and pedagogy. So, we need to make sure that things aren't a barrier. And also, culture, sometimes you can go to a region and people have not seen a white and they are surprised by each other."*
Lack of interest	*"Also, they don't have interest. They are lazy and just expect the job to come to them. Nobody will bring a cheque to you because you have a qualification. A coach must coach. Even if it means starting your own club or going to a school. But they don't want to."*
High dropout rate	*"I think just kids staying involved is a problem."*
Lack of specificity of training	*"There wasn't much specificity in terms of what you're working on. It was more just let them play."*
Lack of access to information	*"The barrier then not having access to information and we ended up doing the wrong things. Like with me I was made to do frog jumps*

	for 50 – 100 meters. I had to operate on my knees in 1998 and now I must go for a second operation. So talented individuals ended up nowhere or injured or losing interest in football. The management, training and medical side was not up to scratch. Those are barriers I would say from the past..."
Lack of curriculum based on age group development	*"So, we can't be there throughout the development phases of the students and their development and that becomes a problem. To say maybe we should have done things differently. The other challenge I would say we did not and do not currently have a curriculum to say for under 12 and under 15 and so on.* *So that the development is more or less the same as one would have going into primary school, go into high school, graduating and going to tertiary institutions. Because mentally academically you're being developed in terms of how to handle higher levels of education. So, with the football if we can have it that way to say you are actually developing you so that when you get to the next level of football you are fully developed as an individual and can handle whatever is thrown at you. This has been a problem."*
Lack of life-skill training	"*We were more on the academic side we weren't more on the academic side of football, like in life as a footballer. How to handle fame, money. All of that. We never had life skills. At harmony academy. Like so when you go out this is how to live as a footballer. So, he goes out and gets a psl contract he's given a key to say this is your room. This is your flat. Every month he gets so much, and remember, he never got money where he came from. And then he is on tv every week. That becomes a problem. He can't handle it and we end up losing such players."*
Systemic barriers	
Lack of players progressing to	*"Most of our graduates from our courses don't end up coaching. Why? A number of reasons. Coaching in this country is not*

coaches	*respected in football. You find a club owner coaching on his own. When you say why? He says I'm coaching because I'm paying, this is my club and you cannot tell me who to hire. Also, if I hire someone I don't have money to pay him. So, you attend the courses and there are no prospects of coaching successfully and being challenged, earning your stripes and earning your money."*
Historic injustice	*"...look in the past it was not a barrier in a way it was a plus, football was the only sport for people of colour. When you wake up in the morning the only thing you could do was play football, there were open fields, where to go and play football, we had to do a lot of self-discovery with yourself playing football because everyone was meant to play football. So, you could not lose anyone in football, even those who weren't talented in football ended up playing football. So, in a way it was a plus for football in that time. There were a lot of open fields everywhere and even every open space available you would go there and pay football and that was the case. But we never had enough soccer balls. You would find a group of kids of 40 playing with one ball..."*
Not being able to compete with other sports	*"Another challenge in football is we have serious competitors (in other sports). I have boys interested in other sporting codes. Because of what other codes can offer. Now even though he may be talented to play football but if another sport is offering more it becomes a problem."*
Lack of talent pool	*"That's why we want to do development because we think there is a lack of it. Specially now in the senior team its always the same players in the team with no new players in the team and there aren't enough development players coming through the system at all. It's also difficult because hockey isn't really a part of black culture. So that makes it difficult. Those that are here are good but there aren't enough players. Also, the players struggle with transport etc. etc. so it makes it difficult. Provinces are trying hard to fund and develop*

	players but it's hard. Those that are in the system are doing really well. Getting them into the system is difficult. In high school already, we lose a lot of players. Then they just stop. They tend to get into other sports, hockey isn't a priority and maybe they don't know hockey like they know soccer etc. so we must go out there and give kids exposure about hockey etc. it's a process. We need to educate. I think maybe hockey isn't really seen in their schools. You need to be involved in a school and stay with that school and make a project of support. You can't just see a school once. You can't leave equipment there it will disappear. If you only go once they forget about you and learn nothing."
Lack of foundation phase development	*"For us our academy will be with primary schools. In high schools there is much more but not for primary schools. There is a lack. There is a need with primary school kids to do development. So, me and my partner in business want to focus on primary schools and primary school development."*
Marginalise players being dropped into higher performing teams due to quota systems	*"But now there is a gap. Because these players haven't been developed before now they are dropped into provincial level and you can see the difference. There are the players who have been developed and then those players, there is a massive gap. So, it actually then disadvantages those kids. then they also know they're in the team because they have to be (quota). Some of them are in the team are in because they have been through the system. But most of them that are in the group you can see the big difference in skill and understanding. It's bad. They haven't been developed like on their school level. Now they get selected above another good player into the provincial team and then you see the massive difference. They don't feel good about it. It causes a big dropout rate. Like here at tuks they brought in the rural teams, they need to have players of colour in each premier league team. We pulled up a player of colour from the 4th team to the 3rds. She stopped playing. She said she*

	doesn't deserve to be there and the only reason she is there is because of her colour. We lost two players like that because they don't want to do it like that. It's bad because they know it, but what must we do. It was an opportunity for her to grow but they don't see it like that. They see it because of colour and then stop. It goes both ways. So, I would definitely say there's a lack of development from school to provincial its huge. Hockey development is also only skills. It's not enough. They don't do enough of all the things that must be developed and supported."
Politics	*"Politics I think is a big problem. Politics with selection. Like only certain players from one school gets selected. In clubs its more politics. In schools and then at provincial it's the quota thing. Players that are there who may not be good enough. Because there may be a kid that is good but now he or she doesn't get the opportunity to play on that level because she needs to make place for someone who maybe shouldn't be there. So that kid then is stuck only playing school hockey then. So, it's a big problem."*
Parents	*"Parents. Big problem. There needs to be more chats and conferences with them about how they behave and influence a kid. Like my parents have never been involved with my sports. They sit and watch. Because it's too much pressure from the school and the parents, they must win win-win and if they don't the coach is in trouble. Like the parents come and scream at the coach, "what have you done?" "what is your structure?". What's this and that. Why? It's not about winning. It's about developing the kids to be a better player and also to teach them more than sport.".*
'Once off' development opportunities	*"With these coaching clinics we aren't for them becomes it becomes a once off. You go there and throw some few balls at kids and then leave. It doesn't make a long-term impact. The best thing for us to do is to have these coaching courses and within these courses you have their grassroots programs to have then the festivals. As soon as*

	you graduate with the D license you have to have conducted a certain amount of football festivals before you get the certificate, like practical hours. So, like in your region you go and develop football. This means you must have so many festivals in your region. Currently the coaching education department came up with this coaching D license. And to say you have to conduct maybe 10 festivals. SAFA will help out with equipment for those festivals via the regional technical officers. The coaches will give their programs to the provincial technical officers who will then use the program to source all the equipment required for the day."
Players not prepared for life outside structures	*"Let me first start with that what did not work well. When I was at harmony sport academy for five years, we had a very nice football set up. Kids were paid for academics, catered for meals. We had a routine lifestyle. Get up in the morning, you go to the dining hall and have a meal. Like when you're at a camp. A set out schedule to follow all the time. So, when these kids go out they aren't well prepared for a life outside. Outside that structure. They end up becoming problematic. The life inside is different from the life outside. So, when they go outside they get into girls, alcohol and other things. The most difficult part is that when you're living a life that isn't what you want. So, when they leave that is a problem. When you're developing these boys, there was like study time, etc a full program that tells them what to do. After training you come in and go have something to eat. So, when they graduate, when they compete their grade 12 they have to go out. Or a team comes in from psl and takes you out..."*
Move toward professionalism	*"Now we have professional trainers and conditioners it helps, we have physios and biokineticists it means the injury levels are more minimum and recovery is quicker. This is a big plus. So now it doesn't matter if it's a under 16 or under18 or national team there is always a medical team who are looking after them. In the past we*

	didn't have that. We would go to the game without physios and doctors. Or medical personnel nearby so these are important positive things we can see in football. We are closer to the right direction in order to get to where we need to be in football..."
Lack of input from international governing body	*"I do believe the entire development of rugby is flawed. On a global and local stage. In terms of a global stage I would say that there is not nearly enough intervention from the international governing body as there should be."*
Widening of skills gap internationally	*"So, the best is just getting better and the weak countries are just getting weaker. In soccer for example you can have almost any country paying against each other and you can be certain that it will not be an embarrassing loss to one country alone. In rugby it will not be the same."*
Getting the process backwards	*"In terms of a local scale I also believed it is flawed. Instead of trying to improve the game from grassroots level upwards, as suggested by the Long-Term Athlete Development-Model (LTAD-Model), they want to start at the top level and work the way down. SARU, which is the governing body for rugby in South Africa, is also responsible for the development of the sport on a national scale. They believe that if they can create a good national team, they will create enough interest from younger players to commit to the sport on a long-term basis. They then proceed to do very minimal development at grassroots level, but just enough to ensure that there will always be talented players to choose from. They should start by completely changing their vision and mission. In my opinion they should start development from the grassroots level. This way they can ensure that the identified players has reached their maximum potential when they are old enough to participate on an international stage. This will in turn ensure a good national team in the long term, and generate more interest from new and potentially*

	very talented players."
Lack of understanding of roles and responsibilities	*"Thus far it would be first getting into the industry and being underestimated with my abilities to do my job and also having to communicate with coaches that are not educated about my role in the cricket industry."*

Research participants perceived South Africa to be different from developing countries in other countries based on several factors, including a lack of professionalism and staff; a lack of sponsors and the standard of development programs in countries such as Holland.

Table 15. South Africa versus other countries

Lack of professionalism	*"With sport development there needs to be money. With us also it's a big problem. We as south Africans in the national team rely on your own everything. You need to be dedicated. With other countries I think their set up its like huge."*
Lack of staff	*"They have a lot of staff. Like someone only running HP someone only running the financial part. Someone only running physical, mental, nutrition and so on. All of those things, there are people in each one of those divisions. And with sport development its actually that, it's all those categories and someone needs to be in charge of that all of those things if they get developed the whole program will be developed and money is a crucial thing. They have more man power also. It's like I say there is always more people involved. Where with us there's maybe one or two people doing everything. So, our sport scientist in the national team is the manager also doing the programs also. So, its two crucial things that are two full time jobs. Example here at tuks there isn't any one specific looking for sponsors for the different sports codes each sport code has to do it themselves. Each club must raise their own funds and get sponsors. It makes it difficult*

	because you need to have someone who is out there looking for those things for the team."
Lack of sponsors	*"You need someone who is really good at working with people. A people person who is business orientated who has entrepreneurship. They are looking for sponsors and I think the other countries do have that..."*
Gold standard	*"oh Holland (Netherlands), Argentina - they are so good they have massive sponsors - and England. Also, Australia. They have fulltime professional contracts. They also have massive junior programs run like professional programs. Its huge. They can develop each athlete. We rely on hard work and doing what we can and we have no extra. There is a massive difference between other countries and us. In hockey we always say we wish a professional rugby player would give up their one match fee for us. Just once, we could do so much with that. Oh, my word. Money is really a big problem. But even with not a lot of money. Our organisation could change a lot about the way they do things. You can do a lot with little money."*

5.3 INTERPRETATION OF RESULTS

5.3.1 Best practice sport development initiatives for athletes aged 7 to 18 years residing in Tshwane

Data collected showed that best practice sport development initiatives have a strong focus on the inclusion of marginalised athletes. Factors contributing to the inclusion of marginalised athletes aged 7-17 year include the development of clubs within communities which will allow for the diversification of current opportunities. Participants further suggested the need to include communities to allow for inclusion of marginalised young athletes into sporting opportunities. An interesting factor presented by participants relate to a more skill-based approach to sport development in which young athletes are allowed time for 'natural development'.

The provision of time to develop as athletes is a recurring theme from the data which distinguish sport development programs not only in terms of talent identification and skill development, but also in terms of inclusion of marginalised athletes.

A strong theme that emerged from the data was systematic disadvantages due to historical injustice. These disadvantages materialised with any different characteristics. Barriers to sport development were identified as a lack of resources broken down into, financial, physical, equipment, lack of expertise, transport, and even in some cases lack of player base.

The importance of support by external stakeholders in the process of development was highlighted. Courses on offer for coach development is imperative for the development of sport. The level of sport development is strongly impacted by a lack of certified coaches in marginalised communities.

The development of sport - the approaches used and opportunities presented - differs between sporting codes. As an example, the development for a sport like hockey suffers from barriers such as being underfunded. The lack of funding result in a lack of personnel to run initiatives in marginalised communities, a lack of equipment and therefore have to rely on a talent identification approach in order to develop the sport. As a result, there are skill gaps in the athletes who are then pulled into more major teams based on the quota system. Fundamentally these athletes are in reality disadvantaged because the current system dictated a more rapid rise of said athlete.

Once they are fast-tracked into higher order teams they are greatly under skilled and developed thus making it harder for them to perform which in a lot of cases leads to the athlete dropping out: *"But now there is a gap. Because these players haven't been developed before now they are dropped into provincial level and you can see the difference. There are the players who have been developed and then those players, there is a massive gap. So, it actually then disadvantages those kids."* This fundamentally is not just isolated to hockey and happens in most sport codes.

The problem with transport and finances became one of the biggest issues commented on by all respondents. In a country like South Africa this becomes a massive stumbling block because of the vast expanse of the country. Communities even within Gauteng can become forgotten or harder to reach which then in some cases mean they aren't serviced with development programmes.

One respondent mentioned how some places are so remote that people from different races had never met each other and this in itself became a barrier to the program's success.: *"So, we need our instructors to be the agent of the spirit of the rainbow nation. No matter where you come from. Like apartheid was created by people who had their own ulterior motive we are now a new generation, so first what do I see? I see a human being. Later on, I see a woman. Before you bring a colour when you do that you make a problem and also culture, sometimes you can go to a region and people have not seen a white and they are surprised by each other. Sport and football are unifiers so we must know how to use it. We are all going to die one day then what are we leaving behind? Hatred? So, we have to do it in a manner that these barriers are deleted*."

Despite the great number of barriers faced by sport administrators in developing sporting codes in marginalised communities, a number of programs are being implemented and run in an on-going manner. Most of these programs are overseen or monitored by federations, yet are largely funded and supported by external stakeholders. For example, the entire list of programs that were mentioned by the respondents that are "overseen" by SAFFA are all financed and supported by external NGO's, private corporate entities as well as international federations. This means that without this input football development, as well as talent identification and development programs would collapse - not just in Gauteng - but in South Africa as a whole.

5.3.2 Sport development initiatives in Tshwane for athletes aged 7 to 18 years: skill development or talent identification

Participants were knowledgeable and well informed on sport development programs that are currently operational in Tshwane. Opportunities identified ranged from formal tournaments to the more informal programs provided by NGOs. The absence of longer-term sport development programs is an important theme derived from the data as it highlights the current talent identification focus of sport development programs in marginalised communities.

There seemed to be a general consensus that for the most part the most successful athlete would be an individual who has a natural inclination or orientation either for their chosen sport or sport in general.

This natural born ability of an individual would be directly tied into their long-term success and ability to reach the highest levels of sport, *"We are very conscious about the fact that our success is based on talent, so talent must be developed by people who are skilled themselves..."*;

The two concepts under study - talent identification and skill development – was distinguished in terms of time needed and results acquired. Skill development was described as a longer-term approach that is more focussed on the types of training that an individual would receive in order to amplify their skills. These opportunities were highlighted by a few respondents as not being exclusive only to those who were identified as talented, but it should be open to all who want to participate. This is because every athlete develops at a different rate, meaning that someone who may not seem talented now could turn out to be talented at a later age due to the differentiated rate of motor and cognitive development.

Participants also mentioned the importance of federations and organisations to be instrumental in the development of skills long term: *"it is the responsibility of the organisation to enhance them (talent) through development programs."* An important theme that came to light is that, in most cases, sport development or skill development initiatives are misrepresented with the narrative of developing individuals and their skills as well as providing opportunities for participation: *"Each and every officer at the festivals act as talent identification scouts. We have talent identification processes throughout the country. Now as we speak we have provincial technical officers in the past we had head coaching in the provinces. They used to select talent. Bring them together and prepare them for saffa inter provincial tournaments."*

Skill development programs are therefore used as talent identification opportunities. Such a program is therefore used for scouting talented athletes instead, who are then fast tracked in to more elite programs. *"In terms of a local scale I also believed it is flawed. Instead of trying to improve the game from grassroots level upwards, as suggested by the Long-Term Athlete Development-Model (LTAD-Model), they want to start at the top level and work the way down. international stage. This will in turn ensure a good national team in the long term, and generate more interest from new and potentially very talented players."*

5.3.3 Changes to the current approaches to sport development for athletes aged 7 to 18 years to enable skill development

- *More opportunities need to be created to allow for skill development*

Respondents were almost unanimous in their response that not enough is being done and that more can be done to improve structures, create more opportunities as well as programmes.

- *The narrative around skill development need to include a more holistic view of development*

The narrative should underpin the difference and institutionalise the premise of what talent identification and development both represent respectively and aim to achieve these representations holistically. In doing this we would create a system of follow-through and create stronger lineages of opportunity that would see young talented athletes identified, developed, educated and put into a system that supports and celebrates them without the shackles of labels.

- *Sport development initiatives should be founded on the principles of Long-Term Athlete Development (LTAD)*

Development initiative should be based on the true premise of LTAD or LTPD as it is known in South Africa. The focus will therefore need to change from talent identification to skill development.

- *Sport federations need to partner with sponsors to allow funding for sport development in marginalised communities*

Research participants indicated that funding is a barrier to sport development programs in marginalised communities. New sponsorship partnerships were suggested as alternative to finance sport development initiatives in marginalised communities.

5.4. CHAPTER CONCLUSION

Chapter Five presented the data collected to answer the research question posed in Chapter 1. Data collected was divided into themes and subsequently interpreted. Chapter Six will provide the study recommendations and conclusions.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1 INTRODUCTION

In Chapter One it was elucidated that South Africa is challenged with the need to transform sport as a result of a history marked by racial division. Top-down approaches to address the inequity of Apartheid, for example enforcing the quota system in Rugby and Cricket, seem to dominate. The transformation of sport in South Africa, however requires a concurrent bottom-up approach in which new talent are developed from a young age. Developing sport skills essential to excel at a sport requires years of incremental coaching effort and cannot be fast-tracked.

Two concepts used interchangeably in sport development is the concept of talent identification and skill development. Even though the concepts should be seen as a progression, talent identification is unfortunately used as 'skill development' in marginalised communities. Athletes from marginalised communities are selected on the basis of the talent that they present at a particular moment in time Vaeyens *et al* (2008).

The research question for this study was formulated as: "*Is current sport development for athletes aged 7 to 18 residing in Tshwane based on skill development or talent identification principles?"*

Based upon the abovementioned research question it was postulated that:

- Sport development programs utilise a talent identification rather than a skill development approach.
- The use of a talent identification approach does not allow for the development of athletes in marginalised communities.

Postulations were confirmed and presented in the interpretation of results. It was found that due to the severity, diversity and systemic constraints on the sport and recreation system of South Africa that for the most part athletes were identified based on their performance or presentation of skill in the transient moment of the program they were participating in.

It means that athletes are then scouted and fast tracked into programs and teams that, from a developmental perspective, athletes are not ready to participate it. This also indicated that there may be several athletes who, due to slower maturation rates, may be overlooked and not

nurtured. The system subsequently puts pressure on the elite and senior systems and further perpetuates this broken approach to sport development. As a result, various sporting codes in South Africa struggle with a high athlete drop-out rate.

It was furthermore found that current programs are weakened by untrained coaches and officials who lack the knowledge of cutting edge and best practice training methodologies. The South African system was shown to be reliant on external stakeholder support to deliver sport development programs. Without the support of such stakeholders the sport development program in South African would be largely non-existent.

In Chapter One the objectives of the study were formulated as:

- To identify best practice sport development initiatives for athletes aged 7 to 18 years residing in South Africa;
- To categorise sport development initiatives in Tshwane for athletes aged 7 to 18 years according to talent identification or skill development focused;
- To recommend possible changes to the current approaches to sport development for athletes aged 7 to 18 years to enable skill development.

6.2 CONCLUSIONS

6.2.1 Overall Conclusion

Results of the study confirmed that sport development approaches in Tshwane (and Nationally for that matter) are based on talent identification principles and not foundationally based on skill development as they are represented to be. This is regardless of the fact that Sport and recreation South Africa have based their entire development plan for all sport federations in South Africa on the LTAD (LTPD locally).

This structure fundamentally guides and dictates a system of holistic development that would lead to highly skilled individuals who are developed at a pace that suits their own individual needs and development requirements.

This has unfortunately become the norm because of the gross systemic resource shortcomings. The practice of talent identification has seemingly become some sort of a contingency approach that has naturally evolved due to these short comings. Unfortunately, this evolution has not supported the overall growth and strengthening of the system and has

led to areas within the program that are surprisingly being exploited for gain by certain individuals. It was found that the business of sport programs has become a lucrative business for some individuals. This presents a threat to sport development as these lone wolf developers may not be practicing functional and holistic skill and sport development which in itself further disempowers the system.

The practice of talent identification instead of holistic development has led to a gap in skilled athletes being produced to follow through the system into elite structures. It was found that this causes selection problems at elite and national levels and the realities of this is that the same individuals are always being chosen and supported at these levels.

It was shown that in South Africa the system is seen to be a top down approach in terms of resource allocation as well as development programs and skill development. More needs to be done at lower or grassroot level as well as all levels of development leading into elite structures, if the ability of South Africa to become a real competitive threat globally.

The whole system needs to be empowered in the pure definition of LTAD as it was created to be. This in return would create a holistic program that would not only support serious athletes but also individuals who are more focussed on recreation and leisure.

This is important as it was shown that some individuals are late specialises in sport. Late specialisation was proven to be an effective way of creating and nurturing exceptional athletes. This means that if the system doesn't not support these "late bloomers" that the country could potentially lose out on a myriad of extremely talented individuals.

6.2.2 Objective specific conclusions

6.2.3 Best practice sport development initiatives for athletes aged 7 to 18 years residing in Tshwane

- Despite the great number of barriers faced by sport administrators in developing sporting codes in marginalised communities, a number of programs are being implemented and run in an on-going manner. Most of these programs are overseen or monitored by federations, yet are largely funded and supported by external stakeholders.

- Data collected showed that best practice sport development initiatives have a strong focus on the inclusion of marginalised athletes. Participants suggested the need to include communities to allow for inclusion of marginalised young athletes into sporting opportunities.
- A strong theme that emerged from the data was systematic disadvantages due to historical injustice. These disadvantages materialised with any different characteristics. Barriers to sport development were identified as a lack of resources broken down into, financial, physical, equipment, lack of expertise, transport, and even in some cases lack of player base. The development of sport - the approaches used and opportunities presented - differs between sporting codes.
- Lack of funding result in a lack of personnel to run initiatives in marginalised communities, a lack of equipment and therefore have to rely on a talent identification approach in order to develop the sport.

6.2.4 Sport development initiatives in Tshwane for athletes aged 7 to 18 years: skill development or talent identification

- The absence of longer-term sport development programs is an important theme derived from the data as it highlights the current talent identification focus of sport development programs in marginalised communities. There seemed to be a general consensus that for the most part the most successful athlete would be an individual who has a natural inclination or orientation either for their chosen sport or sport in general.
- The two concepts under study - talent identification and skill development – was distinguished in terms of time needed and results acquired. Skill development was described as a longer-term approach that is more focussed on the types of training that an individual would receive in order to amplify their skills.
- In most cases, sport development or skill development initiatives are misrepresented with the narrative of developing individuals and their skills as well as providing opportunities for participation. Skill development programs are therefore used as talent identification opportunities. Such a program is therefore used for scouting talented athletes instead, who are then fast tracked in to more elite programs

6.2.5 Changes to the current approaches to sport development for athletes aged 7 to 18 years to enable skill development

- More opportunities need to be created for skill development. This approach should utilise a holistic approach as many steps are being missed in the current approach.
- The narrative should underpin the difference and institutionalise the premise of what talent identification and development both represent respectively and aim to achieve these representations holistically. In doing this a system of follow-through will be created that will subsequently allow talented athletes to be identified, developed, educated and put into a system that provides support.
- Development initiatives should be based on the premise of LTAD (or LTPD as it is known in South Africa). The focus will therefore need to change from talent identification to skill development.
- Funding is a barrier to sport development programs in marginalised communities. New sponsorship partnerships were suggested as alternative to finance sport development initiatives in marginalised communities.

6.3 RECOMMENDATIONS

Consistent with the aims of the study the following recommendations regarding the provision of sport development and skill development programs are suggested-

- More opportunities need to be created to allow for skill development;
- The narrative around skill development needs to include a more holistic view of development;
- Sport development initiatives should be founded on the principles of Long-Term Athlete Development (LTAD);
- Sport federations need to partner with sponsors to allow funding for sport development in marginalised communities;
- More focus should be placed on education of stakeholders who are in charge of directing and running said programs;
- More rigorous industry standards should be established through rigorous policy development and implementation that dictates and guides basic requirements, aims, objectives as well as basic acceptable levels of education of all stakeholders;

- If policy implementation is to be taken control of, the creators and custodians of these policies (Sport and Recreation South Africa) should create a system of change and monitoring agents who are purely tasked with oversight and control;
- Licencing of programs and implementation individuals should be industry standard and could empower more control over programs and ensure that properly educated individuals are implementing such programs in a way that promotes LTPD;
- More diverse streams of sponsorship and resource mining should be implemented in order to create sustainability and longevity in programs instead of one-off clinics or tournaments that bare no long-term benefit to communities and athletes within them;
- More programs must be established that support the girl child as envisioned by the Department of Sport and Recreation. Currently, most programs support only boy child athletes in terms of grassroot through to elite level;
- Youth leaders in communities could be empowered and educated to establish small scale development programs in very remote areas as a way and means of creating more opportunities.

6.4. IMPLICATIONS FOR FURTHER RESEARCH

This study has added to the ever-growing pool of information related to talent identification and sport development in South Africa. This study was aimed at understanding how sport development and talent identification is understood and consequently implemented in marginalised communities in Tshwane.

In response to the outcomes and understanding that have come to light in this study further studies that perhaps have a broader scope in terms of test subjects would create a more detailed picture of the current situation nationally. Quantifiable data may postulate a greater understanding of the demographical breakdowns of representation and participation. This approach could also be useful in quantifying what shortcomings there are in the system.

The following aspects may present avenues of further research:

- A longitudinal study based on the perceptions and experiences of the actual athletes in such programs may provide insight into their lived experiences, this has implications to how such programs are offered and delivered;

- Research could include a focussed approach purely based on the level and scope of education that practitioners and coaches have;
- More in-depth studies that encompass full view of all programs in the entire country would provide a great litmus on actual levels of implementation and participation;
- Studies should establish if said programs nationally comply with the LTPD philosophy or if they are merely using elements of it alone due to constraints;
- Studies should establish exactly what kind of partnerships/ relationships are being practiced with stakeholders (sponsors, federations, Departments of Sport and Recreation, communities, Schools, Clubs) and how the influence of such relationships direct the flow of resources as well as program implementation;
- Investigations could establish whether current resources being allocated are being correctly used or if they are being mismanaged due to corrupt practices;
- Studies may identify future opportunities or methods of implementing development programs that may be more sustainable and be efficient in terms of cost which may in turn create a system with more abundant resources that may be used for more programs.

6.5. FINAL STUDY CONCLUSION

This study endeavoured to explore if sport development programs utilise a talent identification rather than a skill development approach. Secondly it aimed to establish if the use of a talent identification approach does not allow for the development of athletes in marginalised communities. The study gave insight through evidence that sport development programs do indeed rely on the premise of talent identification more heavily than sport and skill development. It was also discovered that due to this practice that the reliance of talent identification to feed elite programs disempowers individuals in rural and marginalised communities as long-term development is not prioritised and suffers in order to fast track athletes into elite levels.

7. REFERENCES

Abbott, A. (2006). *Talent Identification and Development in Sport*. PhD. University of Edinburgh.

Adams, John, et al. *Research methods for graduate business and social science students*. SAGE Publications India, 2007.

Adams, J., Kahn, H., Reaside, R. and White, D. (2007). *Research Methods for Graduate Business and Social Science Students*. 1st ed. New Dehli: Response Books, pp.144-146.

Africa, S. (2017). *Expenditure and Income* | Statistics South Africa. [online] Statssa.gov.za. Available at: http://www.statssa.gov.za/?cat=23 [Accessed 12 Dec. 2017].

BAKER, D. (1998). *Applying the in-season periodisation of strength and power training to football. Journal of Strength and Conditioning Research*, 20(2):18-27.

Balyi, I., Way, R. and Higgs, C. (2017). *Long-Term Athlete Development: Long-term athlete development follows seven stages*. [online] human-kinetics. Available at: http://www.humankinetics.com/excerpts/excerpts/long-term-athlete-development-follows-seven-stages [Accessed 30 Sep. 2017].

Beacom, A. and Levermore, R. (2009). *Sport and international development*. Hampshire: Palgrave Mcmillan, pp.245-250.

Bowen, G. A. (2009). *Document analysis as a qualitative research method*. Qualitative Research Journal, 9(2), 27-40. doi:10.3316/QRJ0902027

Bryman, A. (2012) *social research methods* (4th edn). Oxford: Oxford University Press.

Bullock N, Gublin JP, Martin DT, et al. *Talent identification and deliberate programming in skeleton: ice novice to winter Olympian in 14 months*. J Sport Sci 2009; 27:397-404.

Burns, N., & Grove, S.K. (2003). *Understanding nursing research*. (3rd Ed). Philadelphia, PA: W.B. Saunders.

Businesstech.co.za. (2018). SA schoolboy rugby players offered R63,500 per month contracts by French clubs. [online] Available at: https://businesstech.co.za/news/wealth/129926/sa-schoolboy-rugby-players-offered-r63500-per-month-contracts-by-french-clubs/ [Accessed 5 Jan. 2018].

Coalter, F. 2010b. *The politics of sport-for-development: Limited focus programmes and broad-gauge problems?* International Review for the Sociology of Sport, 43: 295-314.

Creswell, J.W. (2009). *Research Design. Qualitative, Quantitative, and Mixed-Method Approaches.* SAGE: California.

Creswell, J.W. (2013). *Qualitative Inquiry and Research Desig*n. SAGE: California.

Dale, A. & Sparkes, J. 2010. *The "agency" of sustainable community development*. Community Development Journal, 46(4):476-492.

Desai, Ashwin, Vishnu Padayachee, Krish Reddy and Goolam Vahed. *Blacks in Whites: A Century of Cricket Struggles in KwaZulu-Natal. Pietermaritzburg*: University of Natal Press, 2002.

Development and transformation in sport. (2013). A Journal on Sport & Recreation, [online] Vol. 2 No.2 - August 2013, pp.1-53. Availablat:http://www.srsa.gov.za/MediaLib/Home/DocumentLibrary/THINKSPORT%20Journal%20Vol2%20No2%20August%202013.pdf [Accessed 7 Dec. 2017].

Edwards, M. B., & Casper, J. M. (2012). *Sport and health*. In G. B. Cunningham & J. D. Singer (Eds.), Sociology of sport and physical activity (2nd ed., pp. 69–98). College Station, TX: Center for Sport Management Research and Education.

Elias,N. (1986) "introduction' in Elias, N. and Dunning, E. Quest for excitement, Oxford: Basil Blackwell, pp. 19-62

Ericsson KA, Nandagopal K, Roring RW. *Toward a science of exceptional achievement: attaining superior performance through deliberate practice*. Ann NY Acad sci 2009; 1172:199-217.

Ferreira, A. (2015). *Cricket South Africa Long-Term Participant Development Programme from Grassroots to Proteas*. Pretoria: Cricket South Africa, pp.1-45.

Fikile Mbalula (2011). *Road Map for Optimal Performance and Functional Excellence*. [online] Available at: http://www.srsa.gov.za/MediaLib/Home/DocumentLibrary/Minister's%20speech-%20Portfolio%20Comm.pdf [Accessed 18 Nov. 2017].

Fordyce, T. (2011). *BBC* - Tom Fordyce: Why are New Zealand so good at rugby?. [online] Bbc.co.uk. Available at: http://www.bbc.co.uk/blogs/tomfordyce/2011/10/why_are_new_zealand_so_good_at.html [Accessed 17 Sep. 2017].

Gallahue, D. L. (1996). *Developmental physical education for today's children* (3rd ed.). Dubuque, IA: Brown & Benchmark.

Gilchrist, A. 2009. *The well-connected community, A networking approach to community development.* The Policy Press: Bristol, UK.

Gratton, C. & Jones, I. (2010). *Research methods for sports studies*. Routledge: London.

Guscott, J. (2017). *Jeremy Guscott: SA rugby must get rid of quotas*. [online] Sport. Available at: https://www.sport24.co.za/Rugby/Springboks/jeremy-guscott-sa-rugby-must-get-rid-of-quotas-20171218 [Accessed 18 Dec. 2017].

Green, K. 2011. *Key themes in youth Sport*. Routledge: New York, NY.

Green, P. L. & Haines, A. 2012. *Asset building and Community Development*. (3rd ed). Sage: London, UK.

Harre, D. (1982). *Principles of sports training*. Berlin: Sportverlag.

Heitner, D. (2015). *Sports Industry To Reach $73.5 Billion By 2019*. [online] Forbes.com. Available at: https://www.forbes.com/sites/darrenheitner/2015/10/19/sports-industry-to-reach-73-5-billion-by-2019/#4ae62df51b4b [Accessed 18 Dec. 2017].

Hylton, K. & Bramham, P. 2008. *Sports Development: Policy, Process and Practice*. (2nd ed). Routledge: London, UK

Hussey, J. and Hussey, R. (1997) *Business Research, Basingstoke*: Macmillan.

Jenson, J. 2010. *Defining and measuring social Cohesion*. Commonwealth Secretariat, London, UK.

Joncheray, H. and Tlili, H. (2013). *Are there still social barriers to women's rugby?. Sport in Society*, [online] 16(6), pp.772-788. Available at: https://hal-insep.archives-ouvertes.fr/hal-01561780/document.

Kaplan, Y. (2013). *Social Status of Sport: Sport as a Social Event, Phenomenon and Institution. International journal of Science Culture and Sport*, [online] 1(4), pp.64-64. Available at: http://www.iscsjournal.com/Makaleler/588422276_8ugurlu.pdf [Accessed 18 May 2018].

Kerlinger, F. N. & Lee, H. B. (200). *Foundations of behavioural research* (4th ed.). Holt, NY: Harcourt College.

Kluka, Darlene A. *'The Brighton Declaration On Women And Sport: A Management Audit Of Process Quality'*. Professor Doctor. University of Pretoria, 2008. Print.

Leady, P. and Omrod, J. (2012) *Practical research: Planning and Design* (10th edn). London: Collier Macmillan.

Lee, M.J, Whitehead, J., Ntoumanis, N. & Hatzigeorgiadis, A. (2008). *Relationships amongst values, achievement orientations, and attitudes in youth sport.* Journal of Sport and Exercise Psychology, 30(5), 588-610.

Li, M., Pitts, B.G. & Quarterman, J. (2008). *Research methods in sport management*. West Virginia University

MacDonald, D. (2012). Understanding participatory action research: a qualitative research methodology option. *Canadian Journal of Action Research,* 13(2): 34-50.

Marland, S.P Education of the Gifted and Talented, Report to the Congress of the United States by the U.S Commissioner of Education and Background Papers Submitted to the U.S Office of Education. Washington, D.C.: U.S. Government Printing Office, 1972

Markus, A. & Dharmalingan, A. 2007. *Mapping Social Cohesion: the scanlon foundation surveys*. Retrieved on 15 August, 2018, from www.globalmovements.monash.edu.au/

Maslow, A. H. (1943). *A Theory of Human Motivation. Psychological Review*, 50(4), 370-96.

McLaughlin, E. and Rouse, M. (2017). *What is data collection? - Definition from WhatIs.com*. [online] SearchCIO. Available at: http://searchcio.techtarget.com/definition/data-collection [Accessed 17 Sep. 2017].

Mcleod, S. (2018). *Maslow's Hierarchy of Needs*. [online] Simply Psychology. Available at: https://www.simplypsychology.org/maslow.html [Accessed 29 Sep. 2018].

McMillan, J., Schumacher, S. (2010). *Research in Education: Evidence-based Inquiry.* Pearson: New Jersey.

Merrett, Christopher, Colin Tatz, and Daryl Adair. "*History and its racial legacies: quotas in South African rugby and cricket."* Sport in Society: Cultures, Commerce, Media, Politics 14, 6 (2011): 754–777.

Mitchell, B. (2017). *1995 Rugby World Cup: Unifying a divided nation*. [online] ESPN scrum. Available at: http://en.espn.co.uk/southafrica/rugby/story/267173.html [Accessed 17 Sep. 2017].

Mitchell, J. (2013). *Talent Identification*. [online] Coach Growth. Available at: https://coachgrowth.wordpress.com/2013/10/05/talent-identification/ [Accessed 17 Sep. 2017].

Moore, Brian (2015). Rugby World Cup 2015: The northern hemisphere teams fail because of a lack of skill. [online] Available at: http://www.telegraph.co.uk/sport/rugbyunion/rugby-world-cup/11954266/Rugby-World-Cup-2015-The-northern-hemisphere-teams-fail-because-of-a-lack-of-skill.html [Accessed 3 Jan. 2018].

Nicolson, G. (2015). South Africa: Where 12 million live in extreme poverty | Daily Maverick. [online] Dailymaverick.co.za. Available at: https://www.dailymaverick.co.za/article/2015-02-03-south-africa-where-12-million-live-in-extreme-poverty/#.WjeLV1WWbIU [Accessed 18 Dec. 2017].

O'Leary, Z. (2014). The essential guide to doing your research project (2nd ed.). Thousand Oaks, CA: SAGE Publications, Inc.

Oldenziel K, Gagne F. Factors affecting the rate of athlete development from novice to senior elite: How applicable is the 10-year rule. Athens 2004: Pre-olympic Congress Sport Science through the Ages: challenges in the New Millenium. Athens, 2004.

Omarjee, L. (2017). The JSE Top 40's highest earning CEOs. [online] Fin24. Available at: https://www.fin24.com/Companies/Financial-Services/the-jse-top-40s-highest-earning-ceos-20161227 [Accessed 18 Dec. 2017].

Organisation for economic Co-operation and Development.2006. South Africa: Highlights and Policy Recommendations. Viewed 18 August 2018, at www.nda.agri.za/docs/GENPUB/OECD_Highlights.pdf

Physical Rehabilitation: Assessment and Treatment. O'Sullivan, S. B., Schmitz, T. J. 1994. pgs 366-367.Physical Therapy for Children. Campbell, S.K. et al. 2006. pgs. 76-90.

Reber, A. (1995) Penguin Dictionary of psychology, London: Penguin

Renzulli, J. (2011). What Makes Giftedness?: Reexamining a Definition. Phi Delta Kappan, [online] 92(8), pp.81-88. Available at http://journals.sagepub.com/doi/abs/10.1177/003172171109200821#articleCitationDownloadContainer [Accessed 4 Jan. 2018].

Reporter, C. (2018). Stolen cables cost Tshwane R200m a year. [online] The Citizen. Available at: https://citizen.co.za/news/south-africa/1985258/stolen-cables-cost-tshwane-r200m-a-year/ [Accessed 29 Sep. 2018].

Roux, J. (2017). Roux admits player drain hurting SA rugby. [online] Sport. Available at: https://www.sport24.co.za/Rugby/Springboks/roux-admits-player-drain-is-hurting-sa-rugby-20171218 [Accessed 18 Dec. 2017].

Rugby the life blood of New Zealand. (2011). [film] Directed by P. Deschamps. New Zealand: Documentree Films.

Schmidt, R. A., & Lee, T. D. (1999). Motor control and learning: a behavioural emphasis (3rd ed.). Champaign IL: Human Kinetics.

Smith, C. (2017). SA downgrade likely to trigger more volatility - expert. [online] Fin24. Available at: https://www.fin24.com/Economy/sa-downgrade-likely-to-trigger-more-volatility-expert-20171126 [Accessed 12 Dec. 2017].

Smith, R. E., Schutz, R. W., Smoll, F. L., & Ptacek, J. T. (1995). Development and validation of a multidimensional measure of sport-specific psychological skills: the Athletic Coping Skills Inventory-28. Journal of Sport and Exercise Psychology, 17, 379-398.

Sport and recreation South Africa (SRSA). (2012). White Paper on sport and recreation:

Available from: http://www.srsa.gov.za (accessed 24 May 2018)

South African Government. 2002. National Youth development Policy Framework 2002-2007. Retrieved on 15 July, 2018 from sayvon.org.za/National Youth Policy Frame 2002-2007.pdf

South-africa-tours-and-travel.com. (2017). All About the Geography of South Africa, Facts, Figures, Maps and More. [online] Available at: https://www.south-africa-tours-and-travel.com/geography-of-south-africa.html [Accessed 18 Dec. 2017].

Sport. (2018). SA Rugby set to cut pro player pool in half. [online] Available at: https://www.sport24.co.za/Rugby/sa-rugby-set-to-implement-player-draft-system-20180830 [Accessed 30 Aug. 2018].

Srsa.gov.za. (2017). *Department of Sport and Recreation SA | Minister launches rural sport development program*. [online] Available at: http://www.srsa.gov.za/pebble.asp?relid=2876 [Accessed 17 Sep. 2017].

Srsa.gov.za. (2017). *Department of Sport and Recreation SA | Transformation Charter for South Africa Sport (Final version August 2012)*. [online] Available at: http://www.srsa.gov.za/pebble.asp?relid=1438 [Accessed 4 Sep. 2017].

Staff, I. (2017). *Conflict Theory*. [online] Investopedia. Available at: http://www.investopedia.com/terms/c/conflict-theory.asp [Accessed 3 Sep. 2017].

Statistics How To. (2018). *Non-Probability Sampling: Definition, Types*. [online] Available at: http://www.statisticshowto.com/non-probability-sampling/ [Accessed 25 Sep. 2018].

Stats SA (2017). Infographic: Government's spending priorities. [image] Available at: http://www.statssa.gov.za/?p=10730 [Accessed 12 Dec. 2017].

Statistics South Africa. 2011b. *Poverty Trends in South Africa: An examination of absolute poverty between 2006 and 2011*. Retrieved on 26 August, 2018 from http://www.statssa.gov.za/publications/Report-03-10-06/Report-03-10-March2014.pdf

Stevenson, C. L. (1990). *The athletic career: Some contingencies of sport specialization*. Journal of Sport Behaviour, 13, 103.

Suzman, H. (2010). sport, nation building and development. Round table QUARTERLY T H E H E L E N S U Z M A N F O U N D A T I O N SERIES, [online] 15(15), pp.8-12. Available at: http://hsf.org.za/resource-centre/roundtable-series/QRSMay15thweb.pdf/view [Accessed 13 Dec. 2017].

Taylor, J. (2016). Build a Team Culture for Athletic Success. [online] Psychology Today. Available at: https://www.psychologytoday.com/us/blog/the-power-prime/201609/build-team-culture-athletic-success [Accessed 29 Sep. 2018].

Talimciler A (2005). "Spor Kurumu", Ed. Güçlü, Sevinç. Kurumlara Sosyolojik Bakış, Birey Yayınları, İstanbul.

Terman, L.M., et al. Genetic studies of Genius: The Gifted Group at Mid-Life. Stanford, Calif.: Stanford University Press, 1959

The launch of the integrated school sport programme. (2011). [online] Available at: http://www.srsa.gov.za/MediaLib/Home/DocumentLibrary/Schools%20Sport%20Speech%20-%205%20Nov%202011.doc [Accessed 17 Sep. 2017].

Tucker, R. and Collins, M. (2012). What makes champions? A review of the relative contribution of genes and training to sporting success. British Journal of Sports Medicine, 46(8), pp.555-561.

Univerzita Karlova. (2017). *The Alternative Sport Push Out – A Theory of Power*. [online] Available at: http://www.ftvs.cuni.cz/FTVS-778-version1-the_alternative_sport_push_out.pdf [Accessed 17 Sep. 2017].

Vaeyens, R., Lenoir, M., Williams, A. and Philippaerts, R. (2008). Talent Identification and Development Programmes in Sport Current Models and Future Directions. *Sports Med*, [online]38(9),pp.703-714.Available at: https://static1.squarespace.com/static/55bed30ce4b009d3c6677cf0/t/5670c65c25981dd75e78413f/1450231388383/Talent_Id_and_Development_in_Sport.pdf [Accessed 17 Sep. 2017].

Vail. S. E. 2007. Community development and Sport Participation. Journal of Sport Management, 21: 571-596.

Van Vuuren, H. (2014). DEPARTMENT GAME DEVELOPMENT: ANNUAL REPORT 2014. Pretoria: BBRU, pp.1-29.

Veal, A. (1997) Research Methods for Leisure and Tourism (2nd edition), London: Pitman.

Venter, G. (2016). Gone and Almost Forgotten? The Dynamics of Professional White Football in South Africa: 1959–1990. PHD. Stellenbosch University.

Vishnu Padayachee, Ashwin Desai and Goolam Vahed, "Managing South African transformation: the story of cricket in KwaZulu Natal, 1994–2004," Patterns of Prejudice 38, 3 (2004): 253–78.

Walliman, N.S.R. (2001) Your research project: A step by step guide for the first-time researcher. London: Sage Publications

Webster, M. (2018). Medical Definition of DIVERGENT THINKING. [online] Merriam-webster.com. Available at: https://www.merriam-webster.com/medical/divergent%20thinking [Accessed 4 Jan. 2018].

Welsh, David. The Rise and Fall of Apartheid. Johannesburg: Jonathan Ball Publishers, 2009.

Wendel, M. L., Burdine, J. N., McLeroy, K. R., Alaniz, A., Norton, B., & Felix, M. R. J. (2009). Community capacity: Theory and application. In R. DiClemente, R. Crosby, & M. C. Kegler (Eds.), Emerging theories in health promotion practice and research (2nd ed., pp. 277–302). San Francisco, CA: Jossey-Bass Wiley Publishers.

Williams, A. and Reilly, T. (2010). *Talent identification and development in soccer*. [online] Taylor & Francis. Available at: http://dx.doi.org/10.1080/02640410050120041 [Accessed 17 Sep. 2017].

Willis, O. 2011. Sport Development: The significance of Mathare Youth Sport Associsation. Canadian Journal of Development Studies, 21(3): 825-849.

Whitehead, M. (2010). Physical literacy: Throughout the lifecourse. New York, NY: Routledge.

Whittemore, R., Chase, S. K. & Mandle, C. L. (2001) Validity in qualitative research. Qualitative Health Research, 11(4),522-537.

Worldometers.info. (2017). South Africa Population (2017, 2018) - Worldmeters. [online] Available at: http://www.worldometers.info/world-population/south-africa-population/ [Accessed 12 Dec. 2017].

Worldrugby.org. (2018). World Rugby. [online] Available at: https://www.worldrugby.org/rankings/mru?lang=en [Accessed 3 Jan. 2018].

Writer, S. (2018). New race quotas for SA rugby, cricket and netball revealed. [online] Businesstech.co.za. Available at: https://businesstech.co.za/news/lifestyle/161391/new-race-quotas-for-sa-rugby-cricket-and-netball-revealed/ [Accessed 29 Aug. 2018].

Writer, S. (2018). This is what South Africa's best-paid rugby player earns. [online] Businesstech.co.za. Available at: https://businesstech.co.za/news/wealth/113025/this-is-what-south-africas-best-paid-rugby-player-earns/ [Accessed 5 Jan. 2018].

Yin, R. (1994) Case Study Research: Design and Methods, London: Sage.