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The significance of sport in youth development through youth camps in rural
communities in South Africa

by

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In the Department of Sport and Leisure Studies

FACULTY OF HUMANITIES
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Study Leader
Prof. A.E. Goslin

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DECLARATION

I, Leepile Motlhaolwa, hereby declare that this research for the degree, Magister Artium (Human Movement Science), 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

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SUMMARY

Title: The significance of sport in youth development through youth camps in rural communities in South Africa

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Department: Department of Sport and Leisure Studies

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There is growing concern about the future of today's youth. Concerns result from an increase in adolescent problem behaviours which are related to delinquency, drug use and alcohol abuse and also due to changing social forces, both parents working, single parent homes and increases in youth unsupervised time at home alone. Youth development is part of the government, and various other stakeholders' portfolios, and priority. Sport and recreation youth camps could serve as a vehicle for youth development for young people across South Africa to come together and use the power of sport and recreation to tackle the complex issues which challenge them and explore various initiatives to overcome multiple youth challenges (SASR, 2012). The overall aim of this study was to explore the perceived contribution of sport to youth development at sport and recreation youth camps in rural communities in South Africa. A literature review in sport-for-development and youth development was used to identify and draw comparisons between good practices and sport and recreation youth camps perceived outcomes. This study used a qualitative, descriptive approach to pose the following research question:

“Does sport in sport and recreation youth camps contribute to the perceived personal development of rural youths in South Africa?”

Based on the abovementioned research question, it was hypothesised that youths perceive sport as contributing to personal development and sport and recreation youth camps reflect good organisational practices.

Results of the study included perceived personal development outcomes, social development skills resulting from participating in sport and recreation youth camps and good practices for effective utilisation of sport as a vehicle to achieve youth development. Overall results obtained from the interviews revealed that sport in sport and recreation youth camps provided rural community youth with opportunity to develop personal and social skills.

The conclusion of the study confirmed that youths perceive sport as contributing to personal development during sport and recreation youth camps and indicated that a number of good practices for youth development were not reflected. The study concludes with recommending that Sport and Recreation South Africa examine barriers that may unintentionally exclude individuals and groups eligible to participate in sport and recreation youth camps and developing strategies to address those barriers, develop strategic partnership with other government departments, sport organisations, NGOs and private sector to achieve desired outcomes.

Implications for further study focus on sustainability of sport and recreation youth camps; support of ongoing learning and continuous programme improvement; monitoring and evaluation of sport and recreation youth camps: and quality of youth camps leadership

Keywords: Youth development; rural community; social cohesion; sport and recreation youth camps; personal development; social development; good practices

CHAPTER ONE

INTRODUCTION, RESEARCH PROBLEM, AIMS AND METHODOLOGY OF RESEARCH

1.1 INTRODUCTION

There is growing concern about the future of today's youth. Concerns result from an increase in adolescent problem behaviours related to delinquency, drug use and alcohol abuse due to changing social forces, both parents working, single parent homes and increases in youth unsupervised time at home alone (Fraser-Thomas, Cote & Deakin, 2005). The trend of child-headed households in South Africa is a real concern. According to Statistics South Africa (2011a), 0.5% of children are living in child-headed households, affecting mostly black African children. Children in child-headed households are exposed to unfavourable living conditions, such as lack of adequate sanitation and access to clean water, and rely on relatives and social grants (Statistics South Africa, 2011a). Youth sport is seen as a crucial site to re-establish moral values, rebuild fragmenting communities and avoid social exclusion (Hylton & Bramham, 2008). Hylton and Bramham (2008) state that sporting opportunities serve to build local relations of trust and good neighbouring to suppress high rates of family breakdown, crime, delinquency and social disorder. Socialisation through the medium of sport is more than just exposing young people to different sporting opportunities. It involves teaching the values and norms that are adopted by young people (Green, 2011). Inequalities due to socio-economic status, race and gender could limit youth's opportunities for participation, for example expensive sport coaching and equipment (Green, 2011). Kirk (2005) argues that early learning experiences are important to continue one's involvement in physical activity. Young people from lower socio-economic groups who often live in rural communities may therefore miss out on quality early experiences of sport compared to children from higher socio-economic groups in urban areas.

According to Brohms (1978, cited in Willis, 2011:826)...*“Sport is everywhere, yet, few societies see the role of sport in their development priorities, viewing it as an unimportant distraction amidst the realities of the third world”*.

Willis (2011) states that several programmes are directed at the advancement of sport, but few view sport as a significant contributor to development. The work of Coalter, however, contradicts Willis. Coalter (2010b) states that there is a range of sport-in-development

programmes with a wide diversity of aims and objectives. The objectives of such development programmes focus on different aspects, such as increased participation, the development of sporting skills and fun (Coalter, 2010b). Coalter further states that some sport development programmes focus on promoting education, health, development and contribute to achieving the Millennium Development Goals (MDGs) of the United Nations (UN). Coalter's Plus Sport and Sport Plus approach clearly illustrates the value of holistic youth development through sport. The Sport Plus approach focuses on improving sport performance through effective coaching, structures and systems. The outcomes of a Plus Sport approach emphasise community and personal development through the use of sport-like activities (Coalter, 2007). Sport as a medium is, therefore, used to impact social issues, for example leadership development, gender equality and health concerns. Sport and recreation youth camps where sport provides opportunities for social interaction and personal development embrace the Plus Sport approach.

A general concern in South Africa is the lack of sufficient opportunities for social interaction, unequal distribution of resources, high rate of unemployment and crime and other social ills (Organisation for Economic Co-operation and Development, 2006). According to the African Economic Outlook (2015), it is believed that although South African youth is liberated, the level of unemployment, skills shortage due to lack of adequate education, HIV and AIDS still remain some of the significant challenges.

High rates of youth unemployment could be attributed to lack of skills and well-rounded personal development. Sport is viewed as a powerful development tool and social connector; sport and physical activity programmes are, therefore, effective means of encouraging healthy youth and youth development, teaching positive values and life skills (Sport for Development and Peace International Working Group, 2006). Youth sport camps and recreation networks could play a major role in empowering youth and promote the inclusion of youth at risk, unemployed youth and youth from rural communities. Sport and recreation youth camps in South Africa were initiated to tackle and overcome the challenges facing young people. The primary objective of the youth camp project is to contribute to the development and empowerment of young people (Sport and Recreation South Africa, 2012c). It requires different agencies and public organisations working together to address the development of young people and working towards a single goal of active and conscious citizenship. Sport and recreation youth camps in South Africa are presented by the national government department

of Sport and Recreation in collaboration with the National Youth Development Agency (NYDA) and Lovelife, and focus on rural communities in each of the nine provinces in South Africa.

The focus on rural communities is substantiated by Statistics South Africa's poverty and inequality trends report. According to Statistics South Africa (2011b) 16.3 million South Africans live in poverty and of these 58.3% live in rural areas (Statistics South Africa, 2011b). The severity of poverty is worse in rural areas than in urban areas and 50.7% of young people between the ages of 18 and 24 live in poverty (Statistics South Africa, 2011a). Youth in rural communities are exposed to poverty, unemployment and poor quality of life. According to the Global Poverty Research Group (2004), youth and uneducated Africans living in homelands and remote areas are most vulnerable to unemployment, and rural unemployment rates are higher than urban rates. It is apparent therefore that the majority of South African youth is based in the rural communities and could face social challenges.

Sport and Recreation South Africa (SRSA) recognised the potential of sport and recreation youth camps in creating opportunities for positive social interaction and strengthening the potential of young people to work cooperatively across race, class and gender divides. The sport and recreation youth camps project is part of SRSA's strategic objectives to use sport as a mechanism for achieving peace and development, and to take advantage of numerous benefits derived from participating in sport and recreation as a way to achieve and support the priorities of national government (Sport and Recreation South Africa, 2010a).

The National Sport and Recreation Plan (NSRP) has identified sport based social mobilisation initiatives such as sport and recreation youth camps as a way to improve social participation in community and local environments by empowering youths with leadership and life skills. The strategic objectives of the NSRP emphasise inclusion, empowerment and promotion of government priority groups, namely the youth, women, rural communities and people with disabilities (Sport and Recreation South Africa, 2012a). The NSRP recognises sport as a socially acceptable way for youth to invest their free time and energy without engaging in criminal activities, drugs and anti-social activities.

Although there are a number of South African programmes focusing on youth development, for example Youth Development through Football and SA Sport for Change (Sport and

Recreation South Africa, 2012a), the notion of youth camps initiated by the Sport and Recreation South Africa focuses on empowering rural youth to create conducive environments where they have the opportunity to work towards achieving the stated objectives of the National Sport and Recreation Plan as well as collectively contributing to national priorities. The youth camp project brings youth from diverse backgrounds and education systems together. It aims to integrate the principles of youth development as stated in Section 4 of the NYDA Act, for example creation of an environment that supports continuous development and learning for youth in South Africa (Sport and Recreation South Africa, 2012c).

At these camps the youth are believed to learn about leadership, respect, sportsmanship, cohesion, nation building and responsibility through participation in sport. It is, however, essential to measure the effectiveness of the envisaged outcomes of these camps. Monitoring the resources on a continuous basis becomes important to ensure that allocated resources are used as well as possible to achieve the stipulated outcomes of the sport and recreation youth camps. Continuous evaluation might also assist in financial accountability, sustainability and cost effectiveness, and provide baseline information for future effectiveness and efficiency.

1.2 RESEARCH PROBLEM

Youth development in South Africa comes at a time when young people in South Africa are exposed to various challenges. Youth development forms part of the government and various other stakeholders' portfolios and priorities. Youth unemployment, poverty and the lack of adequate education in rural communities are among the greatest socio-economic challenges facing youth in South Africa (News24, 2012). HIV and AIDS are social issues which affect the youth. According to Statistics South Africa (2015) mid-year population estimates, 5.59% of the country's youth between the ages of 15 and 24 are living with HIV and AIDS. Sport and recreation youth camps could serve as a vehicle for youth development for young people across South Africa to come together and use the power of sport and recreation to tackle complex issues that challenge them and explore various initiatives to overcome multiple youth challenges (Sport and Recreation South Africa, 2012a). Youth development through sport and recreation youth camps could contribute immensely to tackle social challenges and contribute to positive youth development (PYD). Hamilton & Pittman (2004), cited in Fraser-Thomas *et al.*, (2005), suggest that youth development enables individuals to lead healthy, satisfying, and productive lives as they gain the competence to engage in public activities, to nurture others, and to participate in social relationships and cultural activities. Sport and Recreation South

Africa (2012c) concludes that the primary objective of the sport and recreation youth camps is to develop personally, socially and politically empowered young people with the necessary skills, values and knowledge to assist them to become responsible citizens and to strengthen their sense of national identity.

Based on the above discussion, the researcher argues that youth in rural communities in South Africa are often excluded from development opportunities and have limited access to resources. The sport and recreation youth camps project to develop youth through sport is a significant initiative from Sport and Recreation South Africa (SRSA). Although literature on the significance of sport-in-development abounds, the outcomes of the sport and recreation youth camps in a South African rural context have never been scientifically explored. This study becomes imperative for the future sustainability and effectiveness of sport and recreation youth camps, as taxpayers' money is utilised.

The following research question is therefore posed for this study:

“Does sport in sport and recreation youth camps contribute to the perceived personal development of rural youths in South Africa?”

1.3 AIMS OF THE STUDY

The overall aim of this study was to explore the contribution of sport to youth development at sport and recreation youth camps in rural communities in South Africa. Specific objectives of the study, therefore, are:

- To identify good practices for effective utilisation of sport as a vehicle to achieve youth development through an extensive literature review on sport-in-development.
- To determine perceived personal development outcomes resulting from participation in sport in sport and recreation youth camps in rural communities in South Africa.
- To draw comparisons between theoretical good practices for effective utilisation of sport to achieve youth development and South African sport and recreation youth camps reality and perceived outcomes.
- To make recommendations to SRSA to impact on future sustainability, partnerships and managerial effectiveness of sport and recreation youth camps.

1.4. HYPOTHESES

Based upon the abovementioned research question, the study hypothesises that:

- H1: Youth perceive sport as contributing to personal development during sport and recreation youth camps in rural communities.
- H2: Sport and recreation youth camps reflect good organisational practices.

1.5 RESEARCH METHODOLOGY

1.5.1 Research design

This particular research follows a qualitative, descriptive approach. This study attempted to explore contribution of sport in sport and recreation youth camps to the perceived personal development of rural youths in South Africa. Qualitative research is associated with the term phenomenological which focuses on exploring the people's subjective experiences of a phenomenon (Creswell, 2009). In this case the researcher intended to explore youth perceptions and assess personal development outcomes associated with participation in sport and recreation youth camps. A comprehensive literature review provided a theoretical background to the study.

1.5.2 Sample

A sample is described (Thomas, Nelson & Silverman, 2011) as a group of subjects selected from a larger population. Merriam (2009) further explains that within every study numerous aspects exist that could be observed and people who could be interviewed in the population; the researcher thus should select within the population whom to observe or interview. The selection of a research sample in qualitative research is guided by number of considerations, such as access to potential respondents and judgment by the researcher that the respondent has knowledge or can provide relevant information about the study (Kumar, 2011).

In the case of this research the researcher purposefully selected a sample from sport and recreation youth camps in the Gauteng, Free State and KwaZulu-Natal provinces, therefore, the respondents were identified during three selected sport and recreation youth camps in South Africa. For the purpose of the study nine males and nine females (three of each from each camp), ranging in age from 18 to 25 years, were purposefully selected during the three selected sport and recreation youth camps in South Africa on the basis of their availability and willingness to participate in the study.

The inclusion criteria for the study were limited to males and females between the ages of 18–25 from rural communities in South Africa attending the selected sport and recreation youth camps in the Gauteng, Free State and KwaZulu-Natal provinces organised by Sport and Recreation South Africa. The study excluded youth from urban areas, and from rural communities in the provinces of Limpopo, Western Cape, Northern Cape, Mpumalanga, Eastern Cape and North West.

1.5.3 Research instrument

1.5.3.1 Semi-structured interviews

The researcher used a semi-structured format in all interviews. Face-to-face interviews with respondents were conducted during sport and recreation youth camps to assess personal development outcomes resulting from participation in sport and recreation youth camps and to investigate the contribution of sport to youth development at sport and recreation youth camps. The interviews were conducted in the following venues: Phillip Sanders Resort in Bloemfontein (Free State province); Midmar Dam in Howick (KwaZulu-Natal province); and Discovery Camp in Hammanskraal (Gauteng province). The semi-structured interviews proved useful within this study, as they gave the participants an opportunity to share their experiences and perceptions. This approach also enabled common themes to be investigated in the interviews, while allowing the flexibility to examine evolving issues as the study progressed.

To assess preceptors on personal development outcomes, such as teamwork, sportsmanship, respect, social cohesion, responsibility, communication and leadership skills resulting from participation in sport and recreation youth camps, semi-structured personal interviews were conducted during selected sport and recreation youth camps. In the case of this research the semi-structured interview questions included questions on personal development outcomes such as leadership, communication skills, problem solving, character building, responsibility, social cohesion, teamwork, sportsmanship and good practices. Respondents were all asked the same questions during the interviews; however, the types of follow-up question varied. The set of interview questions that was used as a guideline was in English. The researcher is proficient in Zulu, Tswana and South Sotho, therefore to enhance the validity of the study the abovementioned languages were used to clarify the interview questions set in English. The information gathered during the interviews was also used to make recommendations to SRSA impacting on future sustainability, partnerships and the managerial effectiveness of sport and recreation youth camps.

1.5.3.2. Literature review

To address issues involving the third aim of the study, namely, to identify good practices for effective utilisation of sport as vehicle to achieve youth development, to draw comparisons between good practices for effective utilisation of sport to achieve the reality and outcomes of youth development in South African sport and recreation youth camps, and to draw a conclusion on the future sustainability, partnerships and managerial effectiveness of sport and recreation youth camps, the researcher reviewed the literature on sport-for-development, youth development through sport and good practices in youth development identified by Seymour (2012). The literature review provided comprehensive information on good practices for the effective utilisation of sport to achieve youth development and monitoring and evaluation of performance for future sustainability and effectiveness of sport and recreation youth camps.

1.5.4. Data analysis

A tape recorder was used to record the semi-structured interviews. Notes were taken in addition to recording the interviews to ensure that the data collected was credible and transparent. Analysis of the data was undertaken once all interviews were completed and transcribed verbatim. This process consisted of identifying common statements or information provided by respondents during the interviews. The coding process involved taking text data gathered during interviews, segmenting sentences into categories and labelling those categories with a term. This process enabled the researcher to place phrases belonging to similar themes into categories for further analysis. Coding categories included character building, respect, responsibility, leadership, communication skills, problem solving, social cohesion, teamwork, sportsmanship, nation building, and good practices.

A deductive and an inductive process were used for data analysis. The initial categories and themes were deductively obtained from a comprehensive review of the relevant literature. A rigorous and systematic reading and coding of transcripts allowed new themes to emerge. The data analysis process was aided by the use of a qualitative data analysis computer program called ATLAS.ti. The data were organised and sorted using the computer software and the coding process was initiated to develop a detailed description of categories. To ensure reliability and trustworthiness of the data analysis and interpretation, the researcher relied on peer debriefing and member check.

1.5.5. Statistical analysis

This research followed a qualitative approach, therefore no statistical procedures were applied. Data gathered during the research were analysed according to the qualitative data analysis technique as discussed in the previous section.

1.6 CLARIFICATION OF TERMINOLOGY

The following concepts relating to the topic of the research are used throughout and need to be clarified.

Social Cohesion

Social cohesion is defined by the Directorate General of Social Cohesion of the Council of Europe (Council of Europe (2001), cited in Jenson, 2010) as a concept that includes values and principles that aim to ensure that all citizens are not exposed to discrimination, social exclusion and marginalisation.

Community

According to Mohamad, Talib, Ahmad, Shah & Leong (2012), community could be classified as a place, a social system and an interest based group. Community as a social system is described in terms of community networks, social bonds and interaction between people.

Rural community

The Rural Development Framework (1997), cited in the Ministry of Rural Development and Land Reform (2009), defines rural community as the population of a sparsely populated area in which people farm or depend on natural resources, including villages and small towns that are dispersed through these areas. Rural communities depend on migrant labour and government social grants for survival.

Social exclusion

Social exclusion refers to the multiple and changing factors resulting in people being excluded from the normal exchanges, practices and rights of modern society (Commission of the European Communities, 1993 cited in Holt 2008). Sherry (2010) further states that an individual is socially excluded if he or she cannot be given an opportunity to participate in the normal activities of citizens in society.

Social inclusion

Social inclusion is a term commonly used to cover a range of issues concerning poverty, social injustices and inequality, issues that would appear prevalent (Holt, 2008).

Sport-for-development

The objectives of such development programmes focus on different aspects, such as increased participation, the development of sporting skills and having fun (Coalter, 2010b). Coalter states that some sport development programmes focus on promoting education, health and development and contribute to achieving the Millennium Development Goals of the United Nations.

Youth development

Youth development is the ongoing process of growth in which young people are provided with positive experiences and opportunities that enhance their strengths and capacity and that affirm them as contributors to their communities (AUSYOUTH, 2001).

1.7. OUTLINE OF THE STUDY

Chapter One begins with an introduction to the study. It outlines the framework for the study, including the problem to be examined, aims of the study, research hypothesis, research aims, clarification of terminology research methods and data analysis. Chapter Two provides an overview of community development and youth development. The chapter starts by defining community development and explains the analysis of social cohesion on rural communities, then provides a background to youth development.

Chapter Three illustrates the conceptual frameworks of sport-for-development and youth development through sport. It looks at the concept of social inclusion and social cohesion as opportunities for youth to develop social networks and mutual respect. The chapter concludes by providing SRSA's strategy on national sport and recreation youth camps. Chapter Four provides details of the research methodology, the research design of the study, the discussion of the data collection and the data analysis approach used. Chapter Five presents the interpretation of results and detailed responses to the semi-structured interviews conducted during the research. Chapter Six concludes the study by presenting recommendations and implications for further research.

1.8. CONCLUSION

This chapter focused on introducing the topic of the study, stating the research problem, the research question, the aims and objectives of the study and a summary of the research methodology. The next chapter provides a theoretical overview of community and youth development.

CHAPTER TWO

THEORETICAL OVERVIEW OF COMMUNITY AND YOUTH DEVELOPMENT

2.1 INTRODUCTION

This chapter explores the characteristics and principles of community and youth development and adds perspective on the group dynamics in a community development situation. A strong sense of community has been associated with improved well-being, safety, security, and social cohesion (Francis, Giles-Corti, Wood & Knuiman, 2012). This argument implies that community development can ultimately contribute to addressing social inequalities and social exclusion. This chapter deals with critical themes and perspective pertaining to youth and community development.

There is growing concern about the future of today's youth. A general concern seems to be a lack of sufficient opportunities for social interaction, unequal distribution of resources, high rates of unemployment and crime and other social ills (Organisation for Economic Co-operation and Development, 2006). This chapter examines policies and appropriate practices in youth development in a South African context, and then explains the impact of government policies on both community and youth development in rural communities.

2.2 COMMUNITY DEVELOPMENT

The construct of community development consists of two interrelated concepts, namely “community” and “development”.

2.2.1 Defining community

According to Mohamad, Talib, Ahmad, Shah and Leong (2012), community can be classified as a place, a social system and an interest-based group. Community as a social system is described in terms of community networks, social bonds and interaction between people. Community as an interest-based group relates to heterogeneous groups of people who share needs, tasks and interests or aspirations (Mohamad *et al.*, 2012). Emphasis on affiliation and belonging has been used to differentiate a sense of community from other place constructs. For example, place attachment has been associated with emotional bonding and behavioural commitment, while place dependence has been attached to available activities (Pretty, Chipuer & Bramston, 2003, as cited in Francis *et al.*, 2012).

According to Banks, Butcher, Orton and Robertson (2013), community is classified as descriptive, value and active. A descriptive community is a group or network of people who share something in common and involves a sense of attachment, identification or belonging (Banks *et al.*, 2013). Banks *et al.*, (2013) identify three general types of community value, namely solidarity, participation, and coherence. Community values could, therefore, influence the strength and quality of relationships, which are believed to enhance the capacity of community members to act together in pursuit of common interests and purpose. Active community refers to collective action by members of the community that embraces special bonds and solidarity (Banks *et al.*, 2013)

Community is associated with feelings of belonging in the community and acceptance, trustworthiness and the willingness of community members to work together (Sundblad & Sapp, 2011). Social Science studies have shown significant associations between people's bonds with communities in which they live and desirable qualities such as better health, greater civic engagement and lower rates of incivility and violence (Sundblad & Sapp, 2011). Community needs and interests are significant in ensuring that a strong sense of belonging, attachment and cooperation is realised within the community. Service providers should attempt to understand factors that contribute to social bonds and the willingness of community members to work together and address the lack of opportunities for social interaction, unequal distribution of resources and other social ills such as crime and unemployment.

According to a study conducted by Francis *et al.*, (2012), the association between levels of neighbourhood crime and a sense of community connects fear of crime with a lack of neighbourhood cohesion. It is important to identify and create conditions that foster a strong sense of community and belonging. According to Francis *et al.*, (2012) these conditions can be achieved through access to public spaces such as parks and built environments that may increase the chances of interaction between neighbours. Coordinated efforts should focus on strengthening people's capacity, reducing inequalities, creating opportunities and improving relationships between people and their institutions (Pawar & Cox, 2010). These issues could be addressed through capacity building and promoting community development.

2.2.2 Community development

Community development has been defined in various ways in the literature. Although it has been interpreted to mean different things by different people, the fundamental element of community development programmes is people helping other people to improve their life conditions (Vail, 2007). According to Green and Haines (2012), community development is not only about helping people realise their own interest and potential, but also about identifying assets that can contribute to developing leadership that could mobilise community and building capacity to act in the future. Hylton and Bramham (2008) argue that community development is about consultation, empowerment and contribution to transformative change. Community development requires forming a vision for the future and building relationships that define possibilities within the community (Dale & Sparkes, 2010).

The notion of community development is based on building assets, such as the skills of residents, the resources of public, private and non-profit organisations, and physical and economical resources (Scales & Streeter, 2004) that increase people's capacity to improve their quality of life and remove barriers that prevent people from participating in the issues that affect their lives (Green & Haines, 2012). According to Dale and Sparkes (2010) sustainable community development involves the social need to have governance structures that enable people to discuss their issues and the economic responsibility to ensure that the basic needs of the people are met. It is important to involve people in a process of identifying the needs of the community and providing solutions.

Community participation contributes extensively to social and economic development, especially for the empowerment of marginalised societies. Gilchrist and Taylor (2011) state that a primary purpose of community development is to enhance the effectiveness of community participation and capacity. The community development approach to participation is viewed as consulting people to ensure that decisions taken by the authorities or government are inclusive and represent the views of the community (Pawar & Cox, 2010). Community development is an effort to build assets that increase the capacity of residents to improve their quality of life (Green & Haines, 2012). According to Green and Haines (2012), assets are special kinds of resource that an individual or entire community can use to reduce or prevent poverty and injustice. Gilchrist (2009) suggests that community development could help to foster interaction between people so that they can find ways to build understanding and co-operation within and between groups and individuals. "Community development" is often used

to describe interventions that promote self-help and service delivery when community aspirations are unsatisfied (Gilchrist, 2009).

The process of community development has many dimensions and levels in society. Understanding and identifying the needs of the people are essential to implementing successful intervention programmes within communities. The strength, organisational skills and talents shared in a community could be enhanced by partnerships between non-governmental organisations (NGOs), community organisations and government institutions. These partnerships should focus on creating healthy communities where people experience respect and equal treatment. Community development promotes opportunities for people to learn and develop skills. Community development initiatives should include all community members, especially those who may be marginalised and excluded. Community participation and consultation before policies and programmes are implemented are essential for the future sustainability and development of a community. These processes enable disadvantaged groups in a community to be included in the decision-making process, and are also important in enhancing commitment and ownership of development projects.

An important consideration for community development projects is to create opportunities for people and government to work together. Such opportunities could allow communities to be built, making possible collective action to increase community capacity and achieve desired community goals. Furthermore, every community should be prepared to participate in and contribute to all the processes mentioned above, if community development is sought as a desired outcome.

2.2.3 Models of community development

Several theoretical approaches are applied by community development practitioners in the context of community development. One of the ways of conceptualising these approaches is a typology developed by Christenson (1989), cited in Green and Haines (2012). Christenson identified three different community development models, namely Self-Help, Technical assistance, and Conflict (Green & Haines, 2012). These community development models are discussed in more detail in the following paragraphs.

2.2.3.1 *Self-Help Model of community development*

At the centre of the Self-Help approach to community development is the belief that community development is primarily about helping people to learn how to help themselves. Practitioners who adopt this model define their role as helping communities identify goals and increasing capacity for the community to be involved in the processes of problem solving within a community. The practitioner assumes a neutral position in the change process and is concerned about the process of community development rather than the specific outcomes, such as jobs, houses and services. The Self-Help approach assumes that enhancing the capacity of residents to address their own problems will ultimately result in long-term improvement in quality of life. This approach requires individuals to have the necessary skills and reasonable expectations that their efforts will yield positive results or have some impact on quality of life.

The Self-Help approach enables people to take control of their future and deal effectively with their challenges. To achieve this, learning opportunities and resources should be created to develop the necessary skills required to be self-reliant. According to Thomas and Pawar, cited in Pawar and Cox (2010), self-reliance implies individual or group ability to be reliant on their own capabilities and resources. It is argued that self-reliant individuals and communities are those who do not depend on others for support in meeting their community needs. Self-reliant people and communities achieve this by expanding their collective knowledge in order to be self-sufficient and achieve basic needs. Every community has resources, strengths, capabilities and skills with which to build its own future. These strengths and skills describe how communities can utilise their resources to create employment and income opportunities by developing goods and services. The Self-Help approach encourages community members to take active responsibility for themselves and their families, property and community. The Self-Help approach could have long-term effects, as it embeds community ownership in the process. This could enable the community to continue building their strengths and develop the necessary skills for recognising and solving community problems. Members of the community are not only recipients through beneficiaries and stakeholders, but become champions of their own development.

2.2.3.2 Technical Assistance Model of community development

Community development practitioners who adopt the Technical Assistance model believe that the most important obstacle communities face concerns information. Community development practitioners who advocate the Technical Assistance model are more concerned with the eventual outcome of the community development effort than with the capacity of the community. Technical Assistance varies from ongoing local assistance to short-term consulting. The consultant may advise or provide a product and leave it to the community to decide how to use the information provided. The objective is to help the community understand its needs and challenges in order to address those challenges.

According to Green and Haines (2012), the Technical Assistance approach may have a negative impact on the sustainability of community development, especially when a community lacks the skills, knowledge and capacity to sustain the product or service. Skill differences and attitudes could affect the rate at which a community achieves results. Technical assistance could benefit a community by broadening individual and group perspectives on challenges within the community and options available to address those challenges (Green & Haines, 2012).

The effectiveness of this particular approach depends on the ability of both the provider of assistance and the community to use the assistance provided. Practitioners or providers of assistance should provide regular evaluations for future sustainability and to meet community needs. Community involvement and consultation is important to ensure that everyone involved understands their roles and can assess their performance. The link between community capacity building and community sustainability is strengthened when community and practitioners are committed to the technical assistance process. Commitment between community and practitioners could help the community to develop, implement and sustain actions that allow the community to manage its own affairs.

2.2.3.3 Conflict Model of community development

The practitioners' role in the Conflict model is one of organiser or advocate for community needs. The assumption is that the fundamental source of most community problems is lack of power, and this approach is often used in communities where residents have been marginalised and lack the ability to take informed decisions that could affect their quality of life. This approach strives to identify problems to be addressed within a community and provides assistance to resolve conflicts. Conflicts could result from cultural differences, economic class,

ethnic groups, and differences between youth and adults. Conflicts might be due to power, wealth, lack of resources or inequalities; therefore, those with power will marginalise others, causing conflict. Community leaders and organisations should work together with the community to identify common concerns and issues. The ultimate aim is to reach consensus on how to address identified problems (Green & Haines, 2012).

2.2.3.4 Synergy between the three models of community development

Gilchrist and Taylor (2011) explain that collectively the three models focus on building the skills, knowledge and confidence of individuals as well as developing community infrastructure to support community organising and engagement. The role of community workers or practitioners is to serve the interests of communities, and to help them gain greater influence over decisions that affect their lives. Gilchrist and Taylor (2011) suggest that community development has been used to build community capacity and social capital and support community empowerment initiatives and participation as an approach to addressing local problems.

Community norms and social networks could be strengthened by cooperation among people and their institutions, such as government, NGOs and communities. It is therefore important for community members to engage in supportive relationships to enhance community assets and increase social capital. The notion of social capital requires communities to generate and expand their natural and human resources, functional skills and strong social commitment (Scales & Streeter, 2004). Collective action such as close relationships is important in creating bonds within groups of individuals to address perceived injustices in a community. Social capital is important in promoting trust and understanding within and between groups and individuals in a community. The concept of “social capital” is explored in more detail in subsequent paragraphs.

2.2.4 Social capital

Islam and Morgan (2011) argue that the concept of social capital has led to a significant dialogue on social development. Nicholson and Hoyer (2008) further state that there is general agreement that social capital is something that is reflected and exists among individuals and organisations. The principle of social capital refers to the relations between people to facilitate action and outcomes through the generation of goodwill, trust and the gains derived from social

networks, such as useful mutual contacts and the generation of mutual trust (Nicholson, Brown & Hoye, 2012).

Sherry (2010) argues that there is a connection between social capital and community development in the form of socially inclusive programmes and activities; programmes promote social inclusion that in turn contributes to social capital. According to Putnam (2000), bridging and bonding are significant aspects of social capital. Bonding social capital includes networks of groups or organisations within a community with common norms and values, for example churches, youth organisations, study groups or sports clubs. Bonding social capital is significant in keeping people together (Westlund & Kobayashi, 2013). Social networks could contribute significantly to addressing social ills such as crime. The impact of social capital within communities and local organisations relies on groups working together and networking with each other, trusting each other and relating to each other.

Putman (2000) postulates that bonding social capital enables individuals to collectively address shared issues such as crime and promotes shared goals within groups. Individuals in a community succeed in working together collectively if they have strong relationships of trust and mutual norms. Community engagement and participation create opportunities for community members to interact and develop bonding social capital. These engagements create opportunities for a community to address social inequalities and activities that disrupt social norms, for example individuals being segregated because of race and culture.

Bonding social capital relates to forming relationships within the borders of a particular group. Individuals benefit from bonding with people like themselves. These bonds or networks could help people within a community to focus on a shared vision and collective goals. The networks could provide a community with useful resources, such as improved quality of information, and could encourage compliance with local rules and customs. Bonding social capital could, however, lead to the tendency of a community to stick to existing social networks, resulting in loss of the flexibility to interact with diverse social groups. For example, according to Putnam (2000), bonding social capital could lead to the exclusion of outsiders across different groups, resulting in racism, sectarianism, xenophobia, and sexism. These networks within a community could result in discrimination and exclusion of those who do not naturally belong to that community.

Another fundamental aspect of social capital is bridging and linking, which relate to extending networks outside the borders of homogenous bonded groups. Bridging social capital includes more distant bonds in a community, such as loose friendships and work colleagues. This type of social capital could result in mutually accepted norms of trust. Bridging social capital and linking social capital refer to relations between individuals and groups on different social levels. They reach out to people from different backgrounds in dissimilar situations, such as those from other communities or groups, providing opportunities to benefit from a wider range of resources within the community (Spaaij, 2012). Bridging social capital is significant in building connections between heterogeneous groups and could contribute to better understanding of norms, cultures, and diversity of beliefs (Dale & Sparkes, 2010).

Developing bridging connections and networks could foster social cohesion, holistic problem solving and solution building. These networks connect a community to political decision making, financial resources, ideas and information from individuals with knowledge. Networks act like bridging capital in connecting government and community. According to Dale & Sparkes (2010), bridging social capital networks reduce the possibility of conflict by empowering the community and sharing power at community level. Independent groups work together and are not threatened by differences with the other groups, but capitalise on the similarities, unique skills and strengths of each group. Formation of new networks and connections between networks could have a significant impact on social capital by enhancing social cohesion in communities. Through social cohesion individuals and groups in a community learn tolerance and co-operation and acquire a sense of social order.

2.2.5 Social cohesion

Bailey, cited in Vermeulen and Verweel (2009:1208), states that:

“A uniting theme for ... social capital theorists is that of “social cohesion”, which is addressed through creating or strengthening the physical, social and cultural infrastructures of communities”.

Berger-Schmitt (2002), cited in Jenson (2010), deconstructed the concept of social cohesion into two dimensions. The first dimension denotes inequality. It is centred on the goal of promoting equal opportunities and reducing divisions within society, and also includes the aspect of social exclusion. The second dimension signifies social capital: it concerns the goal

of strengthening social relations and embraces all aspects that are considered the social capital of a society, such as social inclusion. Social cohesion emphasises building and maintaining shared values. It could further instil a sense of belonging and recognition in community members (Markus & Dharmalingam, 2007). It is evident from the above definitions and dimensions that social cohesion focuses on common values, a sense of belonging and attachment to the group, and willingness to participate and to share outcomes.

The Council of Europe (2001) cited in Jenson (2010) further states that a strategy of social cohesion is to ensure that every citizen and individual within a community can have the opportunity to access the means to secure their basic needs, to progress, to protection and legal rights, to dignity and social confidence. Social cohesion is viewed as one difference between a progressive and non-progressive community. It is assumed that disadvantaged communities lack the necessary resources that encourage social cohesion (Forrest & Kearns, 2001). Forrest and Kearns (2001) state that community challenges, such as poverty and a high rate of unemployment, result in disadvantaged communities spending more time in their local areas than communities with resources. This could impact on development and employment opportunities, due to lack of access to formal and informal employment opportunities. A socio-economic view of social cohesion emphasises the effects of social inequality and exclusion on access to resources (Novy, Swiatek & Moulaert, 2011).

According to Holt (2008), social exclusion can take different forms, such as lack of knowledge, services, facilities and opportunities. Marginalised groups such as youth based in rural communities are often excluded from the social benefits of participating in community activities. Sherry (2010) states that an individual is socially excluded if he or she is not given an opportunity to participate in the normal activities of citizens in the society. On the other hand, socially cohesive communities are believed to have the power to influence political decisions and policies affecting their communities (Westlund & Kobayashi, 2013).

2.2.6 Community development policy

The fundamental approach to policy issues relies on a rational problem-solving process and emphasises the characteristics of the problem and conditions that may be present in a community. Political forces, power and political processes contribute to the articulation and description of community issues or problems (Meenaghham & Kilty, 1993). According to Meenaghham and Kilty (1993), policy is a public statement or principle that guides decisions to

achieve rational outcomes in addressing some conditions in a community. Policies could be viewed as involving human action aimed at achieving certain objectives, and human action aimed at resolving a problem in a community (Bloyce & Smith, 2010). It becomes clear from the definitions above that policies are formulated and implemented to address challenges encountered by a community.

The policy process involves the selection of actions and strategies by government to bring about desirable change in ways that other individuals or groups may not be able to do. For example, government formulates policies to address challenges that confront a community, such as poverty, unemployment, education, youth development, and inadequate distribution of resources. There is a need for equality in relation to the use and distribution of resources. Policies could, therefore, be developed to ensure that resources are allocated appropriately; this is a role of government. The role of government in many countries is to provide programmes, regulations, policies, and rational interventions that can produce better living conditions for communities.

Before applying policy theory and the relationship of policy development and community development, it is necessary to identify significant characteristics of the community development approach and government policies. The section that follows provides insights into social exclusion in relation to community development policy and the characteristics of the community development approach.

2.2.6.1 Characteristics of community development policy

Community development contributes to the solidarity of a community and focuses on those communities experiencing exclusion. The aim of community development policy is to provide guidance and define government strategies and approaches to encourage sustainable community development. The Combat Poverty Agency (2006) identified six characteristics of community development in the context of the policy process. These characteristics are discussed in more detail in the following paragraphs.

2.2.6.1.1 Community development brings into the policy process the voice of those experiencing poverty

Community development empowers and enables a community to participate in the decision-making process. Bringing individuals and groups who are affected by poverty together could

assist them to develop their understanding and analysis of the issues that need to be addressed and design interventions necessary to deal with those issues. The Combat Poverty Agency (2006) further explains that an inclusive approach to decision making could build confidence, knowledge and skills that enable marginalised groups within a community to advance their agenda for social change.

2.2.6.1.2 Community development is focused on change in favour of the most marginalised groups

Community development aims at policy outcomes that effectively address social issues, such as poverty, exclusion and inequalities, which could contribute to social and economic change in favour of disadvantaged communities (Combat Poverty Agency, 2006). It is the role of government to develop policies that could assist communities to participate effectively in economic activities. This could be achieved by producing and exchanging products or services that could benefit the community. The emphasis of a community development policy on eradicating poverty and exclusion should be prioritised, and could be achieved by encouraging economic activities, industries, and small business production in rural areas (United Republic of Tanzania, 1996).

2.2.6.1.3 Community development puts emphasis on how things are done as well as what is done

A community development approach to the policy-making process ensures that is inclusive and accommodates diversity, including cultural and gender differences. An ideal community development policy would address problems or conditions by ensuring that the needs of a specific group, such as those from disadvantaged communities, are addressed.

2.2.6.1.4 Community development is participative and complements representative democracy

Community development gives opportunities to communities that are often excluded. It enables them to be involved in developing appropriate policies for social change. To enable government to achieve community development, people within communities must be given opportunities to develop their capacity to identify and solve community problems. Communities could benefit from government support to develop their capacity and encourage them to participate in decision-making processes.

2.2.6.1.5 Community development involves all stakeholders in a cohesive and determined effort

Community development structures provide opportunities and recognition to excluded communities. This could be achieved by establishing procedures that will ensure community members are included in the decision-making process. It is important to engage all relevant stakeholders, including community members, to ensure that collective decisions are taken to address community problems.

2.2.6.1.6 Community development is focused on structural and systemic change

It is not enough to treat the symptoms of poverty and exclusion: it is also important to understand and address issues of inequality that contribute to poverty. Inequality is produced, sustained and reproduced by various systems such as the economic system, the education system, and government authorities (Combat Poverty Agency, 2006). These systems and government authorities could cause and alleviate poverty, if community interests and prospects are considered. It is suggested that community development policy focuses on addressing social exclusion and alleviating poverty (Combat Poverty Agency, 2006):

“Poverty and social exclusion are tackled by developing policies and expending resources to ensure that individuals have a right to an adequate income, access to employment, fair taxation, educational opportunities, housing, health and other services. Community development principles and activity can inform the development of such public policies” (Combat Poverty, 2000 cited in Combat Poverty Agency, 2006:20)

2.2.6.2 Policy framework and social exclusion

The model developed by Levitas (2005), cited by Kelly (2011), provides a framework within which these policy rationales can be understood. She distinguishes three dimensions of social exclusion. First is a redistributionist discourse where social exclusion is linked to poverty and lack of physical resources, but also related to exclusion from social and cultural citizenship. Communities affected by poverty are often excluded from participation in society because of discrimination, prejudice and lack of resources (Combat Poverty Agency, 2006). According to Combat Poverty (2000), cited in Combat Poverty Agency (2006:21), poverty and social exclusion could be addressed by developing policies and allocating resources to ensure that individuals have a right to an adequate income, access to employment, fair taxation, educational opportunities, housing, and health services.

The second dimension is a moral underclass discourse where exclusion is linked to the moral inadequacy of individuals and communities. Community members are often excluded from decision-making processes, especially youth and women. Community development policy should focus on the empowerment of marginalised groups and recognise that those who are disadvantaged and powerless in a community need support and must be involved in changes necessary to improve their lives (Combat Poverty Agency, 2006).

The third dimension is a social integrationist discourse, where inclusion and exclusion are related to labour market attachment and participation and non-participation in paid employment. Lack of an inclusive labour market is a result of inequalities created by dominant systems and institutions such as government. The inequality is created and sustained by these institutions, and the influence of such institutions could have an impact on people's attitudes, preferences and prospects: for example, inclusion from or exclusion in education and the labour market (Combat Poverty Agency, 2006).

The above framework on community development policy suggests that community development is a reflection of solidarity with the interests of those who are experiencing exclusion and marginalised in a community. The Combat Poverty Agency (2006) states that community development policy mobilises communities to understand their human rights and work together to address their social problems and realise their rights:

- to live free from poverty, exclusion and discrimination
- to live in a fair and just society
- to exercise the right to realise their creative potential
- to participate in decision-making that affects them

According to Hylton (2013), community policy issues occupy a contested space in government policy debates relating to areas such as education, health, and social services. It is, therefore, important to understand social policy inputs, processes, and outputs as societal impacts on individuals and society. It is evident that the policy-making process is complex and requires an inclusive approach to ensure that collective decisions are taken. This could provide valuable information to ensure that policy relates well to the problem within a community. A wide range of diverse groups with expertise are involved in developing a policy framework. For example, international organisations such as the United Nations (UN) and the Organisation of African

Union (OAU) implement community development policy at international level to address community problems. The role of these international organisations is explored in more detail in the following paragraphs.

2.2.7 International organisations impacting on community development

The United Nations (UN) is an international organisation founded in 1945. Since its inception, the UN has been involved in promoting social progress, better living standards and human rights on a global scale. The organisation focuses on diverse issues affecting communities, including sustainable development, gender equality and economic and social development (United Nations, 2014). It played an important role in community development projects in the 1950s and 1960s in developing and implementing programmes focusing on community development.

A number of development programmes related to social and community development have been initiated by the UN, for example, the United Nation Development Programme (UNDP). The role of the UNDP is to reduce poverty, improve the lives of people using a sustainable development approach and address issues of inequality and exclusion.

The 2012 United Nations Conference on Sustainable Development (UNCSD) convened in Rio de Janeiro, Brazil. The outcome of the conference was the implementation of sustainable development programmes and addressing new challenges experienced by people. Heads of state and governments adopted a resolution that was based on the principle of eradicating poverty and sustainable development (United Nations, 2012). The conference recognised that people play a major role in sustainable development and intended to focus efforts on an equitable and inclusive environment. It reaffirmed the principle of green economy policies in the context of sustainable development and eradication of poverty, and called for the following to be implemented globally (United Nations, 2012):

- Promote sustained and inclusive economic growth, encourage innovation and provide opportunities for everyone.
- Take into account the needs of developing countries, particularly those in special situations.
- Strengthen international cooperation, including the provision of financial resources, capacity-building and technology transfer to developing countries.

- Enhance the welfare of indigenous peoples and their communities and other local and traditional communities and support their identity, culture and interests, and avoid endangering their cultural heritage, practices and traditional knowledge, preserving and respecting non-market approaches that contribute to the eradication of poverty.
- Enhance the welfare of women, children, youth, and persons with disabilities, and improve the livelihoods and empowerment of poor and vulnerable groups, in particular in developing countries.
- Mobilise the full potential and ensure the equal contribution of both women and men.
- Promote productive activities in developing countries that contribute to the eradication of poverty.
- Address concerns about inequalities and promote social inclusion.
- Continue efforts to strive for inclusive, equitable development approaches to overcome poverty and inequality.

The heads of state and governments gathered at the United Nations Headquarters in 2000 where the United Nations Millennium Declaration was adopted to address issues of poverty and inequality (United Nations Millennium Declaration, 2000). The MDGs were adopted to promote human development, mobilise global resources in dealing with poverty and contribute to community development (Luka & Maistry, 2012). According to Luka and Maistry (2012) the MDGs target was to reduce most of the identified goals of poverty by half by 2015. The eight goals that were identified as important objectives to achieve the desired outcomes are listed below (United Nations Declaration, 2000):

Goal 1: Eradicate extreme hunger and poverty. The targets of this goal are to increase income, increase employment and reduce the number of people who suffer from hunger.

Goal 2: Achieve universal primary education. The target of this goal is to ensure that all children (boys and girls) complete a full course of primary schooling.

Goal 3: Promote gender equality and empower women. The target of this goal is to eliminate gender disparity at school level.

Goal 4: Reduce child mortality. The target of this goal is to reduce by two-thirds the child mortality rate in children under five.

Goal 5: Improve maternal health. The targets of this goal are to reduce by maternal mortality rate and to achieve universal reproductive health by 2015.

Goal 6: Combat HIV/AIDS, malaria and other diseases. The targets are to halt and reverse the spread of HIV/AIDS, achieve universal access to treatment for HIV/AIDS for those who need

it by 2010 and finally, to halt and begin to reverse the incidence of malaria and other major diseases.

Goal 7: Ensure environmental sustainability. The targets are to integrate the principles of sustainable development into country policies and programmes; reduce the loss of environmental resources; reduce biodiversity loss; reduce by half the number of people without access to safe drinking water and basic sanitation; and achieve significant improvements in the lives of at least 100 million slum-dwellers by 2010.

Goal 8: Develop a Global Partnership for Development. The targets are to develop an open rule-based, predictable and non-discriminatory trading and financial system; address the special needs of the least developed countries; address the special needs of landlocked developing countries and small island developing states; and deal comprehensively with the debt problems of developing countries.

The UN also recognises the need to support the consolidation of democracy in Africa and assist Africans in their struggle to eradicate poverty by taking special measures to address the challenges of poverty eradication and sustainable development (United Nations Millennium Declaration, 2000). According to Luka and Maistry (2012), government policy in South Africa is in line with the above MDGs of the United Nations. The eight goals of the UN could be considered a guideline that indicates a starting point for community development and policy formulation in the South African context.

2.2.8 Context and policy framework for community development in South Africa

The democratic South African government that came into power in 1994 proposed to the public and private sector that it would reconsider policies and approaches to establishing policies that are committed to transformation and change towards a democratic society (Lombard, 2008). The primary South African community development challenge was to overcome the legacy of apartheid, which resulted in social exclusion, racial segregation and limited distribution of resources to disadvantaged communities.

Regardless of efforts by the UN to eradicate poverty, most South Africans are still exposed to poverty, due to a high rate of unemployment and wealth inequalities. According to the Human Development Report (2013), about 42.3% of the South African population currently falls below the national poverty line and income distribution remains highly unequal. National government, provincial and local government have a responsibility to ensure the well-being of all

communities in South Africa, especially disadvantaged communities, such as those in rural areas. The South African government therefore developed a framework to address community challenges through a range of community development programmes and policies.

Policies and programmes such as the Expanded Public Works Programme (EPWP), the Integrated Sustainable Rural Development Programme (ISRDP), the Growth Employment and Redistribution Strategy (GEAR)(1996), the Reconstruction and Development Programme (RDP) (1994), the National Community Development Programme (2003) and the White Paper for Social Welfare (1997) have been developed to guide community development strategies in South Africa (Luka & Maistry, 2012). These policies were specifically developed to address issues of poverty, social exclusion and inequalities and to improve the lives of all South Africans.

The adoption of a development policy for social welfare in 1997 was a response by the South African government to address issues of poverty and inequality and develop a social welfare system that is equitable and inclusive (Luka & Maistry, 2012). The goal of the White Paper for Social Welfare of 1997 is to facilitate the provision of developmental social welfare services, such as meeting the basic human needs of all South Africans, especially those living in poverty, vulnerable groups and community groups with special needs (Department of Welfare, 1997). The White Paper of the Department of Social Welfare (1997) emphasises that the focus of community development policies and programmes should be based on the following principles (Department of Welfare, 1997):

- securing basic welfare rights
- equity
- non-discrimination
- democracy
- improved quality of life
- human rights
- people-centred policies
- investment in human capital
- transparency and accountability
- accessibility
- appropriateness
- ubuntu

For the purposes of this study, reference is made to policy principles directed to equity, non-discrimination, improved quality of life and investment in human capital. The developmental social welfare policies are directed at the equitable distribution of resources to address racial and gender inequality and unequal opportunity. In targeting discrimination, services and programmes will promote non-discrimination, tolerance, mutual respect, diversity, and the inclusion of all groups in society. The welfare system will improve quality of life, especially for disadvantaged communities, and this could be achieved through equitable distribution of resources and services. The Department of Social Welfare will ensure that welfare programmes contribute to the social development of individuals and communities by ensuring equitable distribution of government resources (Department of Social Welfare, 1997).

The above principles outlined in the White Paper for Social Welfare (1997) are based on the principles of socio-economic rights, equality and programmes promoting the inclusion of all groups in society, especially marginalised groups such as youth living in rural communities. The following section highlights challenges and programmes related to youth development.

2.3 YOUTH DEVELOPMENT

According to Pittman (1993:8) youth development is defined as:

“The ongoing growth process in which all youth are engaged in attempting to meet their basic personal and social needs to be safe, feel cared for, be valued, be useful, and be spiritually grounded, and to build skills and competencies that allow them to function and contribute in their daily lives.”

Youth development is a process that involves people around the youth, family and community working together to achieve positive development and outcomes in the lives of youth. High quality instruction and training are also essential (Pittman, Irby, Tolman, Yohalem & Ferber, 2003). Pittman *et al.*, (2003) describe youth development as:

- Ongoing – it is a process that begins at an early age and continues through adulthood. Youth development is a continuing process without intervals.
- Uneven – both among individuals and within the same individual. Boys or girls of the same age group may be different physically, emotionally and intellectually.
- Complex – diverse factors contribute to the process of youth development, all of which interact in complicated ways. When physical needs are not met, this affects cognitive

development; intellectual growth occurs best when young people are exposed to an environment that supports them emotionally

- Influenced by environment – the physical context in which young people live contributes broadly to their development.
- Mediated through relationships – significant individuals in young people’s lives, such as families, teachers, community members and friends, influence both the direction and pace of development.
- Triggered by participation – occurring when young people are actively engaged in interesting activities, relevant to both themselves and their communities.

The literature on youth development suggests that youth should be studied not in isolation but instead as the product of a relationship between the individual and his or her environment (Muller, Phelps, Bowers, Agans, Urban & Lerner, 2011). Programmes and organisations have an enormous impact on youths’ lives, but this impact can be influenced by the environment, such as families and peers (Pittman *et al.*, 2003). Youth experiences at home, school and in the community are connected. The challenges facing youth in these areas must be integrated by ensuring that opportunities are created for participation in community activities (Benson & Pittman, 2001).

Hamilton and Pittman (2004 cited in Fraser-Thomas *et al.*, 2005), suggest that optimal development in youth enables individuals to lead a healthy, satisfying, and productive life, because they develop competence to nurture others and to participate in social relations and cultural activities. Integrating youth participation in youth camps in rural communities should, therefore, focus on similar outcomes to strengthen the impact of youth development. According to the Centre for Youth Development and Policy Research (2009), youth development is about people, institutions, systems and programmes that provide youth with the support and opportunities they need to empower themselves.

The philosophy guiding youth development is based on competency building, which is central to helping young people navigate adolescence in healthy ways and prepare them for the future by fostering positive development. Programmes incorporating this philosophy view young people as resources to be developed rather than as problems to be managed (Roth & Brooks-Gunn, 2003).

2.3.1 Goals of youth development programmes

According to Roth & Brooks-Gunn (2003), the primary goal of youth development programmes is to promote positive development and to emphasise the promotion of normal development, such as protection against regular smoking and developing sportsmanship, teamwork and being persistent in life. The National Research Council and the Institute of Medicine (2002) cited in Fraser-Thomas *et al.*, (2005) have identified physical, intellectual, psychological, emotional, and social aspects as main areas of youth development. Coakley (2011), in his research, argues that youth development programmes have a positive impact on youth development as they create life skills convertible into physical and psychological capital and increase self-confidence and self-esteem. The literature (Pittman *et al.*, 2003) on factors influencing youth development suggests that young people need stable places where they feel safe and have access to basic care and services. Benson and Pittman (2001) state that young people will not be able to develop essential skills and competencies unless their families, government and community provide them with the necessary support and opportunities they need to develop. The role of organisations, government initiatives, institutions and programmes focusing on youth development is working towards positive results in the lives of youth. These positive results include high self-worth, responsibility, respect, sense of belonging and self-esteem (Benson & Pittman, 2001). In essence youth development programmes focus on positive youth outcomes. The section that follows provides details of the positive outcomes of youth development programmes.

2.3.2 Positive youth development and youth development programmes

The goals of youth development programmes are to promote positive development, even when seeking to prevent problem behaviours. Youth development programmes help youth navigate adolescence in healthy ways and prepare them for their future by fostering their positive development. Youth development programmes can be distinguished from improved services by their emphasis on promoting normal development and recognising youths' need for both ongoing support and challenging opportunities. Leaders and staff at youth development programmes create and nourish an atmosphere of hope. This positive, youth-centred atmosphere, or tone, conveys the adults' belief in youth as resources to be developed rather than problems to be managed. According to Benson and Pittman (2001), programmes and institutions involved in youth development are focusing on positive outcomes. For example, high self-worth and self-esteem are some of the identified outcomes of youth development programmes (Benson & Pittman, 2001). Roth and Brooks-Gunn (2003) argue that although

youth development programmes are believed to improve the lives of youth, caution should be taken against unrealistic expectations. Youth development programmes alone cannot achieve positive outcomes, due to environmental social factors such as families, schools and communities. Roth and Brooks-Gunn (2003) further state that to positively influence youth development through programmes is to ensure that opportunities are created in communities for youth to participate in such programmes. Youth development programmes are important elements of any comprehensive initiative to community capacity building because they build individual capacity by developing skills, self-worth and identity. Youth development programmes could provide formal and informal opportunities for youth to nurture their talents and develop new skills, such as competence and conflict-resolution skills. These competencies and skills could be achieved through positive youth development (PYD) (Roth & Brooks-Gunn, 2003).

According to Quin (1999) PYD is an ongoing growth process in which all youths attempt to meet their basic needs for safety, caring relationships, and connections to the larger community while striving to build academic, vocational, personal, and social skills. Roth and Brooks-Gunn (2003) argue that PYD embraces a notion of healthy, happy and competent youth. Lerner, Fisher and Weinberg (cited in Roth and Brooks-Gunn, 2003) categorised the desired outcomes for PYD into five Cs:

- competence in academic, social, and vocational areas
- confidence or a positive self-identity
- connections to community, family, and peers
- character or positive values, integrity, and moral commitment
- caring and compassion

All of these outcomes are important internal and external resources for positive youth development. A PYD framework emphasises opportunities to support youth in developing a sense of competence, usefulness, belonging and empowerment. Underpinning this framework is the PYD theory. According to this theory all young people have internal strengths, assets and potential to change the course of their development in positive ways (Seymour, 2012). Seymour (2012) elaborates on this statement by arguing that, when internal strengths and assets of young people are aligned with their external strengths, their development can be enhanced positively. External strengths include support, empowerment and constructive use of time. Internal strengths involve bonding with the community or school and developing positive values such

as caring, equality, integrity, honesty, responsibility, and social competencies (Search Institute, 1999). The Search Institute (1999) identifies the following characteristics of development assets and suggests that youths need a combination of internal and external assets to be caring and responsible adults:

- Support – family support and support from caring neighbours
- Empowerment – youth are given useful roles in the community
- Boundaries and expectations – youth are guided by clear rules and encouragement from family, teachers and friends
- Constructive use of time – youth spend time in sport, organisations at school and community
- Commitment to learning – youth are motivated to do well in school and are actively engaged in learning
- Positive values – youth place high value on helping other people, integrity, honesty, responsibility, and promoting equality
- Social competencies – decision making, interpersonal and cultural competence, resistance skills and conflict resolution
- Positive identity – sense of purpose, self-esteem and personal power

From the above it is clear that youths could develop positive identities when they experience connection and commitment to others, for example family support and a caring neighbourhood (Benson & Pittman, 2001). Support exists when young people are involved in relationships with friends, family and community. PYD focuses on creating opportunities to support youth in developing skills and attitudes that could result in competencies in physical and mental health, social and cultural dimensions (Benson & Pittman, 2001). The ability to respect and respond affirmatively to differences among individuals of diverse backgrounds and tradition is another important aspect of PYD. The success of youth development programmes could be enhanced by developing guidelines, principles and good practices frameworks. The identification of good practices is important for achieving quality outcomes in youth development.

2.3.3 Good practices in youth development

The principle of good practice provides a general guideline for youth development programme design. These principles could assist government and organisations involved in youth

development to effectively implement youth development programmes. Identification of good practices is important to achieve positive outcomes in youth development programmes (AUSYOUTH, 2001). Quin (1999) identified the following good practice principles underlying and guiding youth development programmes:

- 1) Tailor the content and processes to the needs and interests of youths. Good programmes listen carefully to the voices of young people at the planning stage and provide active, meaningful roles for youths throughout implementation.
- 2) Recognise, value, and respond to the diverse backgrounds and experiences that exist among youths. Good programmes are sensitive to the differences among young people, particularly those based on race, ethnicity, family income and gender.
- 3) Work collectively as well as individually to extend the reach to underserved youths, such as youth from rural communities. Good programmes work to increase the access of young people living in low-income areas to supportive community programmes, keeping youth needs rather than organisational concerns at the centre of the outreach efforts.
- 4) Actively compete for young people's time and attention. Good programmes assess their competition (everything from television to youth gangs), and find ways to make the programmes more attractive.
- 5) Strengthen the quality and diversity of adult leadership. Good programmes recruit carefully and invest in staff (and volunteers) development as a regular cost of doing business, recognising that the quality of adult leadership is critical to programme success.
- 6) Reach out to families, schools, and other community partners in youth development. Good programmes strive to maintain solid working relationships with parents and other community institutions, on behalf of young people.
- 7) Enhance the role of young people as community resources. Good programmes encourage young people to play meaningful leadership roles within their organisation. They work actively to ensure that youths have opportunities to contribute their talents to the larger community.
- 8) Serve as advocates for youths. Good programmes consider advocacy with and on behalf of youths a part of their work, to ensure that the best interests of youths are not ignored in the decision-making process.

- 9) Specify and evaluate intended outcomes. Good programmes are clear about the results they are trying to achieve, and develop reliable documentation systems and realistic assessment of the outcomes.
- 10) Establish solid organisational structures, including energetic and committed leadership. Good programmes are generally found in well-governed and well-managed organisations that are stable enough to maintain continuity of relationships for young people.

The above principles are supported by PYD theory that youths, regardless of their high- or low-risk profile, have internal strengths and potential to change the course of their own development in positive ways (Seymour, 2012). An important aspect of youth development activities is to provide youths with opportunities and experiences that strengthen and enhance their interaction with each other. According to AUSYOUTH (2001), giving youth opportunities to engage in meaningful youth development activity, enables them to develop responsibility and provides opportunities for enhanced self-esteem, self-reliance, self-confidence, acceptance of differing views, and ways of doing things. Empowering youths with life skills and technical skills could enhance their competencies and increase their life opportunities.

The process of empowering youths is inclusive and characterised by respect and focus on working together with youths to identify problems facing them and find solutions. In this way youth could experience increased confidence because they feel their contribution is valued. Youth development programmes have the potential to achieve the desired skills and competencies.

Desired skills and competencies could be achieved by youth development programmes focusing on broader developmental needs of youths within their individual and community contexts rather than on a single issue.

A comprehensive and holistic approach that addresses challenges facing youths, their families, peer groups, schools, neighbourhood, and community is essential to reinforce new skills and knowledge. Seymour (2012) states that effective youth development programmes are youth-centred and work in partnership with youths. This could be achieved by valuing youths' potential and giving them opportunities to be active leaders and decision makers. Youth development programmes should be designed with specific learning outcomes and delivered

by skilled personnel; therefore the quality of recruitment and investment in staff or volunteers becomes critical to programme success (Quin, 1999). AUSYOUTH (2001) further states that youth development programmes are a process and each process should be clearly defined and understood by everyone involved. Good programmes are assessed and measured to ensure that desired outcomes are achieved (Quin, 1999).

The outcomes of youth development programmes could be affected by the context of the programme and the delivery methods of its activities, such as interactive teaching methods. For example, discussion groups' encourage youth engagement in setting their developmental goals and give youths opportunity to practise communication. Seymour (2012) identified six principles and indicators of good practice in youth development programmes. The following principles are supported by extensive research and identified as important components of youth development programmes. The principles, if successfully applied, could contribute to the effectiveness of the programmes and achieve positive outcomes (Seymour, 2012).

- Learning and development. Effective youth development programmes provide learning and development opportunities for youths and focus on structured, lifelong learning approaches that build on existing strengths and skills and recognise learning achievements.
- Leadership and decision making. Youth development programmes recognise youths as active partners and their contribution is valued. This could be achieved by encouraging youth to provide feedback about programmes activities. The information provided could help to ensure that activities continue to meet their needs. In doing this, the youth development programmes provide opportunities for youth to develop leadership skills.
- Inclusive ethos. Youth development programmes should be inclusive by involving youths from different backgrounds, experiences, skills and needs, such as youths from rural communities. Inclusive youth development programmes should ensure that they are accessible to all youths, regardless of their backgrounds and cultural differences. Organisations involved in youth development could achieve an inclusive ethos by adopting equity policies and strategies that address differences, such as socio-economic and gender status and cultural background.
- Partnerships and social networks. Successful partnerships with community, government, social groups and organisations involved in youth development could contribute to the effectiveness of youth development programmes. This could be

achieved by pursuing opportunities for partnership with other organisations and community groups to strengthen and increase resources and diversity opportunities available to all stakeholders

- Ethical promotion. Effective youth development programmes apply ethical promotional strategies by ensuring promotional materials and programme manuals are accurate reflections of the programmes. An ethical framework must be used to guide promotional decision making. This could be achieved through using research evidence to support claims made about programme outcomes. Considering minimum resources such as funding, it is important that youth development programmes are well resourced to enable them to achieve the desired outcomes.

The quality, effectiveness and sustainability of youth development programmes depend on good practices. From the above principles of good practice it is clear that a comprehensive youth development programme should provide youth with opportunities to develop life skills, personal skills and social development skills in a supportive environment. To achieve youth development programme outcomes, highly qualified staff and volunteers who are well trained and committed to youth development should be recruited.

Youths are important stakeholders in policy development processes. Comprehensive youth development policies encouraging partnership between government, community and other stakeholders such as NGOs could contribute to effectiveness of youth development programmes by encouraging organisations to clearly define their desired outcomes and continuously monitor and evaluate their programmes. The section that follows explores youth development policies and legislation in South Africa.

2.3.4 Youth development policies and legislation in South Africa

South Africa is one of the few countries in Africa that have developed comprehensive youth policies (National Youth Development Agency, 2012). Since 1994 the South African government has focused on alleviating social issues such as crime and poverty, channelling resources towards identifying vulnerable groups in society and developing policies and legislation that would protect their interests (Statistics South Africa, 2011a). The Constitution of South Africa (1996) recognises the role played by youth and acknowledges their future role in social and economic development (National Youth Development Agency, 2012). The

following section provides an overview of existing South African policies and legislation addressing youth development.

2.3.4.1 National Development Plan

The National Development Plan (NDP) is a broad strategic framework developed in 2011 to eliminate poverty and reduce inequality by 2030 (South African Government, 2011). The South African government has made progress in tackling health services, access to education and improving social security. Regardless of the progress made by government, poverty remains one of the biggest challenges in South Africa. The majority of people in South Africa remain unemployed; many working households remain poor and inequalities are still prominent (South African Government, 2011)

The South African government aims to eliminate poverty and reduce inequality by 2030. The government approach to eliminating poverty and reducing equality is to move from passive citizenry, where people receive services from the government, to a government that includes the socially and economically excluded (South African Government, 2011). This approach is based on the government's (South African Government, 2011) belief that where people are involved in their own development, and government works effectively to develop people's capabilities, citizens have a chance to lead the lives they desire.

The government approach focuses on developing peoples' capabilities, especially those of youths. The National Development Plan (NDP) emphasises the importance of youth in the development of the country's economic growth, employment and the reduction of poverty (South African Government, 2011). The government recognises that young black people below the age of 35 account for two-thirds of unemployment (South African Government, 2011). Youth unemployment could result in social disorders such as an increased crime rate. To tackle unemployment and reduce poverty, government has developed youth policies focusing on expanding opportunities for youths to improve their capabilities.

2.3.4.2 National Youth Development Policy Framework

Several youth legislative policy frameworks such as the National Youth Commission (NYC), Act No. 19 of 1996; the National Youth Policy (NYP) 2000, and the National Youth Development Policy Framework (NYDPF) 2002/2007 were developed by the National Youth Commission (NYC) (Government of the Republic of South Africa, 1997). The National Youth

Commission was established in 1996 by the then President Nelson Mandela, as part of government's plan to develop a comprehensive strategy and framework to address problems and challenges facing youths in South Africa.

The South African government adopted the first National Youth Policy (NYP) in 1997. The government recognised and acknowledged the value and significance of youth development. The purpose of the NYP framework (1997) for youth development was to ensure that youths in South Africa are given support and opportunities to reach their full potential, to address challenges facing youth and give direction to youth programmes and services provided by government and non-government organisations (Republic of South Africa, 1997). The NYP highlighted the importance of youth development to nation building, social cohesion and the creation of democratic and equitable society. A series of principles and values were identified to enable government to address challenges facing youths in South Africa:

- Redress imbalances, by recognising the manner in which youths have been affected by the inequalities of the past and the need to address inequalities through policies, programmes and the allocation of resources.
- Be gender-inclusive, by promoting a gender-inclusive approach to the development of youths and by promoting equal opportunity and treatment of youths, regardless of gender.
- Have an empowering environment, by creating an environment that supports the skills and capacity development of youths.
- Encourage youth participation, by promoting youth participation in democratic processes and community decision-making processes.
- Encourage cultural and spiritual diversity by recognising it as a basis for youth development, and the important role tradition, spirituality and culture can play in youth development.
- Have a rural emphasis, by promoting such an emphasis in government strategies to recognise and address the needs of youths in rural communities.

Regardless of government efforts to address youth challenges such as inequality, social exclusion and poverty, youths still struggle to obtain a good education and pursue employment, especially youth from rural communities. The National Youth Commission (NYC), therefore works with different government and civil society agencies to develop a holistic and integrated policy framework to address challenges facing youths.

The National Youth Development Policy Framework (NYDPF) 2002–2007 was developed to address specific needs, challenges and opportunities facing youth in South Africa. The policy framework focuses on critical issues facing youth and gives direction to youth development programmes provided by government and NGOs (South African Government, 2002). The NYDPF aimed to give special attention and priority to those groups facing specific challenges, including young women, youth with disabilities, unemployed youths and youths based in rural communities (South African Government, 2002). Youths in rural communities are often more disadvantaged than those who live in urban communities as they have limited access to services, facilities and employment opportunities. The NYDPF was intended to address the situation of youths in rural communities by creating enabling and supportive environments for youth to develop. The NYDPF covered a period of five years, from 2002 to 2007. Government realised the need to develop a comprehensive National Youth Development Policy to provide guidance on youth issues beyond 2007. The National Youth Commission conducted extensive research with the assistance of various stakeholders in the youth sector to develop the National Youth Policy (NYP) 2009–2014 (The Presidency, Republic of South Africa, 2009).

The National Youth Policy 2009–2014 was developed on the foundation of previous youth development policies and youth development programmes implemented between 1994 and 2007. Although progress has been made towards addressing challenges faced by youths, the present reality is that youth are still experiencing social challenges such as unemployment and poverty. The NYP is therefore aimed at addressing these challenges, strengthening existing interventions and improving the quality of services provided to youth (The Presidency, Republic of South Africa, 2009). The policy is supported by the following principles (The Presidency, Republic of South Africa, 2009):

- Accessibility – youths from diverse backgrounds must have access to resources and services to enable them to develop their potential.
- Responsiveness – youth development organisations and interventions should provide services that address the needs of youth and improve their potential.
- Holistic – youth development initiatives should address youth needs, such as physical, psychological, social, economic, and spiritual needs, and ensure that they gain the necessary knowledge, skills, and experience required for development.
- Integration – the need for different key role players such as government, civil society, private and business sectors to work together.

- Diversity – youth development programmes should recognise and acknowledge the diverse backgrounds from which youths come, such as tradition, culture and spirituality.
- Non-discriminatory – youth development programmes should not discriminate against youths on the basis of age, gender, race, sexual orientation, disability or any other form of discrimination.
- Sustainable development – youth development should meet the needs of youths and enhance their potential, capacity and capability to enable them to deal with challenges.
- Transparency – youth development organisations should operate in a transparent and accountable manner.
- Participation and inclusion – Youth development programmes should be inclusive and involve youths in planning processes and assist them to be active citizens.
- Social cohesion – youth development programmes should promote the inclusion of youths by involving them in nation-building activities.
- Youth service – young people should be involved in meaningful activities that benefit communities whilst developing their sense of patriotism and their abilities through learning and service.

The abovementioned principles coincide with the principles of good practice underlying and guiding youth development programmes. Youth development programmes are inclusive, provide learning and development opportunities, and are sustainable (Quin, 1999; Seymour, 2012); therefore the National Youth Development Policies support the principles of good practice by empowering youth, promoting equal opportunities for participation, and providing youths with opportunities to learn and develop.

Youth development policies and programmes provide a context for government to ensure that the approach to youth development is integrated; addresses issues of equity, social inclusion, and diversity; and is responsive to the needs of youth. A youth development policy framework could contribute to enhancing youth's participation in society and provide opportunities for effective youth development, especially in rural communities. The following section explores rural development in South Africa.

2.4 RURAL DEVELOPMENT

According to Moseley (2003), rural communities are confronted with a range of economic, social and environmental problems. Rural areas are explained within the context that rural

people and many of the economic, social, political and cultural activities that are relevant to their well-being are located in isolated buildings or settlements that are small and widely spread (Moseley, 2003). Problems experienced by rural people have become complicated and welfare-oriented and often focus on issues related to marginalisation and deprivation (Cloke, 2013). McLaughlin (1986 cited in Cloke, 2013), suggests that deprivation can be explained in two different ways:

- By a sociological model that identifies the causes of deprivation within the society; therefore deprivation is derived from inequalities in the distribution of social status, political and economic power. Moseley (2003) also states that social and cultural concerns related to deprivation include unemployment, low incomes, social exclusion, insufficient affordable housing, steady decline of local services and facilities, and deeper cultural dissatisfaction as a result of a decline of caring individuals within communities.
- By a planning or services model that focuses on the decline in quality and quantity of rural services in rural communities. Planning and policy intervention by government, especially local government, is essential to tackle social and economic issues.

South Africa has transformed significantly since the first democratic election in 1994. In terms of rural policy, however, resource and capacity constraints on the part of government have delayed the implementation of widespread change. According to Global Insight's 2009 estimates, cited in Department of National Treasury (2009): "15.9 million South Africans live in poverty; and of these, 11 million people, representing 69% of all South Africans that live in poverty, live in rural areas." Poor households in rural areas depend mostly on social grants and allowances from family members working in the cities or mines (Department of National Treasury, 2009). The poverty facing rural communities in South Africa may be a result of lack of access to economic opportunities and government services, settlement and labour policies (Rimisp – Latin American Center for Rural Development, 2010). These challenges are the result of underutilisation of natural resources, lack of access to socio-economic infrastructure and water, low literacy, crime, dependence on social grants and other forms of social security provided by the government (Rimisp – Latin American Center for Rural Development, 2010). Distribution of resources in South Africa is still a challenge, and high levels of unemployment, poverty and HIV/AIDS are some of the major concerns.

The Department of Rural Development and Land Reform (DRDLR) initiated policies aimed at renewal, rural employment, social cohesion, employment and shared growth and relative income equality (DRDLR, 2011). The South African government acknowledges that a rural development strategy must address the special challenges found in rural communities and tackle issues of social and economic exclusion. The Comprehensive Rural Development Programme (CRDP) is aimed specifically at curing the blight of poverty by the creation of vibrant, equitable and sustainable rural communities. The most important strategy the department pursues to deliver on the CRDP strategic objectives is agrarian transformation. The objectives of this particular strategy are to:

- Contribute to social mobilisation by enabling rural communities to take initiatives.
- Create sustainable settlements by providing access to basic services and economic opportunity, meeting basic human needs, and infrastructure development.
- Establish cooperatives and enterprises for economic activities, wealth creation, and productive use of assets.
- Empower communities through leadership training, social facilitation and familiarity with CRDP objectives, and socio-economic independence.
- Develop skills and create employment for youth, women and people living with disability.
- Ensure participation and ownership of all processes of rural development projects and programmes by rural communities.
- Involve NGOs, community organisations and other organs of civil society.
- Develop social cohesion and access to human and social capital.

2.5 CONCLUSION

This chapter focused on community development and youth development. Youth development focuses on the strengths of youth and their communities. The emphasis is on enhancing these strengths through increased opportunities, experiences and commitments to the holistic development of all young people. Although the process of youth development is believed to contribute to the lives and future of youth, unrealistic expectations must be guarded against. Youth development programmes cannot do it all. Youths do not grow up in programmes, but in families, schools, and neighbourhoods. The best chance of positively influencing youth development depends on diverse factors, such as increasing the options for development available to all youths in all communities. The identification of good practices is important to achieving the outcomes and sustainability of youth development programmes. Good practices

principles and the policy and legislative initiatives undertaken by government provide a context for government to provide opportunity for youths to learn and develop, and to develop sustainable youth development programmes.

South Africa remains a highly unequal society as a result of its apartheid legacy. It is apparent that the majority of poor people reside in rural communities. Although South Africa has transformed, resource and capacity constraints on the part of government have delayed the implementation of some of the policies initiated to address social and economic challenges. The next chapter provides insight into the significance of sport in youth development in rural communities.

CHAPTER THREE

SPORT-FOR-DEVELOPMENT AND YOUTH DEVELOPMENT THROUGH SPORT

3.1 INTRODUCTION

Sport is viewed as a simple and effective means of achieving development goals. The international movement and social agenda around sport and community development, such as promoted by the United Nations, advocate sport for the purpose of social intervention, crime prevention and risk reduction. Through participation in sport, youths are believed to learn important personal development skills such as teamwork and leadership skills (Quinn, 1999). To achieve the broader goals of youth development, sport-for-development initiatives focus on the development of individuals and not only on the development of technical sports skills. As the popularity of sport continues to grow, NGOs and governments are recognising the contribution of sport to youth development. There are numerous sport-for-development and youth development organisations using sport to address social issues impacting on the youth. The previous chapter provided a theoretical overview of youth development. This chapter attempts to merge the concepts of sport-for-development and youth development through sport and concludes by applying sport-for-development and youth development through sport to the South African context.

3.2 SPORT-FOR-DEVELOPMENT

When considering the role of sport-for-development, it is important to clarify the concept as a point of introduction. Sport-for-development could become a powerful tool for personal development and learning. In turn this could promote participation, inclusion of youth in rural communities, character building, discipline, health, tolerance, gender equality and teamwork, among other things. In recent years, sport has been used as an instrument through which wider development objectives, such as tackling social exclusion, enhancing life skills, and promoting gender equality and personal development skills are pursued (Sport For Development and Peace: International Working Group, 2006). The following section explores sport-for-development in the context of social inclusion and social cohesion.

3.2.1 Defining sport-for-development

The United Nations (UN) Inter-Agency Task Force on Sport for Development and Peace defines sport-for-development as:

“all forms of physical activity that contribute to physical fitness, mental wellbeing and social interaction, such as play, recreation, organized or competitive sport, and indigenous sports and games” (Sport For Development and Peace: International Working Group, 2006:7).

In the context of sport-for-development, it is clear that sport could contribute to the development of individuals and communities in diverse ways. These could include improving health and well-being, tackling social issues and instilling core values such as discipline and respect in participants. These personal development aspects were also identified as goals for the sport and recreation youth camps in South Africa. Sport is viewed as offering benefits in the following areas (Sport for Development and Peace: International Working Group, 2006):

- individual development
- health promotion and disease prevention
- promotion of gender equality
- social integration and the development of social capital
- peace building and conflict resolution
- economic development
- communication and social mobilisation

In essence, these benefits correlate with the goals of youth development and community development discussed in the previous chapter. The goal of both youth development and community development is to contribute to individual development, social integration into the community and empowerment of youths and communities. The benefits of sport discussed above, support historical long standing assumptions that sport could provide social benefits beyond the immediate experience of participation. The Sport for Development and Peace International Working Group (Sport For Development and Peace: International Working Group, 2006) confirmed that UN agencies, international sport federations (ISFs), NGOs and grassroots organisations advocate sport as a tool for development and peace. Sport is widely used by sport-for-development organisations as a tool to transform individuals, communities and to tackle inequalities and social exclusion. Youth from rural communities are socially excluded because they have limited access to facilities and sport participation. The Swiss Agency for Development and Cooperation (2005, cited in Sport for Development and Peace: International Working Group, 2006), views sport as a viable contributor to the promotion of gender equality, social integration and the development of peace building, conflict resolution,

and economic development. This view suggests that sport could be used to improve the lives of marginalised individuals, especially youths from rural communities. When the concept of sport-for-development is analysed, it becomes evident that sport-for-development organisations use sport to address a number of broader social issues and to advance various dimensions of development. The following section, therefore, explores the rationale of sport-for-development. The Sport for Development and Peace International Working Group approach to sport-for-development is used to clarify key aims and provide examples of sport-for-development on different continents.

3.2.2 Sport for Development and Peace International Working Group (SDPIWG) rationale for sport-for-development

The Sport for Development and Peace International Working Group (SDPIWG) was established in 2004 to promote the adoption of policy recommendations to governments for the integration of sport and physical activity into their national and international development strategies and programmes. According to Sport for Development and Peace International Working Group (2006), a well-designed sport programme could be a powerful tool for individual development, teaching positive values and life skills, creating awareness of social challenges like HIV/AIDS and improving the health and well-being of youth. This study is concerned with a particular aspect of sport-for-development, namely the use of sport-for-development programmes to develop the potential of youths in rural communities.

Sport-for-development programmes have the potential to empower and promote the inclusion of marginalised groups, especially youths in rural communities and people with disabilities. It is also accepted that sport programmes could assist in preventing and reducing conflicts, and increase social cohesion (SDPIWG, 2006). Development agencies such as the UN, the World Health Organisation (WHO), and the United Nations Children's Fund (UNICEF) clearly demonstrate their belief in using sport to further development initiatives. There has been a rapid growth in sport-for-development programmes and sport has been used frequently to address the HIV/AIDS pandemic, for example, as demonstrated by the Kicking-AIDS-Out-Network programme (Coalter, 2010a).

Sport-for-development programmes are implemented on a global scale and are divided into two broad approaches with diverse aims, namely Sport Plus and Plus Sport (Coalter, 2007). Sport Plus emphasises the sport development objectives of increased participation and development

of sporting skills (Coalter, 2007). The Plus Sport approach (Coalter, 2007) focuses on utilising sport to deal with social, educational and health programmes. Non-sporting outcomes, such as HIV/AIDS education and behaviour change, are more critical in the Plus Sport approach than long-term sustainable development of sport skills, which is the focus of the Sport Plus approach. This study focuses on the Plus Sport approach. A number of international NGOs have played diverse roles in advancing the integration of sport and development. The following selected organisations are examples of NGOs that are involved in delivering different sport-for-development programmes:

- The Magic Bus programme in India aims to empower children and youth to develop through sport and increase personal and social skills by giving them positive experiences.
- Kampala Kids' League in Uganda was established in the conflict zones of northern Uganda in 2003 with the aim of using sport to help young people aged between 8–15 years to improve their lives through the development of education.
- Sports Coaches' Outreach (SCORE) empowers individuals and develops communities through sport and recreation.
- Right to Play is an international, athlete-driven, humanitarian organisation that uses sport and play to educate and empower children and youth to overcome the effects of poverty. It aims to create a healthier and safer world for children through the power of sport and play.
- StreetFootball World (SFW) uses football as a tool to drive social change. This is achieved through integration of sport-for-development programmes and promotes a worldwide network of street and grassroots football initiatives.

To illustrate the role played by these organisations, Table 3.1 provides an overview according to their overall aims, potential for conflict resolution and intercultural understanding, building physical, social, sport and community infrastructure, and raising awareness, particularly through education. Levermore (2008) is convinced that sport can be used to assist economic development and poverty reduction, and contribute significantly to the process of youth development.

Table 3.1: Overview of selected NGOs involved in sport-for-development programmes

Sport-for-Development Programme	Aims
Magic Bus programme	Youth empowerment, social and personal skills development, capacity building
Kampala Kids' League	Conflict resolution and intercultural understanding, educational and health outcomes, capacity building
Right to Play	Community development, education, social change, personal development skills, capacity building
Sports Coaches' Outreach	Youth and community empowerment, capacity building
StreetFootball World	Youth empowerment, social and personal development, educational and health outcomes, capacity building

The above programmes are complementary in many ways. They provide sport-for-development projects and focus on capacity building, such as transfer of knowledge and skills. In most cases the programmes target vulnerable groups such as youths from disadvantaged communities and focus on empowering them with personal and social development skills, such as leadership and teamwork. Based on this study, it can be stated that sport-for-development programmes have some unique features that could contribute to individual development. These organisations also use the effect of sport to address social problems, creation of social networks, peace building and social capital.

Roles played by these sport-for-development programmes within the community are driven by initiatives to address social challenges, capacity building, youth empowerment and community development. The aims of community development programmes and youth development programmes focus on empowerment, capacity building, and social and personal skills development. These aims correlate with the objectives of the sport-for-development programmes discussed above. The next section explores sport-for-development and social capital in context.

3.3 SPORT-FOR-DEVELOPMENT AND SOCIAL CAPITAL

The concept of social capital was discussed in Chapter Two. The following section focuses on the relationship between sport-for-development and social capital. Some of the sport-for-development programme approaches focus on influencing the behaviour of people, for example people's attitudes to one another. Sport could produce intermediate outcomes that could contribute to the development of social networks such as youth learning to interact with each other.

According to Nicholson *et al.*, (2012), it is assumed that participation in sport is positively associated with developing social capital and the well-being of citizens. For example, like other forms of capital, social capital could make people work together to address social challenges such as crime, alcohol and drug abuse. Social capital could encourage responsible citizenship through collective management of resources by the community and individuals. Sport-for-development programmes also strive to achieve these aims, thus contributing to building social capital.

In a study by Vermeulen and Verweel (2009) on social capital in sport, it was found that one-third of respondents indicated that they generated social networks, self-esteem and trust in others through participation in sport. One-third of respondents confirmed that sport contributed to bonding, bridging and linking social capital. Another third of the respondents indicated that sport did not have any influence on their development of social capital (Vermeulen & Verweel, 2009). An interesting finding from the same study reported that 30% of the respondents changed their image and opinion of other ethnic groups through their participation in sport. Undoubtedly there is an overwhelming support from policy makers when estimating the effects of sport for social issues, especially the role of sport in developing social capital (Vermeulen & Verweel, 2009). Sherry (2010) also indicates a connection between social capital and community development in the form of socially inclusive programmes and activities, with sport promoting social inclusion that in turn contributes to social capital. These findings confirm the importance of social networks and people's ability to work together to generate positive outcomes through shared norms and values.

Sport-for-development programmes are recognised as a platform to generate positive outcomes and build positive social capital. The work of Tonts (2005) is testament to this view. Tonts (2005) suggests that sport could help to build community identity and a sense of community

and belonging. Community members claim that networks created through sport unite different social groups that might not be connected to each other. Tonts (2005) further suggests that sport plays a significant role in the process of developing social networks that contribute to people of similar backgrounds working together to achieve shared goals. Community members view sport as an essential area of community life that brings people together and creates an opportunity for meaningful social interaction (Spaaij, 2011). Atherley (2006), in her study on sport and social capital in rural region of Western Australia cited in Spaaij (2011), also found a strong connection between sport and assets such as community cohesion, identity and pride.

Based on the research of Atherley and Tonts, it is concluded that sport-for-development could be used as an instrument to create social networks, for development of norms of mutuality and generation of social trust. Sport-for-development could, therefore, be used as a vehicle for developing social capital (Vermeulen & Verweel, 2009).

3.3.1 Linking sport-for-development and social capital

The three main theories of social capital were discussed in Chapter Two. In this study the focus is on the two theories of Coleman and Putnam that are most relevant. Coleman approaches social capital through two elements of social action: firstly, economic and rational action, and secondly, he suggests that any individual is governed by sets of social norms, rules, and obligations (Skinner, *et al.*, 2006). The purpose of social capital, according to Coleman's approach, is to secure human capital such as education, employment skills, and expertise. Putman, on the other hand, differs from Coleman. In his perspective, social capital can be regarded as a public good, which serves to bind communities together with the core idea of social capital being the importance of social networks (Nicholson & Hoye, 2008). It is clear from both approaches to social capital that social networks underpin many claims about sport-for-development, such as bringing people from different social classes, cultural and educational backgrounds together to share a common interest. Sport could, therefore, create opportunities for interaction, connections among diverse groups and social networks.

Sport is widely recognised as a way to build positive social capital. The potential of sport as a tool for development and peace is reinforced by a range of sport-for-development organisations at local, national and international levels (Spaaij, 2011). Most of these organisations form partnerships with governments and corporations focusing on community development and international aid organisations pursuing the MDGs. NGOs are considered cornerstones of sport-

for-development programmes, due to their role in addressing social needs for disadvantaged communities. Global networks on sport-for-development programmes are being established internationally. For example, 166 organisations are listed on the International Platform on Sport for Development (Burnett, 2009). This indicates the potential contribution of sport to development. Sport-for-development has gained significant prominence in terms of social capital, education and the promotion of peace.

The concept of social capital and sport-for-development requires social participation and social integration in communities. Both concepts involve people and emphasise mechanisms that could enhance the capacities of communities. Tonts (2005) indicates that the associational nature of sport participation is often perceived to contribute to social capital, because sport could be used to encourage new friendships and social associations across class, religious and ethnic barriers (Skinner *et al.*, 2006). Coalter (2007) suggests that social capital and social inclusion agenda are central in advancing development objectives at the community level, therefore sport could facilitate social inclusion and contribute to building social capital. The relationship between sport-for-development and social inclusion is discussed in the following section.

3.4 SPORT-FOR-DEVELOPMENT AND SOCIAL INCLUSION

In the preceding sections, it is suggested that sport could be used as a tool for education and development and could promote cooperation, tolerance and social inclusion. The United Nations Millennium Declaration adopted in 2000 address issues of poverty and inequality and promote social inclusion (United Nations Millennium Declaration, 2000). In 2010 the UN General Assembly adopted a resolution recognising the power of sport in attaining the MDGs. This recognition implies that sport could be seen as a relevant tool in development policies. A number of government institutions at international level have subsequently developed policy frameworks focusing on social inclusion. These policies have been established to create an inclusive society and to address social barriers such as unemployment, poverty, poor skills and inequality.

Sport policy and development since 1997 has centred on sports development. Coalter (2007:538) states:

“Recent political and policy concerns with social inclusion, civic renewal and joined up government have placed debates about social capital at the centre of a number of areas of social policy. In this context increasing demands are being made of sport to contribute to this broader social regeneration agenda.”

Social inclusion increasingly dominates the policy agenda of many Western governments. In the European Union, for example, Articles 136 and 137 of the Amsterdam Treaty place emphasis on citizenship and the rights of individuals by expanding the powers of the European Parliament (Bloyce & Smith, 2010). The European Union (Bloyce & Smith, 2010) recommends that social inclusion should be one of social policy goals of member states.

The recent increase in policy and political emphasis on sport in the United Kingdom could be attributed to concepts such as social inclusion. However, policies of social inclusion are not only about simple social participation and the strengthening of communities. According to Coalter (2007), the emphasis on social inclusion is accompanied by an emphasis on accountability and personal responsibility, to behave responsibly and to take responsibility for personal health. The concept of social inclusion within New Labour policy could also be viewed as reflecting an initiative to pursue equality by redistribution of wealth and creating equal opportunities for all (Kelly, 2011). Concern with social inclusion has been expressed in different ways, especially with policy initiatives designed to tackle the outcomes of those processes that are associated with experiences of social exclusion amongst people and the communities that they form. Bloyce and Smith (2010) further state that among these initiatives are policies centred on assumptions that sport could contribute to social inclusion. Holt (2008) also confirms that sport participation provides a focus for social activity and an opportunity to develop networks and reduces social isolation. A sequence of connected dimensions of social inclusion is depicted in Figure 3.1 and provides a framework for considering sport’s potential contribution to social inclusion (Holt, 2008).

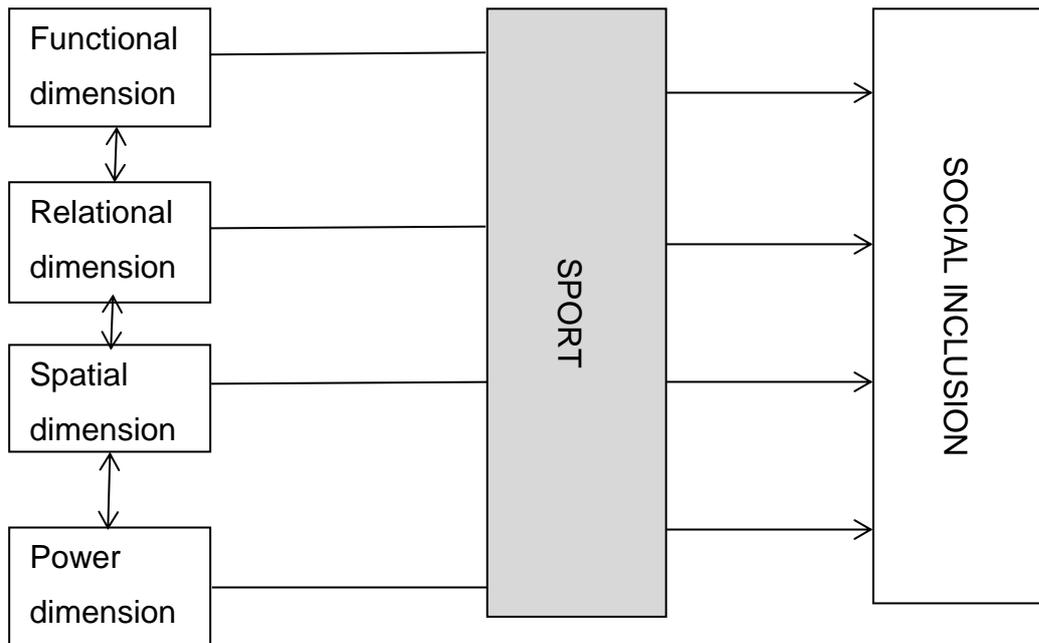


Figure 3.1 Social inclusion through sport (Holt, 2008)

In Figure 3.1, the functional dimension of social inclusion relates to the improvement of knowledge, skills and understanding. According to Coalter, cited in Marjoribanks and Farquharson (2012), sport has a role to play in tackling social exclusion and can help to increase social interaction, improve health and fitness, give young people a purposeful activity and reduce anti-social behaviour such as drug abuse and delinquency. Bailey, cited in Holt (2008), agrees and states that sport could provide opportunities for developing valued capabilities and competencies. He claims that, it is evident that sport could also contribute to developing inter-personal and intra-personal skills such as responsibility, cooperation and teamwork. Sport has been regarded as a vehicle for character building, by developing not only certain personal and social skills but also moral personality traits such as respect, honesty and discipline (President’s Council on Physical Fitness and Sports, cited in Coalter, 2010b). The UN (2005) cited in Darnell (2012:13) confirms claims about the nature and contribution of sport by the following statement:

“By its very nature sport is about participation. It is about inclusion and citizenship. Sport brings individuals and communities together, highlighting commonalities and bridging cultural or ethnic divides. Sport provides a forum to learn skills such as discipline, confidence and leadership and it teaches core principles such as tolerance,

cooperation and respect. Sport teaches the value of effort and how to manage victory, as well as defeat.”

It is becomes evident that sport could provide opportunities for the development of valued capabilities and contribute to enhanced knowledge, skills and understanding.

The relational dimension of social inclusion could be defined in relational terms such as social acceptance, and sport might play a role in offering youths a sense of belonging to a team, a club or community. Sport at community level has been understood to be a mechanism to promote a socially cohesive society, encourage strong community bonds and reduce crime rates (Nathan, Bunde-Birouste, Evers, Kemp, MacKenzie & Henley, 2010). The positive impact of participation in sport on individuals and communities is widely promoted. The belief that sport can bond teams and groups around their sport, however, could also exclude individuals and groups and further divide communities (Delaney & Keaney, cited in Nathan, *et al.*, 2010:2). It is therefore important that sport programmes are designed to ensure an inclusive approach to everyone involved.

The spatial dimension of social inclusion relates to bridging the gap between social and economic distance (Holt, 2008). This dimension of the social inclusion was also central to Nelson Mandela’s endorsement of sport in the future of South Africa. He suggested that sport has the power to change, inspire the world and unite people (BBC Sport, 2013). Sporting activities have the potential for social integration and nation building. According to Holt (2008), significant social values and the character of sport could imply that people who might not otherwise meet come together through sport for the sake of their shared passion.

The final dimension of social inclusion is linked to power. Sport could contribute to social inclusion by increasing individuals’ sense of control over their lives, extending social networks and increasing community cohesion (Holt, 2008). Holt (2008) postulates that increasing the number of youths participating in sport could create more opportunities to acquire new community affiliations and operate inclusively and equally in community life. In the context of social inclusion, a presumption is that sport could increase a community’s ability to take coordinated actions, mobilise resources and pursue common interests (Coalter, 2007).

The social value of sport has been widely recognised and as a result sport is now considered a major instrument in social policies. Sport is valued for its contribution to personal skills development, self-esteem and fun for participants. Sport could also contribute extensively to government policies with respect to national prestige, tourism and city regeneration, local community development and health (Hylton, 2013). The social role of sport and the extent to which sport contributes to achieving social justice are significant (Marjoribanks & Farquharson, 2012). Benefits of sport are beyond the economic value of the activity itself (Hylton, 2013). Ki-moon, cited in Marjoribanks and Farquharson (2012), states that social justice is based on the values of fairness, equality, respect for diversity and application of human rights in all areas of life. The values are, therefore, specific means by which sport could contribute to social justice.

In many national contexts, social policy has been viewed as a means to achieve social justice goals (Marjoribanks & Farquharson, 2012). Spaaij (2011) agrees, but at the same time warns that social development through sport may be imposed on disadvantaged communities in a top-down manner. There is therefore a need to maintain a critical approach when assessing the impacts of sport interventions that might actually reinforce social inequalities (Spaaij, 2011). Conflict theorists argue that social change could result in conflicts over inequalities, therefore sport could also be a vehicle for social struggle and transformation (Marjoribanks & Farquharson, 2012). Holt (2008) therefore postulates that if sport is to be involved in the process of social inclusion, it is important that youths have an opportunity to participate.

The above paragraphs discussed the way in which sport policy makers view sport's potential to address social inclusion. Sport policies suggest that sport could generate an increase in social inclusion by participation at national and local levels. It could also assist communities to overcome social barriers and strengthen social networks. The following section deliberates on sport-for-development and social cohesion.

3.5. SPORT-FOR-DEVELOPMENT AND SOCIAL COHESION

Sport is viewed as a valuable tool to improve social cohesion (Coalter, 2010b) and is used as a vehicle for addressing social issues relating to social cohesion (Vermeulen & Verweel, 2009). Sports participation could provide opportunities to develop networks, reduce social isolation, and strengthen the social and cultural infrastructures of communities (Holt, 2008).

There is a common belief that sport has the power to contribute to equality, social cohesion and peace in society (Spaaij, 2011). Bloyce and Smith (2010) mention that the central idea underpinning the potential role of sport in social cohesion tends to be that of creating opportunities for people to bond and cooperation among groups and individuals. It is recognised that the transformative capacity of sport-for-development programmes such as youth camps can only be realised within a personal and social development approach and not by merely offering sport activities (Spaaij, 2012).

Access to social capital resources is distributed unevenly in communities. This raises the important question whether, and if so how, sport-for-development could contribute to the development of youths whose life chances are affected by poverty, high rates of unemployment and low educational attainment. Nicholson, *et al.*, (2012) answer this question by saying all residents should have access to sport. The specific needs and situation of underrepresented groups, such as youths from rural communities, therefore need to be addressed. The special role that sport could play in the lives of young people and people from less privileged backgrounds must be taken into consideration in policies and actions. Marginalised groups such as youths based in rural communities are often excluded from the social and physical benefits of participating in sport. Nicholson *et al.* (2012) believe that sport could make an important contribution to social cohesion within communities, and all people should have access to sport participation. Sport could promote a shared sense of belonging and participation and could therefore also be an important tool for the integration of communities. The Commonwealth of Australia (2001) cited in Nicholson and Hoye (2008:71) agrees with sport's potential for social cohesion by stating:

“Sport fosters the social cohesiveness and unity that reinforces our sense of being an Australian. The contribution that sport makes to the Australian national image cannot be quantified, but it can be felt. The same is true for other benefits that accrue to individuals and the community through broader participation in sport.”

However, Hutchins (2007), cited in Nathan *et al.*, (2010), criticised the idea of sport as a mechanism for building social cohesion, and based his critique on three reasons. First, he notes that sport could create divisions amongst participants, resulting in strengthening intra-group bonds and oppositional identity; second, social cohesion may be limited to on field activity and may not translate into social cohesion in the broader community. Finally, sport could be

competitive in nature, with rules and regulations promoting winners and losers, which could act against community-building and cross-cultural understanding. Sport-for-development programmes should thus be developed and implemented with care to ensure that they promote teamwork and cross-cultural understanding and that they are socially inclusive rather than exclusive. Programmers must keep in mind that the intended outcomes of sport-for-development are within the Plus Sport content advocated by Coalter (2007).

Sport-for-development programmes could promote social integration and social cohesion between people in the community. A socially cohesive community is likely to develop trust, and this could result in less crime and less disruptive behaviour in the a community, although Hutchins (2007), cited in Nathan *et al.*, (2010), argues that sport could create division and prevent social cohesion in a community. The concept of sport and recreation youth camps in South Africa provides participants with opportunities to connect with each other and encourages greater solidarity and social cohesion by bonding and bridging participants into a large collective.

There is currently a lack of adequate opportunities for positive social interaction and unequal distribution of resources in South Africa, especially in rural communities. To address these issues and promote social cohesion among youths, SRSA identified and adopted a number of sport-for-development programmes and sport policies. The South African youth camp programme is one of the identified sport-for-development programmes. The sport-for-development programmes and policies identified and adopted by SRSA are discussed in the following section.

3.6 SPORT-FOR-DEVELOPMENT IN SOUTH AFRICA

A number of sport-for-development programmes introduced in South Africa are based on the assumption that sport could be used to address social issues and contribute to individual development, promotion of gender equality, social integration and the development of social capital. Burnett (2009) describes sport as a social connector and a powerful development tool; sport-for-development programmes can therefore be used to create social networks and empower and promote the inclusion of disadvantaged youth, especially unemployed youth and youth in rural communities. Lack of opportunities and limited access to facilities in rural communities have promoted a culture of interdependency; however, extreme levels of poverty have affected networks of cooperation and tolerance (Burnett, 2009).

In an effort to address the abovementioned social barriers, SRSA implemented mass participation programmes in partnership with different organisations. Some of these programmes are School Sport Mass Participation, Youth Development through Football and SA Sport for Change (SFC). The School Sport Mass Participation programme was initiated by SRSA in partnership with the Department of Education, with the aim of facilitating participation in sport and recreation activities within disadvantaged schools; it is focused on high crime areas and rural communities. The Department of Sport and Recreation South Africa and the German Development Bank (KfW) started the Sport for Change Programme (SFC) with the aim of using sport as a vehicle to address crime and reduce violence. SFC uses football as a catalyst to teach life skills to youths to reduce violence and other social ills (SRSA, 2011). Youth Development through Football (YDF) was established in 2007 by the Deutsche Gesellschaft Internationale Zusammenarbeit (GIZ) and SRSA. The programme targets youths from disadvantage communities and focuses on capacity building, using football to address social ills such as drug abuse, discrimination and environmental issues.

Given the context of poverty and unequal socio-economic conditions in South Africa, SRSA formed partnerships with different organisations to tackle social issues. The framework of these programmes is aligned with the MDGs. In order to address social issues, SRSA developed several strategies, priorities and national policies. These policies focus on how sport and recreation activities can be used to contribute to the general welfare of all South Africans. These policies are discussed in detail in the following section.

3.6.1 Policies guiding sport-for-development in South Africa

Sport policy in South Africa has changed fundamentally since 1994. The newly elected democratic government in 1994 had to change oppressive legislation, introduce inclusive processes and develop a unified sport policy and governing institutions (Maralack, cited in Keim & De Coning, 2014). Strategies by the South African government were initiated to promote the development of previously disadvantaged communities and provide opportunities for participation. According to Keim and De Coning (2014), it is evident that improved policy and strategy in sport will not only improve the quality of recreational and competitive sport; sport could also contribute to the development of communities. Policy and strategic planning provide policy objectives and strategic objectives for what needs to be achieved by government.

SRSA is the national government department responsible for sport. SRSA's (2012b) vision is to create an active and winning nation, and it focuses on providing opportunities for all South Africans to participate in sport. Keim and De Coning (2014) state that getting the nation to play is the policy theme in the post-apartheid period, which has resulted in policy objectives such as increased levels of participation in sport and recreation activities and access to facilities. The policies and Acts that govern sport and development in South Africa include the National Sport and Recreation Plan, the White Paper on Sport and Recreation and the National Sport and Recreation (NSRP) Act, 1998 (Act No.110 of 1998). These policies are discussed in the following section.

3.6.1.1 National Sport and Recreation Plan (2012)

The National Sport and Recreation Plan (NSRP) is an eight-year sustainable implementation plan for the sport and recreation policy framework. The three core pillars of the NSRP are active nation, winning nation and enabling environment (SRSA, 2012). These pillars are linked to the NDP of South Africa discussed in Chapter Two. The focus of the NSRP is to rebuild and renew the delivery of sport and recreation in order to build an active and winning nation that will provide equal opportunities and improve the lives of all South Africans (SRSA, 2012b). In this regard Sport and Recreation South Africa (2012b) has established the following core values for the sports system in South Africa:

- **Accessibility:** Sport should be available to all South Africans, regardless of geographical location, economic status, age and gender.
- **Athlete-centeredness:** At the core of the sports system, athletes are supported in all areas of development.
- **Coach-driven:** The system is guided by well-trained and experienced coaches.
- **Equitability:** Every individual should be given an equal opportunity to succeed, regardless of age, economic status and gender.
- **Ethics:** Ethics are the essence of sport. The implementation of the NSRP will be supported by a Code of Conduct addressing issues such as fair play, following the rules, respecting your competitor, being tolerant of others and participating in sport and recreation free of drugs and illegal substances.
- **Excellence:** There must be a commitment to excellence at all levels.
- **Fairness:** Fairness and fair play should be part of sports experience and must shape the institutions, organisations and administrators governing sport.

- **Shared leadership:** Responsibility for sport is shared by many partners including governments, sports organisations and educators, therefore all the stakeholders should work together.
- **Unified purpose:** There must be a unified direction covering all elements of the sports process and spheres of government to ensure that sport development outcomes are achieved.

It is clear from the above core values that the NSRP focuses simultaneously on increasing levels of participation in sport and recreation and achieving success in high-profile sports. These core values of the NSRP flow from the strategic objectives for sport and recreation as formulated by the SRSA. These are given below.

- **Strategic objective 1:** To improve the health and well-being of the nation by providing mass participation opportunities through active recreation. According to the Universal Declaration of Human Rights (Article 24), all people have a basic human right to recreation activities (SRSA, 2012b). It is believed that recreation plays an important role in improving the health and well-being of individuals. SRSA (2012b) believes that active recreation programmes could be used as a means to develop citizenship and values in youth and to teach youth to make positive contributions in their communities. Recreational opportunities could provide personal benefits such as self-fulfilment and developing personal relationships, as well as social benefits such as improving social integration, developing community identity and assisting in tackling social challenges such as delinquency and crime.
- **Strategic objective 2:** To maximise access to sport, recreation and physical education in every school in South Africa. Sport and Recreation South Africa (SRSA) (2012b) states that school sport has a valuable contribution to make to the development and transformation of sport, and school sport could play an important role in creating motivation and commitment to life-long participation.
- **Strategic objective 3:** To promote participation in sport and recreation by initiating and implementing targeted campaigns and initiating wellness programmes in working environments.
- **Strategic objective 4:** To identify and develop talented athletes by implementing a structured system and developing structured talent identification process to identify

athletes from previous disadvantaged backgrounds, such as youth from rural communities.

- **Strategic objective 5:** To improve the performances of athletes and coaches by providing them with access to a comprehensive range of support programmes, and to provide coaches and athletes with specialised support, such as sports science, sports medicine, sports psychology, nutrition, sports technology and game analysis.
- **Strategic objective 6:** To develop talented athletes by providing them with opportunities to participate and excel in domestic competitions and to ensure that domestic sport is competitive and provides opportunities for athletes to compete internationally.
- **Strategic objective 7:** To develop elite athletes by providing them with opportunities and support to excel at international competitions. Athletes should be given support and opportunities to participate at international competitions.
- **Strategic objective 8:** To acknowledge the achievements of individuals within the South African sport and recreation sector by establishing a recognition system. It is important to give recognition to athletes, coaches, administrators and technical officials who perform well at the national and international levels.
- **Strategic objective 9:** To ensure that South African sport and recreation is supported by adequate and well-maintained facilities. South Africa has a serious problem regarding the building, shared utilisation, access to and maintenance of sport and recreation facilities, especially in rural communities. Maintenance and equitable access to sport facilities are an important part of the entire sport and recreation system.
- **Strategic objective 10:** To provide formal sports participation opportunities through an integrated and sustainable club structure. The club structure is the base of participation at community level; therefore sport development and excellence are not be possible without a strong club structure.
- **Strategic objective 11:** To integrate the development of South African sport at provincial and local levels through Sports Councils. Strong and well-coordinated local sports structures are important to increase participation and development of sport and recreation.
- **Strategic objective 12:** To provide athletes with a forum to address their needs, to support athletes in the process of development and to create an environment conducive to development.

- **Strategic objective 13:** To support and empower South African coaches by exploring all possible means by research to ensure that coaches are kept well-informed of the latest technology, research, techniques and developments and to provide athletes with a competitive edge.
- **Strategic objective 14:** To support and empower South African administrators and technical officials.
- **Strategic objective 15:** To support the development of South African sport through a coordinated Academy System.
- **Strategic objective 16:** To provide national sport federations (NSFs) with administrative and governance support through the medium of a Sports House.
- **Strategic objective 17:** To empower the sport and recreation sector with relevant information through a well-equipped Sports Information Centre.
- **Strategic objective 18:** To empower the human resource base through the provision of accredited education and training.
- **Strategic objective 19:** To empower volunteers to adequately support the South African sports system.
- **Strategic objective 20:** To ensure that South African sport and recreation benefit from strategic international relations.
- **Strategic objective 21:** To secure and efficiently manage financial resources to optimally support sport and recreation. All sport and recreation funding will be prioritised for activities contained in the NSRP.
- **Strategic objective 22:** To capitalise on the impact that broadcasting and sponsorship have on the development of sport and recreation.
- **Strategic objective 23:** To ensure there are equal opportunities for all South Africans to participate and excel in sport and recreation by adopting deliberate transformation initiatives. It is proposed that the following groups should receive priority when programmes are designed and funded to promote inclusivity: women, people with a disability, youth and rural communities.
- **Strategic objective 24:** To maximise the return on investment by prioritising sporting codes best suited to broadening the participation base or achieving international success.
- **Strategic objective 25:** To ensure that the South African sport and recreation sector is globally respected for its high values and ethical behaviour.

- **Strategic objective 26:** To contribute to improved governance in sport through an alignment of the boundaries of provincial sports federations with geo-political boundaries.
- **Strategic objective 28:** To use sport as a medium to attract tourists to South Africa.
- **Strategic objectives 29:** To use sport as a mechanism for achieving peace and development. It is believed that sport and recreation has the potential to promote social inclusion, prevent conflict, and enhance peace within and among nations
- **Strategic objective 30:** To ensure that participation in sport and recreation activities is conducted in an environmentally sustainable manner and to use sport as a tool for communicating environmental messages and encouraging actions that clean up the environment.
- **Strategic objective 31:** To capitalise on the numerous benefits derived from participating in sport and recreation as a mechanism for achieving and supporting the priorities of national government.

When taking the above strategic objectives into consideration, the NSRP could serve as a tool for promoting sport and recreation and also building social capital. It is clearly the aim of this policy framework to overcome social barriers and increase social cohesion. SRSA (2012b) acknowledges that well-designed sport and recreation activities are powerful tools for fostering healthy child and individual development, teaching positive values and life skills, reducing conflict and criminal behaviour and strengthening education. The White Paper for Sport and Recreation assists and guides the implementation of the above strategic objectives.

3.6.1.2 White Paper for Sport and Recreation

The White Paper for Sport and Recreation was the first and remains the only comprehensive sport and recreation policy framework in South Africa. The policy is responsible for regulating sport and determines the roles and responsibilities of institutions in the sport and recreation sector, including government departments, sport federations, the private sector and the general South African public (Keim & De Coning, 2014). As an official publication of national government, the White Paper for Sport and Recreation outlines government policy and explains government's vision for Sport and Recreation. The first White Paper on Sport and Recreation was formulated in 1996 and was released by the late Minister Steve Tshwete. In 1998 the White Paper was updated under the guidance of former Minister of Sport and Recreation B.M.N.

Balfour. The third White Paper on Sport and Recreation was finalised and released in 2012 under the leadership of Minister F.A. Mbalula (SRSA, 2012b).

South Africa was a signatory to the MDGs drawn from the actions and targets contained in the Millennium Declaration that was adopted and signed by 147 heads of state and government during the UN Millennium Summit in September 2000 (UN Millennium Declaration, 2000). In the declaration signatory nations agreed that sport and physical activity could be used as a low-cost and effective means of achieving the development goals (Sport for Development and Peace: International Working Group, 2006). SRSA committed to use sport and recreation as a vehicle to achieve the MDGs. The policy framework in the White Paper on Sport and Recreation has been developed in support of the following five strategic goals (Sport and Recreation South Africa, 2012b):

- Strategic goal 1: Citizens access sport and recreation activities (Active Nation).
- Strategic goal 2: Athletes achieve international success (Winning Nation).
- Strategic goal 3: Enabling environment to support sport and recreation.
- Strategic goal 4: The sport and recreation sector is adequately transformed.
- Strategic goal 5: Sport used as a tool to support relevant government and global priorities.

This study focuses on the following strategic goals that are relevant to the study:

- Strategic goal 1: Citizens access sport and recreation activities (Active Nation). It could be difficult for South Africa to achieve and sustain success at the elite level of sport participation without a strong participation base in the community. SRSA, therefore, will ensure that all South Africans have access to sport and recreation activities, especially in rural and disadvantaged communities (Sport and Recreation South Africa, 2012b). Sport and recreation contribute immensely to developing social networks, helping to tackle crime, dealing with exclusion and unifying people of diverse backgrounds. SRSA will utilise sport and recreation as a vehicle to enhance social cohesion and tackle social ills such as crime and delinquency.
- Strategic goal 5: Sport is used as a tool to support relevant government and global priorities. Sport and recreation can be used as a tool to achieve national development objectives such as peace and development. There is increasing understanding at the international level that sport has the potential to promote social inclusion and nation

building and prevent conflict and inequalities (Sport and Recreation South Africa, 2012b). Marjoribanks and Farquharson (2012) state that sport and nation are very much connected and the expression of nation building is observable at local, national and global levels. For example, when the national anthem is played at a sporting event a sense of national pride is evoked and brings people together. Sport is recognised as an important tool for nation building, providing opportunities for nations to reinforce their sense of identity.

According to Keim and de Coning (2014), three phases in South African sports policy can be identified. The first phase was between 1994 and 1998 and focused on increasing levels of sport participation among disadvantaged communities. The second phase in 2004 focused mainly on high-performance and elite sport. The current phase aims at elite performance, mass participation, sport-for-development and social and economic inequalities in sport (Keim & de Coning, 2014).

In addressing social inequalities, SRSA has initiated various sport programmes to promote participation in sport. Sport and recreation youth camps in South Africa is one of these sport and recreation initiatives, which is part of the SRSA policy framework on sport and youth development. The concept of youth development was discussed in Chapter Two; youth development through sport is discussed in the following section.

3.7 YOUTH DEVELOPMENT THROUGH SPORT

Youth development through sport is based on the premise of using sport as a vehicle to teach youth life skills and promote personal and social development skills (Petitpas, Cornelius, Van Raalte & Jones, 2005). This notion supports the belief that sport could provide an opportunity for youths to acquire personal skills that could assist them throughout life.

According to the Centre for Youth Development and Policy Research (2009) youth development is about people, institutions, systems and programmes that provide youths with the support and opportunities they need to empower themselves. Sport as a system, institution and programme could provide such empowering opportunities. There seems to be growing support for youth programmes that are based on the belief that sport can contribute to personal development and address problems facing youths. According to Petitpas, Van Raalte, Cornelius and Presbrey (2004), cited in Holt (2008), there is growing evidence that if sport is structured

in the right way and young people are surrounded by knowledgeable coaches and mentors, PYD is more likely to occur. Holt (2008) believes that positive growth is likely to occur when young people are in an enabling sport environment for self-discovery, acquire internal assets that are important for dealing with various life challenges and have opportunities to gain self-confidence by using these skills in community service roles outside sport. The philosophy guiding youth development through sport is based on the notion of using sport as a vehicle to reduce negative behaviour and teach life skills and personal development skills. Cote (2002) cited by Fraser-Thomas *et al.*, (2005) suggests that sport can provide an opportunity for youths to develop skills such as cooperation, responsibility, respect and self-control.

The impact sport participation could have is believed to be transferable to areas and goals of youth development. There is a strong belief that sport participation could contribute to youth development, as sport generally has a positive impact on youths who participate in it. It is for this reason that decision makers at all levels of power allocate public and private resources to sport programmes. Sport is, therefore, viewed as an effective activity for addressing social problems and improving quality of life for individuals and society (Coakley, 2011).

Arguments surrounding the assumptions that sport could provide social benefits are becoming more common. Darnell (2010), cited in Hartman and Kwauk (2011), cited that sport is believed to be an effective tool of development because involvement in sport is understood to contribute to developing life skills (such as confidence, problem solving, and discipline), character building and leadership qualities that individuals need to participate and succeed in life. These positive impacts are important for communities with high numbers of youth from disadvantaged backgrounds, such as rural communities.

In disadvantaged communities, such as rural communities, sport is viewed as a mechanism to promote a socially cohesive society, reduce crime rate and encourage strong community bonds (Nathan *et al.* 2010). Spaaij (2011) concludes that the contribution of sport to rural communities is prominent and should not be underestimated. The role of sport in fostering social interaction and a sense of place and community contributes significantly to the well-being of rural citizens. According to Tonts, cited in Spaaij (2012), rural sport can contribute to social capital. Residents of a rural region in Western Australia emphasised how sport was able to transcend class, ethnic, religious and other barriers. Sport participation can be seen as an appropriate form of social

intervention, because individuals participate in sport during the course of normal societal participation (Hartmann, 2003).

Delaney and Keaney, cited in Nathan *et al.*, (2010), note that, while the positive impact of participation in sport on individuals and communities is promoted, sport can also exclude individuals and groups and further divide communities. Sport experiences can have opposing effects if not designed and implemented carefully to foster positive relationships (Nathan *et al.*, 2010). A review by Perkins, cited in Nathan *et al.*, (2010), of youth programmes in the United States notes that ethnic minority youth, particularly those living in disadvantaged communities such as rural areas, do not participate equally in organised sport. Focused initiatives are therefore required to ensure that marginalised groups have access to opportunities to allow them to share in sport's potential.

3.7.1 Sport and Recreation South Africa's strategy on national sport and recreation youth camps

The camp is defined as temporary place through which individuals from diverse background converge in one setting (Sport and Recreation South Africa, 2012c). Over the years, different organisations have implemented camps for different purposes, for example camps focusing on youth, sports, religious or social issues such as HIV and AIDS campaigns (Sport and Recreation South Africa, 2012b). According to Sport and Recreation South Africa (2012c), South Africa had a number of camps in the early eighties, camps such as Winning the hearts and minds of the youth (WHAM), Indigo Skate camp and WFD Youth camps, which targeted deaf youth and aimed at developing organisational and leadership skills. SRSA identified a need for youth development by using sport as a vehicle to address social challenges facing youths.

Within the context of national development and youth development, SRSA recognised the potential of sport and recreation youth camps to create opportunities for positive social interaction and to strengthen the potential of young people to work cooperatively across race, class and gender. The sport and recreation youth camps project forms part of SRSA's strategic objectives to use sport as a mechanism for achieving peace and development, and to take advantage of numerous benefits derived from participating in sport and recreation as a way to achieve and support the priorities of national government (Sport and Recreation South Africa, 2010a). In the NSRP, sport-based social-mobilisation initiatives such as sport and recreation

youth camps have been identified as a way to improve social participation in communities and local environments by empowering youths with leadership and life skills.

Although there are number of South African programmes focusing on youth development, for example Youth Development through Football and SA Sport for Change, the notion of sport and recreation youth camps initiated by SRSA focuses on empowering youths and creating conducive environments where youths have the opportunity to work towards achieving the stated objectives of SRSA as well as collectively contributing to national priorities. The youth camp project brings youths from diverse backgrounds and education systems together. It aims to integrate the principles of youth development stated in Section 4 of the NYDA Act, for example, creation of an environment that support continues development and learning for youth in South Africa (Sport and Recreation South Africa, 2012c).

At these camps youths are believed to learn about leadership, respect, sportsmanship, cohesion, nation building and responsibility by participating in sport. Sport and recreation youth camps focus on the following five elements (Sport and Recreation South Africa, 2012c):

- Sport: as an enabler and utilising the power of sport as a unifier
- Youth: target participants based on diversity and ethnicity
- Camp: strategic platform through which young people from diverse backgrounds can converge in one setting
- Social cohesion, leadership and national identity: strategic objectives to be achieved by the camps
- Integration: different agencies and public structures working together to address the development needs of young people and channel them towards a single goal of an active and conscious citizenship.

A general concern in South Africa is the lack of sufficient opportunities for social interaction, unequal distribution of resources, high rates of unemployment and crime, and other social ills (Organisation for Economic Co-operation and Development, 2006). Although South African youth are liberated, the level of unemployment, skills shortages due to lack of adequate education, HIV and AIDS still remain some of the significant challenges. High rates of youth unemployment could be attributed to lack of skills and well-rounded personal development. Sport is viewed as a powerful development tool and social connector. Sport and physical

activity programmes are therefore effective means of encouraging healthy youth and youth development, teaching positive values and life skills (Sport for Development and Peace International Working Group, 2006).

Youth sport camps and recreation networks could play a major role in empowering youth and promote the inclusion of youth at risk, unemployed youth and youth from rural communities. The sport and recreation youth camps in South Africa have been initiated to tackle and overcome challenges facing young people; their primary objective is to contribute to the development and empowerment of young people (SRSA, 2012b). It also involves the integration of different agencies and public organisations working together to address the development of young people and working towards the single goal of an active and conscious citizenship. The sport and recreation youth camps are presented in collaboration with the NYDA and Lovelife, focused on rural communities in each province in South Africa.

3.7.2 Logistics and nature of sport and recreation youth camps

The sport and recreation youth camps programme was initiated by the Honourable Minister of Sport and Recreation in South Africa, F.A. Mbalula. Sport and Recreation South Africa (2015) believes that sport and recreation youth camps could help to empower and promote inclusion of disadvantaged youths, unemployed youths and rural youths. Sport and recreation youth camps provide an opportunity for youths to come together and use sport and recreation to tackle challenges and explore different initiatives to overcome them.

The one-week sport and recreation youth camps serve approximately 2 700 youths annually. Sport and recreation youth camps are free for all selected participants. Target groups include youths ranging in age from 18 to 25 years from different cultural backgrounds. These sport and recreation youth camps are organised annually in different venues in Gauteng, Free State, KwaZulu-Natal, Limpopo, Western Cape, Northern Cape, Mpumalanga, Eastern Cape, and North West provinces. Each province is required to select 300 young people, based on the selection criteria shown in Table 3.2 (Sport and Recreation South Africa, 2012c):

Table 3.2. Sport and recreation youth camps stratification in South Africa

Stratification	Category	Race				Gender		Disability	Representation	
		Black	White	Coloured	Indian	Male	Female		Breakdown	Sub-total
Learner	Farm dwellings/ farm schools	14	3	2	1	10	10	1	40	80
	Villages	14	3	2	1	10	10	2		
	Township/ Urban Settlements	28	6	4	2	20	20	3	40	
Higher Learning	Technicon	45	10	7	3	32	33	5	65	65
	Natural Sciences / Engineer	11	3	2	1	8	9	1	17	
	Social Sciences / Humanities	11	3	2	1	9	8	1	17	
	Commerce	13	3	2	1	10	9	1	19	
	Medicine	11	3	2	1	8	9	1	17	
Civil Society	Volunteer (Full-time)	14	3	2	1	10	10	1	20	50
	Activist (Political)	7	1	1	1	5	5	1	10	
	Activist (NGOs/ CBOs)	7	1	1	1	5	5	1	10	
	Religious	7	1	1	1	5	5	1	10	
At Risk	Crime (Former youth convict)	1	0	1	0	1	1	0	2	15
	Drug and Substance abuse (Former addict)	2	1	1	1	3	2	1	5	
	Sexual Abuse/Domestic (Rape Survivor?)	1	1	1	1	2	2	0	4	
	Teenage Parents	2	1	1	0	2	2	0	4	
Prominent Achievers / Role-models	Sport	5	1	1	1	4	4	1	8	20
	Arts	3	1	1	1	3	3	0	6	
	Others	3	1	1	1	3	3	0	6	
Sub-TOTAL		70%	15%	10%	5%	50%	50%	7%		300

Youths are selected from different backgrounds and classifications. These include youths from rural communities, urban areas, sport achievers and youth at risk, such as former youth convicts and former drug addicts. The number of learners from rural communities is equal to that of participants from urban communities. This reflects the promotion of equal opportunities and equal treatment of youths, especially youths from rural communities.

At these camps the youth is believed to learn about teamwork, leadership, communication, nation building, social cohesion, character building, responsibility, problem solving and respect (Sport and Recreation South Africa, 2015). According to Fraser-Thomas *et al.*, (2005) sport is considered important to youth's personal development and social development, by providing opportunities to learn important life skills such as cooperation, discipline and leadership skills. Hodge and Danish (1999), cited in Holt (2008), define life skills as skills that are required and essential to deal with the demands and challenges of everyday life. Youth development programmes, such as sport and recreation youth camps, focus on developing life skills, personal and social development skills. Benson (1998), cited in Gould and Carson (2008), identified four categories of developmental skill: (1) commitment to learning; (2) positive values, for example caring, integrity and responsibility; (3) social competencies, decision making and cultural competence; (4) positive identity, self-esteem and sense of purpose. It is believed that these developmental skills will contribute to positive outcomes such as teamwork and leadership skills (Gould & Carson, 2008). Social development skills are used for personal interactions such as positive relationships with others, teamwork, cooperation, sportsmanship, character building, social cohesion, citizenship and problem solving (Eime, Young, Harvey, Charity & Payne, 2013). Personal development skills include responsibility, respect, leadership and communication skills (Gould & Carson, 2008).

During sport and recreation youth camps, youth participate in activities that promote self-discovery, cooperation, tolerance and social cohesion. The sport and recreation youth camps activities include outdoor activities includes indigenous games such as morabaraba; kgathi; dibeke; khokho; and juskei (Sport and Recreation South Africa, 2015). The types of outdoor and sports activities include water rafting; horse trails; paintball; archery; mountain climbing; team-building activities; hiking trails; volleyball; swimming; tennis; athletics; and soccer. Sport is used in sport and recreation youth camps to develop personal and social skills, promote social cohesion, and building relationships amongst participants (Sport and Recreation South Africa, 2015). Youth camp participants learn through workshops, debates and teamwork exercises.

Activities during sport and recreation youth camps are delivered by highly skilled staff and volunteers who are selected by SRSA and LoveLife based on their knowledge and experience in the field of youth development. Sport and recreation youth camps focus on five principles: (1) sport; (2) youth; (3) camp; (4) social cohesion, leadership and national identity; and (5) integration. These principles support the notion that sport could be used as a tool to develop life skills and contribute to social cohesion and nation building. The mission of sport and recreation youth camps is to (Sport and Recreation South Africa, 2012c:1):

“Contribute to nation building by bringing together youth of all races and cultures to build mutual understanding, tolerance, responsibility and teamwork in an atmosphere of activity, learning and enjoyment.”

The aim of sport and recreation youth camps is to develop youth and empower them with personal development skills. The aim and mission of sport and recreation youth camps support the national government priorities to address issues of poverty, inequality and economic growth and promote social inclusion. Failure to address these issues could result in economic decline, social tension and social instability. The NDP focuses on promoting social cohesion, active citizenship and leadership, inclusion and equality (SRSA, 2015), and developing individuals through nation building (South African Government, 2011). The NDP recognises that sport could be used to empower and promote the inclusion of marginalised groups, social integration, and social cohesion. The mission of sport and recreation youth camps and the NDP focus on nation building, social cohesion, equality and social inclusion. Sport and recreation youth camps provide opportunity for youths to interact and promote social inclusion of disadvantaged youths, especially youths from rural communities.

3.7 CONCLUSION

Chapter Three placed emphasis on sport-for-development and the potential impact of sport in youth development. The assumption that links sport-for-development programmes and youth development is grounded in the view that sport, unlike other activities, could have a positive impact on individuals and groups that participate in sport. Although sport-for-development programmes could contribute positively to the lives and future of youth, sport programmes could not address all the social challenges alone. Social inclusion as a concept was explored in relation to sport-for-development. The next chapter introduces the research methodology used in the study.

CHAPTER FOUR

RESEARCH METHODOLOGY

4.1 INTRODUCTION

In Chapter Three sport-for-development and the potential impact of sport in youth development was discussed. In this chapter the research methodology utilized in this study to achieve the stated aim and objectives is presented and clarified in detail. Methodology can be described as the application of different techniques and framework within which research is conducted (Gratton & Jones, 2010). The research methodology of this particular study is determined by the overall aim and objectives of the research.

The overall aim of this study was to explore the contribution of sport to youth development at sport and recreation youth camps in rural communities in South Africa.

Specific objectives of the study were:

- To identify good practices for effective utilisation of sport as vehicle to achieve youth development through an extensive literature review on sport-in-development.
- To determine perceived personal development outcomes resulting from participation in sport in sport and recreation youth camps in rural communities in South Africa.
- To draw comparisons between theoretical good practices for effective utilisation of sport to achieve youth development and South African sport and recreation youth camps reality and perceived outcomes.
- To make recommendations to SRSA to impact on future sustainability, partnerships and managerial effectiveness of sport and recreation youth camps.

4.2 RESEARCH PHILOSOPHY

Research is based on underlying philosophical assumptions about what constitutes valid research and which research methods are appropriate for the development of knowledge in a particular study. A research philosophy is a belief about the way in which data about a phenomenon should be gathered and analyzed. The research philosophy is guided by the research problem and provides the researcher with opportunity to interpret or understand the implications of research. Two research philosophies have been identified, namely positivist and interpretivist (Kumar, 2014).

The positivist approach is based on the assumption that knowledge is objective and quantifiable and the interpretive approach is concerned with understanding the concept from subjective experiences of individuals. The interpretive approach aims to explain subjective reasons and meaning behind a phenomenon in a social context (Kumar, 2014). This study is underpinned by principles of phenomenology which attempted to explore how youth's potential in rural communities could be developed through sport. Therefore, the philosophical assumptions underlying this study come mainly from the interpretivist approach.

The interpretivist approach provided the researcher with greater opportunity to determine and assess personal development outcomes resulting from participation in sport and recreation youth camps in South Africa. Creswell (2013) asserts that the interpretivist's approach emphasis is on words, meanings and understanding of the context. This assertion justifies the researcher's choice of the interpretivist approach as the philosophical rationale for this study.

The research approach and design of the study will be discussed in detail in the following section.

4.3 RESEARCH DESIGN

Research has been described (Gratton and Jones, 2010) as a systematic process of collecting and analysing data. Research design is described by Kothari (2004:31) as:

“...the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure.”

Research design is concerned about the structure within which research is conducted and how the collected data will be analysed (Kothari, 2004). Research design shows how all the major parts of the research, samples and data collection process were followed in an attempt to address the research question. The research was designed to gain a better understanding of individual experiences and perceptions in sport and recreation youth camps in a South African context.

The study follows a descriptive research design. The aim of descriptive research is to describe the characteristics of a particular individual or group. The research design of the study was influenced by intent to determine sport and recreation youth camps participants' experiences and perceptions. The purpose of descriptive research design is to describe and determine existing situation (Kothari, 2004). The design is informed by several data collection methods,

such as interviewing, questionnaires and observation. In the context of this study, semi-structured interviews were conducted to determine perceptions on personal development outcomes resulting from participation in sport and recreation youth camps.

4.3.1 Research approach

This particular research followed a qualitative, descriptive approach. The study attempted to explore how youth's potential in rural communities is developed through sport in a sport and recreation youth camps context. Qualitative research is associated with the term phenomenological which focuses on exploring peoples' subjective experiences concerning a phenomenon (Creswell, 2009). Creswell (2013) asserted that in phenomenological research, the researcher attempts to describe the experiences of individuals about a phenomenon as described by participants. In this case the researcher explored youth's perceptions and determined personal development outcomes associated with participation in sport and recreation youth camps.

4.3.2 Sampling

The sampling design of the study is purposive. According to Paller-Calmorin and Calmorin (2007) purposive sampling is based on selecting individuals as samples according to the purpose of the researcher and the study. This process includes identification of the target population, selection of the sample procedure and sample size.

4.3.2.1 Research population

According to Gratton and Jones (2010) the first stage of selecting a research sample is to define the research population relevant to the study. The research population as described by Gratton and Jones (2010) refers to everyone who has been identified by the researcher based on the characteristics that are relevant to the study. The research population of this study involved 9 sport and recreation youth camps held in South Africa and 2700 youths participating in sport and recreation youth camps in South Africa.

4.3.2.2 Research sample

A sample is described (Thomas *et al.*, 2011) as a group of subjects selected from a larger research population. Merriam (2009) explained that within every study numerous aspects exist that could be observed and people who could be interviewed in the population. The researcher, thus, should select within the population whom to observe or interview.

The selection of a research sample in qualitative research is guided by a number of considerations, such as access to potential respondents and judgment of the researcher that the respondent has knowledge or can provide relevant information about the study (Kumar, 2011). In the case of this research the researcher purposefully selected a sample from all nine sport and recreation youth camps in South Africa. Three sport and recreation youth camps namely in Gauteng, Free State and KwaZulu Natal were selected. Respondents, therefore, were subsequent also purposively selected from the selected sport and recreation youth camps in South Africa. For the purpose of this study 9 males and 9 females, ranging in age from 18 to 25 years, were purposefully selected from 900 participants during 3 selected sport and recreation youth camps on basis of availability and willingness to participate in the study. According to Kumar (2011) determination of sample size in qualitative research is not predetermined, but during process of data collection the researcher waits to reach a point of data saturation. The researcher reaches a point of data saturation when new information cannot be gathered during the data collection (Kumar, 2011), therefore, the researcher in this study was guided by the concept of saturation. The researcher selected 18 potential respondents to gain insights about respondents' perceptions on personal development outcomes. The sample size was deemed enough to provide perceptions on personal development outcomes resulting from participation in sport and recreation youth camps. The respondents provided consistent information, therefore, the researcher reached a point of data saturation during the semi-structured interviews. Potential sport and recreation youth camps respondents were approached to participate in the study by youth camp coordinators.

The inclusion criteria for the study was limited to males and females between the ages of 18-25 from rural communities in South Africa attending the selected sport and recreation youth camps in Gauteng, Free State and KwaZulu Natal Province organized by Sport and Recreation South Africa. The study excluded youth from urban areas in Limpopo, Western Cape, Northern Cape, Mpumalanga, Eastern Cape, and North West, Gauteng, Free State and KwaZulu Natal Province.

4.3.3 Data collection

The use of multiple methods of gathering data is critical in attempting to obtain an in-depth understanding of the phenomenon (Bloomberg & Volpe, 2008). Methods of collecting data in qualitative research, includes interviews and observation methods. According to Thomas *et al.*, (2011) in qualitative research the researcher is the instrument in data collection. Semi-structured interview and literature review were selected as methods for data collection in this research.

The researcher utilised a semi-structured format in all interviews. For the purpose of this study the researcher conducted face-to-face interviews with respondents during sport and recreation youth camps to gather in-depth data on perceived personal development outcomes resulting from participation in sport and recreation youth camps and to investigate the contribution of sport to youth development at sport and recreation youth camps. The semi-structured interviews provided the researcher with opportunity to rephrase questions and ask additional questions to clarify responses given by the research participants.

Prior to participating in the study, the researcher asked potential respondents questions to determine suitability to participate in this study. They were asked for information on their age, race, gender, and to indicate whether they were residing in rural community or urban community. Semi-structured interviews were conducted with eighteen respondents from 25 September 2013 to 28 September 2013 at the following venues, Phillip Sanders Resort in Bloemfontein (Free State), Midmar Dam in Howick (Kwazulu Natal Province) and Discovery Camp in Hammanskraal (Gauteng Province). The semi-structured interviews were scheduled during break time at a time convenient for the respondents. The interview sessions lasted approximately 60 - 80 minutes. The respondents were informed about the purpose of the interview. Before the interview commenced, respondents were requested to sign an informed consent form required for participation in this study (Appendix B).

The semi-structured interviews proved useful within this study, as it provided the respondents the opportunity to share their experiences, perceptions and informed an understanding on the contribution of sport to youth development at sport and recreation youth camps in rural communities in South Africa. This approach also enabled common themes to be investigated in interviews while allowing flexibility to examine evolving issues as the study progressed.

To determine perceived personal development outcomes, such as teamwork, sportsmanship, respect, social cohesion, responsibility, communication and leadership skills resulting from participation in sport and recreation youth camps semi-structured personal interviews were conducted during selected sport and recreation youth camps. In the case of this research semi structured interview questions were developed to address the objectives of the research, and included questions on leadership, communication skills, problem solving, character building, responsibility, social cohesion, teamwork, sportsmanship and good practice. These outcomes were identified as desired personal development outcomes in the literature review. Respondents were asked the same questions during the interviews, however, the type of follow- up questions varied. The set of interview questions which were used as a guideline was in English. The interviews questions were prepared in advance, but as the interviews progressed, more information arose. This resulted in the researcher including additional questions during the interview, which were relevant to the study.

The semi-structured interview questions were piloted with an individual in a football programme in an informal settlement in Krugersdorp. He was selected for piloting because of his participation in youth gathering activities. Minor changes were made to the interview questions (See Appendix A for interview schedule). The researcher is proficient in Zulu, Tswana, and South Sotho, therefore, to enhance the validity of the study the above mentioned languages were used for clarification of the interview questions set in English.

To achieve the third aim of the study, namely, to identify good practices for effective utilisation of sport as vehicle to achieve youth development and to draw comparisons between good practices for effective utilisation of sport to achieve youth development, the researcher used an international and South African literature review on sport-for-development, youth development, SRSA policy documents, and national and international policy frameworks on youth development. The following information was collected from the literature review:

- Policy Framework in youth development
- Role of sport-for-development programmes
- Sport and Recreation South Africa's strategy on national sport and recreation youth camps
- Good practices for effective utilisation of sport as vehicle to achieve youth development

The literature review provided information on international policy frameworks and good practices in youth development programmes and sport-for-development at international contexts. The literature review further provided comprehensive information, by presenting an explanation of good practices for effective utilisation of sport to achieve youth development for future sustainability and effectiveness of sport and recreation youth camps. The literature review on good practices was discussed in Chapter Two.

4.3.4. Data Analysis

Data analysis was done through inductive reasoning, implying that the analysis relied on the data presented by participants and not from any theoretical framework. The data collected were, therefore, approached without a preconceived theoretical framework. A tape recorder was utilised to record the semi-structured interviews and taking of notes in addition to the recording of the interviews to ensure that data collected were credible and transparent. Analysis of data was undertaken once all interviews were completed and transcribed. Qualitative analysis entails segmenting and reassembling the data based on the problem statement with the aim of transforming data into findings (Boeije, 2010). The aim of analysis of qualitative data is to discover patterns, themes and meanings.

After reading the transcript carefully, the process of data analysis started with categorisation and organisation of data into themes and meanings that emerged from the data. This process consisted of obtaining common statements or information provided by respondents during the interviews. The coding process involved taking text data gathered during interviews, segmented sentences into categories and labelling those categories with a term. This process enabled the researcher to place phrases of similar themes into categories for further analysis. The researcher developed the following themes on the basis of information gathered from respondents during the interview:

- Character Building
- Respect
- Responsibility
- Leadership
- Communication skills
- Problem solving
- Social Cohesion

- Teamwork
- Sportsmanship
- Nation Building
- Good Practice

The data analysis process was aided by the use of the qualitative data analysis computer program ATLAS.ti. Data were organised and sorted using the computer software. The coding process was initiated to develop a detailed description of categories. A narrative passage related to personal development outcomes resulting from participation in sport and recreation youth camps was included to transmit the findings of the analysis. Analysed data were interpreted to explain the findings of the study and to make recommendations to Sport and Recreation South Africa to impact future sustainability, partnerships and managerial effectiveness of sport and recreation youth camps. Interpretation of data was also linked to the literature review on sport-for-development, youth development through sport, sport and recreation youth camps and other documents relevant to sport and recreation youth camps in the South African context. The credibility of the data relies on accurate reflection on the real experiences and perceptions of the respondents and semi-structured interviews were audio-taped and transcribed for analysis.

4.4 RESEARCH ETHICS

Qualitative research involves a number of ethical issues which must be considered by the researcher due to intensive personal contact with the respondents (Kumar, 2011). According to Kumar (2011), respondents need to know their rights of privacy, guarantee to anonymity and information will be kept confidential. The nature of the study required the researcher to interact with the respondents during the interviews, therefore entering respondents' personal space. This raised several ethical issues, such as informed consent, privacy, confidentiality, and anonymity.

To address the above mentioned ethical issues and other ethical considerations related to the study, the semi-structured interview questions were structured in such a manner that questions were only related to the research and respondents were not required to give names or any form of identification. The researcher informed respondents about the nature and purpose of the study prior to commencement of the interviews. In line with this, the researcher obtained informed consent in writing in the format given in Appendix B. The researcher ensured that confidentiality and anonymity of respondents would be maintained. The researcher made it

clear that the respondents' names would not be used for any other purpose, except for the purpose of the study. It was made clear to the respondents that the research was only for academic purpose and their participation was voluntary. No one was forced to participate in the study. Permission to use a tape recorder was requested from the respondents prior to the semi-structured interviews.

Participation in the research was voluntary and, however, permission from SRSA was required to conduct the study as they are the owners and organizers of the sport and recreation youth camps. According to Kumar (2011), sharing information about the respondent for other reasons that are not related to the research is unethical. The respondents' information, therefore will only be accessible to the researcher, supervisor, SRSA and the Culture, Arts, Tourism, Hospitality and Sport Sector Education and Training Authority (CATHSSETA). All the information disclosed will be confidential, and will be used only for the purpose of the research. Written transcriptions of recorded interviews and research notes will be stored at the Department of Sport and Leisure Studies, University of Pretoria for a period of 15 years.

4.5 LIMITATIONS OF THE STUDY

Kothari (2004) stated that qualitative research have certain limitations, some of which are related to qualitative research methodology and research design.

The following limitations have been recognised in this study:

- 1) The study is limited to sport and recreation youth camps participants from rural communities and ranging in age from 18-25 years. A critique of this study, therefore, might be limited in terms of generalising this study to other groups.
- 2) Only 18 youth camp participants were interviewed, however, the researcher could have increased the number of participants. The researcher made a decision to limit the sample to 18 participants after reaching saturation. This is still a limitation, because gaining the perceptions, understanding and perspective of a greater number of sport and recreation youth camps participants would add to the richness of data.
- 3) The study was limited to youth camp participants. They provided insight on their perceptions and experiences in sport and recreation youth camps, but gaining the perspective of both youth and youth camp staff would have provided comprehensive information about good practices and managerial effectiveness of the sport and recreation youth camps.

4.6 CONCLUSION

This chapter clarified research philosophy and research process used in this study, which includes the research methodology used in this study and information gathering techniques, namely, literature review and semi-structured interviews. It also expanded on how data were analysed and sampling of the respondents. The next chapter presents the results of semi-structured interviews obtained during three selected sport and recreation youth camps in South Africa as well as results on good practices generated from the literature review.

CHAPTER FIVE

RESULTS, DISCUSSION AND INTERPRETATION

5.1 INTRODUCTION

The previous chapter discussed the research methodology used in this study. In this chapter the results will be presented and interpreted. The presentation of the results is guided by the interpretation of the transcripts and in line with the objectives of the study.

The themes supported by a literature review will be discussed in detail. Direct quotes are provided in the text to illustrate the individual concepts. Themes and sub-themes from data analysis are presented below and categorised according to the research interview questions (Appendix A). Results are presented according to the objectives of the study. The demographic profiles of the respondents are presented first.

5.2 DEMOGRAPHIC PROFILE OF RESPONDENTS

Respondents were requested to provide demographic data on sex, age, and residential area. As discussed previously in Chapter Four, 18 semi-structured interviews were conducted for this study. A total of 18 respondents (n=18), 9 males and 9 females, ranging in age from 18 to 25 years from Free State, Gauteng, and Kwazulu-Natal Province participated in this study. Table 5.1 in the next page illustrates demographical profile of the sport and recreation youth camps respondents in South Africa who participated in this study.

Table 5.1 Demographical profile of respondent

Respondent	Sex	Age	Province	Rural area
01	Female	19	Gauteng	Yes
02	Female	21	Gauteng	Yes
03	Male	18	Gauteng	Yes
04	Male	18	Gauteng	Yes
05	Female	21	Gauteng	Yes
06	Male	26	Gauteng	Yes
07	Male	22	Free State	Yes
08	Female	21	Free State	Yes
09	Male	23	Free State	Yes
10	Female	21	Free State	Yes
11	Male	21	Free State	Yes
12	Female	24	Free State	Yes
13	Male	24	Kwazulu-Natal	Yes
14	Female	20	Kwazulu-Natal	Yes
15	Female	19	Kwazulu-Natal	Yes
16	Male	21	Kwazulu-Natal	Yes
17	Male	20	Kwazulu-Natal	Yes
18	Female	25	Kwazulu-Natal	Yes

5.3 RESULTS, DISSCUSION AND INTERPRETATION

The results and interpretation of the data collected are presented according to the research objectives of this study. The results will be discussed in details and quotations taken from interview transcripts will be used to describe respondents' experiences and perceptions.

5.3.1 Objective 1: Good practices for effective utilisation of sport as vehicle to achieve youth development through an extensive literature review on sport-in-development.

The first objective of this study was to identify good practices for effective utilisation of sport as vehicle to achieve youth development. A literature review revealed that, an important aspect of youth development activities is to provide youth with opportunities and experiences that strengthen and enhance their interaction with each other, Youth development programmes are designed with specific learning outcomes and delivered by skilled personnel, therefore quality of recruitment and investment in staff or volunteers are critical to programme success. It is clear that sport and recreation youth camps provided effective learning and development

opportunities for the respondents. Respondents mentioned that sport activities were fun and challenging. One of the respondents elaborated on activities:

“The activities were challenging, well organised and taught me about life and perseverance.”

Another respondent supported this view by stating that:

“Activities were effective and learned a lot about working in group.”

Several respondents described their relationship with the staff as a good working relationship and youth camp staff was very supportive and friendly throughout the camp. The quality, effectiveness and sustainability of youth development programmes depend on principles of good practice, for example, youth development programmes should be inclusive by involving youth from different backgrounds, different experiences, skills and needs, such as youth from rural communities (Seymour, 2012). This was confirmed by one of the respondents:

“I would like to see more youth from rural communities given the opportunities to be part of the youth camp, because majority of participants are not from rural communities and youth from rural communities are often excluded.”

The sport and recreation youth camps provided respondents with a positive and supportive environment. The majority of respondents, however, were uncertain about how they were selected to participate in the sport and recreation youth camps. These uncertainties are illustrated by responses below:

“I do not know how I was selected but I received a call to inform me that I was selected.”

This was echoed by another respondent stating:

“I was selected by a social worker, she didn't explain why she selected me.”

Data revealed that respondents could not identify selection criteria to participate in sport and recreation youth camps. Some of the respondents, however, cited that they were selected from Provincial sport and recreation youth camps, sports clubs and community programmes. Lack of consistency in the selection process is a barrier that could unintentionally exclude individuals and groups eligible to participate in sport and recreation youth camps. The literature review implied that youth development programmes should be inclusive by involving youths from

different backgrounds, different experiences, skills and needs, such as youths from rural communities. Inclusive youth development programmes are regarded responsive and effective in ensuring youth development programmes are accessible to all youth, regardless of their backgrounds and cultural differences (Seymour, 2012).

The following responses from the respondents support the principles of good practice:

- Participation and empowerment – *‘We were supported in all activities, and the activities were relevant and learned about healthy eating and exercising.’*
- Positive relationships – *‘The staff supported us and we were informed about the daily activities and they were very friendly and polite towards us. The staff was organised.’*
- Personal development - *‘I learned lots of things and through my participation in the youth camp. I learned to be confident and importantly the importance of teamwork, respect and communication.’*
- Skill development – *‘The activities were challenging and learned a lot. I learned to be confident and importantly the importance of teamwork, respect and communication.’*
- Delivery in a diversity context – *‘I am a person with disability and am an albino I was scared to face people and my biggest challenge was not accepted by the community because of who I am. My disability does not mean I cannot succeed.’*
- Inclusion - *I met a friend from different ethnic background (white lady) and learned to tolerate her and I was more interested in understanding her background.’*

5.3.2 Objective 2: Perceived personal development outcomes resulting from participation in sport in sport and recreation youth camps in rural communities in South Africa.

The second objective of this study was to determine perceived personal development outcomes resulting from participation in sport during sport and recreation youth camps. Personal development outcomes of the sport and recreation youth camps as stated by Sport and Recreation South Africa (2015) include character building, life skills and conflict resolution. At these camps youths is believed to learn about leadership, respect, sportsmanship and responsibility through participation in sport.

The sport and recreation youth camps outcomes were consistent with the primary objective stated by Sport and Recreation South Africa (SRSA) in developing youth, empowering them with life skills such a problem solving, teamwork, sportsmanship, responsibility, respect and

conflict resolution. The aim of sport and recreation youth camps is to provide opportunities for youth to learn and develop life skills and become responsible citizens. These life skills were discussed in details in Chapter Three. Responses indicated that respondents benefited by participating in sport and recreation youth camps, because they were provided opportunities to learn about life skills. Table 5.2 presents perceived personal development skills experienced by respondents. Perceptions on personal development outcomes of the respondents are marked with “X” and respondents’ response is indicated by the interview code, for example G01 reflects Gauteng respondent number one.

Table 5.2: Personal development outcomes

Personal development outcomes	G01	G02	G03	G04	G05	G06	F07	F08	F09	F10	F11	F12	KZN13	KZN14	KZN15	KZN16	KZN17	KZN18
Character building	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Communication Skills	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Responsibility	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Respect	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Leadership Skills	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Responsibility	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

In analysing the data, social development as a theme emerged from the data. Social development involves personal values and skills that enable people to relate and interact with each other effectively (Eime *et al.*, 2013). A consistent response from the respondents was associated with the dynamics of learning to work together as a group. One male participant said:

“I learned to work with people, I was always a loner but by being here, I learned to work in a group especially with different people.”

Issues of respect in a group, accepting individuals and their personalities, and benefits of working together were mentioned as some of the important aspects of their experiences in the sport and recreation youth camps. The respondents were clearly aware on how these aspects and dynamics impacted the accomplishments of the group in different activities. For example, one of the respondents commented:

“It is important to work in a group because you have support and this can strengthen your decision making and we can help each other, I believe together we can achieve more.”

Respondents reported social development benefits from participation in sport in the sport and recreation youth camps. Social development benefits included making friends, developing teamwork, and positive relationships. A male respondent said:

“The camp is nice and I was shy when I came to the camp, I have learned to interact with other children.”

A good working relationship was frequently cited as an important social skill in a team and group activities. One of the respondents explained her experience in group activities:

“It is nice to work with other people and it is important to respect and do not take advantage of others to enable you to have a good working relationship, it is also important to have a good relationship with others because you can learn from them.”

Respondents responses related to teamwork and group activities were consistent, they frequently mentioned respect, good working relationship, support and decision making as some of the important social development skills learned in the youth camps.

To summarise social development skills, Table 5.3 display results related to theme on social development skills experienced by the respondents.

Table 5.3: Social development outcomes

Social Development Skills	G01	G02	G03	G06	F07	F08	F09	F10	F11	F12	KZN13	KZN14	KZN15	KZN16	KZN17	KZN18
Social cohesion	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Conflicts resolution	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Teamwork and Sportsmanship	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Nation building	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

The personal development outcomes and social development skills resulting from participation in sport and recreation youth camps as illustrated in Table 5.3 and Table 5.4 are discussed in detail in the following section.

5.3.2.1 Responsibility

Respondents were asked to explain the meaning of responsibility and describe their experiences in managing time during youth camp. It was clear from the responses that the majority of the participants learned the importance of being responsible and managing time effectively. One of the respondents responded:

“It means to take care of yourself and also to account for everything you do.”

Several respondents stated that sport and outdoor activities during sport and recreation youth camps were challenging and also they were required to wake up early in the morning, take a shower, eat breakfast and be ready for camp activities. Some of them were not used to waking up early in the morning. One respondent mentioned that, this experience has taught her to be on time, reliable, take care of herself and perform all the tasks assigned to her. These responses were consistent with Dworkin, Larson, & Hansen’s (2003) views that youth activities, such as sport, provide opportunity to learn taking responsibility, set realistic goals and learn to manage time. Respondents also mentioned the importance of time management. Most respondents described that the schedule was hectic. In order to determine their perceptions of time management, respondents were asked the following question:

‘How will you describe your experience in managing your time?’

One of the respondents responded as follows:

“It is important to know your schedule and it will help you to plan ahead and you must learn to prioritise, this will help you to know what you suppose to do at a particular time.”

A common theme related to responsibility was being organised, being on time and discipline. Respondents also mentioned that they worked in groups, and everyone in a group or team had a certain level of responsibility, especially during group and sport activities. Cote (2002) cited by Fraser-Thomas *et al.*, (2005) suggests that sport could provide an opportunity for youths to develop skills responsibility and Sport-based youth development programmes provide opportunities for youths to learn and acquire personal development skills required to succeed in life.

5.3.2.2 *Respect*

The second theme that emerged from analysing the data reflected a concept of tolerance and understanding amongst participants. The majority of respondents mentioned that respect is an important personal development skill as it makes people feel appreciated, enhance self-worth and sense of belonging. This is highlighted by the following response of one of the respondents:

“When you respect and treat others with respect, you will receive the same respect in return.”

The ability to respect and respond affirmatively to differences among individuals of diverse backgrounds and tradition is another important aspect of personal development highlighted by the respondents. Sport is associated with positive values, such as teaching respect. The ability to respect and respond affirmatively to differences among individuals of diverse backgrounds and tradition is another important aspect learned by youths in sport and recreation youth camps. These findings confirm that sport could contribute to development of respect and tolerance amongst youths. There is substantial support for these findings in literature (Benson and Pittman, 2001; Sport for Development and Peace International Working Group, 2006). The ability to respect and respond affirmatively to differences among individuals of diverse backgrounds and tradition is another important aspect of youth development programmes.

5.3.2.3 *Leadership Skills*

Respondents indicated that sport activities at sport and recreation youth camps provided them with opportunities to learn about leadership. For instance, respondents stated that they learned about dedication, cooperation, motivation, trust, honesty, accountability and communication. One male respondent stated:

“A leader must provide solutions, be able to delegate responsibilities and also a leader must be confident, be a role model, because people need someone who can give guidance and inspire them to achieve their goal.”

Some perceptions of leadership development mentioned by respondents include ability to delegate, being supportive, accountability, co-operation, selfless and able to communicate effectively. Respondents noted that a good leader must be a role model, and inspire others. One female respondent expressed:

“I have learned that as a leader you don’t necessarily need to hold a position or be popular. As a leader you must be humble and serve people. You should be able and willing to delegate and speak with authority and confidence.”

When youths are given opportunity to be in leadership, they learn to put the interest of the group first when making decisions. These findings suggest that the response is consistent with the National Sports and Recreation Plan concept of sport based social-mobilization initiatives such as sport and recreation youth camps as a way to improve social participation in communities and local environments through empowering youths with leadership skills.

A related subtheme of leadership skills emerged. Respondents noted that communication is important skill in leadership role, because as a leader you are expected to give instructions, offer encouragement, listen to others and give feedback. Respondents mentioned that they learned how to communicate with others during the camp, because they were working in groups and sport activities during the camp required them to listen and interact with one another.

According to Fraser- Thomas et al (2005) sport is considered important to youth’s personal development, by providing opportunities to learn leadership skills. Sport in sport and recreation youth camps provided opportunity for youths to learn and develop leadership skills, such communication, and problem solving and being able to inspire others.

5.3.2.4 Communication Skills

Respondents mentioned that they learned how to communicate with others, while participating in sport as they were required to work in groups. Communication was, therefore, important for the group to work together. A male respondent commented:

“Communication is about being able to talk to other people, communication in a group is important to enable everyone in a group to work together.”

“Respondents also described how communication skills were part of developing social skills, such as working with others in a group.”

Respondents mentioned how communication skills, such as listening, could be used in leadership roles and other areas of their lives. One respondent articulated this:

“For one to understand others, you must listen, if your leader is talking you must listen attentively to be able to carry out the instructions, therefore listening is a skill that can be used to do what is required out of you.”

The above findings suggest that respondents learned the importance of communication and how communication skills could benefit them in different roles, such as leadership and sport activities. There are numerous personal development and social development skills associated with sport, such as ability to deal with different people, relate to others, and communication skills (Gould & Carson, 2008; Riley & Anderson-Butcher, 2012). The research findings indicates that youths learned communication skills through interaction in sport in sport and recreation youth camps.

5.3.2.5 Character building

Findings indicated that sport in sport and recreation youth camps promoted and created awareness on personal values, self-esteem and personal qualities. Respondents reported a wide range of outcomes from their experiences in sport and recreation youth camps. In order to determine respondents’ perceptions during sport and recreation youth camps, respondents were asked to describe their learning experiences and perceptions. The majority of respondents stated that they enjoyed the experience and learned a lot about themselves and other people through sport in the sport and recreation youth camps. One male respondent replied that he learned that hardship has taught him to work hard, not give up and always strive to succeed, regardless of the circumstances.

In an attempt to understand respondents’ perceptions about sport and character building, following question was posed to the respondents:

‘How important are your personal values and how will it help you in later life’

Respondents’ comments included:

“My personal values are important to me, but I cannot impose my beliefs on others, because I am not perfect, I am a Christian, but I don’t expect everyone to be a Christian.”

In response to how it could be helpful you in later life, the responded stated:

“It will help me to understand myself and accept other people around me and not judge people because they are different from me.”

This response provided evidence that respondents perceived to have learned about character building during sport and recreation youth camps sport activities. This response also support the view that sport has been regarded as character building, not only by developing certain personal and social skills, but also moral personality traits such as respect, honesty and discipline as advocated by the President’s Council on Physical Fitness and Sports, as cited in Coalter (2013).

5.3.2.6 Teamwork and sportsmanship

Respondents frequently mentioned aspects related to teamwork and sportsmanship, such as cooperation, support, trust and fairness. A response made by a participant supported this view:

“I have learned the importance of working together and trust, trust is important when working in a group.”

In order to understand the concept of trust in teamwork, the question was asked:

‘How has attending youth camp helped you develop in working with others?’

This question prompted the following response from one of the respondents:

“It has helped me to learn to tolerate, accept and cooperate with others.”

Another male respondent mentioned that:

“It is important to learn how to work with other people and be able to handle criticism because people might disagree with your views.”

Sport in sport and recreation youth camps appear to have provided a learning experience about the importance of teamwork and sportsmanship. It is clear that some of the respondents could not differentiate between sportsmanship and teamwork, but indicated similarities between the two concepts. Fairness, courtesy, support, respect and accepting defeat were some of the characteristics of sportsmanship mentioned by respondents. For example, a female respondent said:

“I understand it involves sports and it is important to tolerate and understand others.”

When asked how she felt when results went against her group during sport activities. She said:

“I felt bad when the result went against us. It motivated me to do my best and will work hard to win next time, but I was happy for the other team that won and regardless of the results it is important to congratulate the winners.”

Most of the respondents cited that losing during sport activities motivated them to work hard, as much as they were disappointed with the outcomes, but that did not stop them from congratulating the winners. The findings correlate with Coalter (2007) outcomes of a Plus Sport approach. The Plus sport approach emphasize personal development through the use of sport. Sport as a medium was, therefore, used in sport and recreation youth camps to impact personal development, for example, sportsmanship and teamwork. Roth & Brooks-Gunn (2003) the primary goal of youth development programmes is to promote positive development and to emphasize the promotion of normal development, such as being persistent in life, develop sportsmanship and teamwork.

5.3.2.7 Conflict resolution

Because of different beliefs and opinions, respondents indicated that they had disagreements. Communication, listening, respect, cooperation and compromising were identified as major characteristics for conflict resolution. One male respondent mentioned that:

“By listening to everyone’s views and discussing our issues helped us to handle disagreements and resolve our differences.”

Nearly all respondents reported that they had disagreements during sport activities, as a result of differences in opinions. Another respondent stated that:

“We had some disagreements and had to make decisions and our opinions and views were different, the most important thing was to put the group first and resolved the disagreement by making a decision that was going to benefit the group.”

There were strong consistencies in responses to questions related to problem solving, they often used similar wording. Most of the participants believed that every problem has a solution, communication and respect was important in resolving disagreements. The findings suggest that sport in sport and recreation youth camps provided opportunities for youths to learn to resolve and manage conflicts. Youth development programmes could provide formal and

informal opportunities for youth to develop new skills, such as competence and conflict resolution skills (Roth & Brooks-Gunn, 2003). Consistent with Roth and Brooks statement, Sport in sport and recreation youth camps provided youths with opportunity to develop an understanding of how to manage and resolve conflicts.

5.3.2.8 Social Cohesion

Most of the respondents cited tolerance and co-existence as important aspects of social cohesion. A male participant described social cohesion as understanding between people, things that bring people together and being able to tolerate each other regardless of race and culture. Respondents acknowledge that South Africa is a country of racial, cultural, and linguistic diversity. In order to determine and understand respondents' experiences related to social cohesion, the following question was asked:

Please describe, how did meeting new people make you feel?

This question prompted the following response from one of the respondents:

"I am happy to meet new people and learned that people can work together regardless of the cultural differences, I have a friend from different race (white lady) and learned to tolerate her and was more interested in understanding her background, the whole experiences will help me to deal with people from diverse cultural background and also how to communicate with them."

A common theme was learning to tolerate, accept others and diversity. Describing her learning experience in sport in youth camp, a female respondent said:

"I have learned not to be stereotyped, not to think that people are the same just because they are coloureds, whites they are the same, don't judge people because of their race, and see them as individuals."

The finding suggests that sport in youth camp activities is a context in which youths learn about tolerance and cultural diversity. Coexistence and tolerance are important for building mutual relationships between diverse communities and this was evident during sport and recreation youth camps. Social cohesion emphasizes building and maintaining shared values. It could further instil a sense of belonging and recognition to community members (Markus & Dharmalingam, 2007). Respondents' felt securely connected and valued by others. It is evident

that youths learned about tolerance, acceptance of cultural differences and working together for a common goal. This supports the strategic objectives focusing on social cohesion set by SRSA to be achieved through sport and recreation youth camps.

Sport is viewed as a valuable tool to improve social cohesion (Coalter, 2010b; Vermeulen & Verweel, 2009; Holt, 2008) and is used as a vehicle in addressing social issues relating to social cohesion. The significant social values of sport in sport and recreation youth camps provided opportunity for youths from different backgrounds, who might not otherwise meet, come together through sport in sport and recreation youth camps. This confirms that connections and networks could social networks, especially amongst marginalised groups, such as rural youths.

5.3.2.9 Nation Building

Nation building emerged as a theme. Majority of respondents understood the concept of nation building. Explaining her perception about nation building, a female respondent said:

“I learned that my country is a representation of many things, we have a national flag and nine provinces, it is important to know my country because I must know different cultures and religious believes, this will enable people to accept one another and work together.”

A common theme was languages, provinces and race. A male respondent said:

“I learned about our provinces, languages and different cultures, we have 11 official language and 9 provinces in South Africa”.

According to another respondent:

“If you know your country, you know who you are because the country is about people, therefore, by knowing different cultures one will be able to interact with people from different cultural backgrounds.”

These demonstrate that respondents learned the importance of tolerance and diversity in terms of ethnicity. Youth development programmes should promote inclusion of youths by involving them in nation building activities. Sport is recognised as an important tool for nation building, providing opportunities for nations to reinforce their sense of identity (Marjoribanks and Farquharson, 2012). The research findings suggest that sport in sport and recreation youth

camps is a context which youth in rural communities learn and develop national pride by recognising different cultures and religions in South African.

5.3.3 Objective 3: Comparisons between good practices for effective utilisation of sport to achieve youth development and South African sport and recreation youth camps reality and outcomes.

Good programmes are assessed and measured to ensure that desired outcomes are achieved (Quin, 1999). A comparison between good practices for effective utilisation of sport to achieve youth development and South African sport and recreation youth camps reality and outcomes is reflected in Table 5.4 in the next page.

Table 5.4 Comparison between good practices and sport and recreation youth camps reality

Good practices	Reality of sport and recreation youth camps	Example from the literature review
Learning and development	Sport and recreation youth camps provided a learning and development opportunity for youths. They learned about personal and social development skills such as communication, respect, responsibility, and problem solving.	Sport in sport and recreation youth camps provides opportunity for youth to learn about leadership, respect, sportsmanship, cohesion, nation building and responsibility (SRSA, 2015).
Leadership and decision making.	Through sport youth camps provided youths with opportunities to be empowered with leadership skills. It is not clear if youths were given an opportunity to provide feedback about sport and recreation youth camps.	Sport in sport and recreation youth camps provides opportunity for youths to develop leadership skills through different sport activities and team work (SRSA, 2012c).
Inclusive ethos	Sport and recreation youth camps were inclusive and involved youths from different backgrounds, such as youth from rural communities.	Sport and recreation youth camps could help to empower and promote the inclusion of disadvantaged youth especially, disabled youth, out of school youth, youth at risk, girl children, unemployed youth and rural youth (SRSA, 2015).
Partnerships and social networks	The sport and recreation youth camps are presented in collaboration with National Youth Development Agency (NYDA), Department of Arts and Culture, and loveLife	Special attention will be given towards ensuring that there are different key role players such as government, civil society and the private sector on board to add value towards the success of the sport and recreation youth camps (SRSA, 2012c)
Ethical promotion	Sport and recreation youth camps participants' manual reflects the content of sport and recreation youth camps and outcomes.	Good programmes are clear about the results they are trying to achieve, and develop reliable documentation systems and realistic assessment of the outcomes (Quin, 1999)

Literature review on youth development provided insight on aspects of sport and recreation youth camps, associated with good practices. Sport and recreation youth camps contained features that supported learning and development experiences, inclusive ethos, and opportunity for youth to develop leadership skills. Respondents were empowered through participation in interactive and engaging sport activities. The abovementioned good practices are discussed below:

- *Learning and development.* Effective youth development programmes provide learning and development opportunities for youth and focuses on structured, lifelong learning approach that builds on existing strengths and skills and recognises learning achievements. Sport in sport and recreation youth camps in South Africa provided youth with opportunity to broaden their learning experiences. They learned about life skills, such as teamwork, responsibility, respect, problem solving and character building. Youth also indicated that activities were challenging, fun, meaningful and related to real life experiences.
- *Leadership Skills.* Youth development programmes provide opportunity for youth to develop leadership skills. The findings suggest that opportunities were provided for youths to develop leadership skills through interaction during activities that required youths to take leadership roles. The youths were supported and given opportunity to express their views and act as role models for other youths throughout the sport and recreation youth camps.
- *Inclusive ethos.* Youth development programmes should be inclusive by involving youth from different backgrounds, different experiences, skills and needs, such as youth from rural communities. Inclusive youth development programmes are regarded responsive and effective in ensuring youth development programmes are accessible to all youth, regardless of their backgrounds and cultural differences.

According to Sports and Recreation South Africa youth camp stratification, youth from rural communities are allocated 13 % of the total youth camp participation per province, which is equal with urban settlement youth participation. The fundamental concern is the minimal allocation of participation for youth in rural communities. Rural community youth in South Africa are often excluded from development opportunities and have

limited access to resources, however, SRSA has adopted equity policies and strategies that address differences such as gender, socio-economic status and cultural backgrounds. Sport and recreation youth camps were inclusive, but respondents indicated that they would like more youth from rural communities to be given the opportunity to participate in sport and recreation youth camps.

- *Partnerships and social networks.* Successful partnerships with community, government, social groups and organisations involved in youth development could contribute in effectiveness of youth development programmes. The sport and recreation youth camps are presented in collaboration with National Youth Development Agency (NYDA) and loveLife. This partnerships could have contributed to effectiveness of sport and recreation youth camps, as indicated by the respondents that sport and recreation youth camps staff was supportive and activities were well organised. Sport activities offered youth opportunity to develop new social networks, connections and friendships with each other.
- *Ethical promotion.* Effective youth development programmes apply ethical promotional strategies by ensuring promotional materials and program manuals are accurate reflection of the program. Sport and recreation youth camps manual was issued to all the participants and was also used to communicate the sport and recreation youth camps schedule and activities. The manual reflected what was delivered during sport and recreation youth camps and this is regarded as good practice.

5.3.4 Objective 4: Recommendations to SRSA to impact on future sustainability, partnerships and managerial effectiveness of sport and recreation youth camps

The fourth objective of this study was to make recommendations to SRSA to impact on future sustainability, partnerships and managerial effectiveness of sport and recreation youth camps. To ensure future sustainability of sport and recreation youth camps in South Africa, identification and implementation of good practices is critical for quality outcomes and effective utilisation of sport as vehicle to achieve youth development in the context of sport and recreation youth camps. Recommendations in this regard will be in detail in Chapter Six.

5.5 CONCLUSION

Chapter Five presented the results of the study. Data collected from semi-structured interviews provided results on perceived personal development outcomes resulting from participation in sport and recreation youth camps and enabled the researcher to identify good practices for effective utilisation of sport as a vehicle to achieve youth development. The data also revealed that respondents' learned about social development skills, such as teamwork and sociability. The findings suggested that sport and recreation youth camps provided respondents with learning opportunity for social interaction and to work cooperatively across race, class and gender. It is clear from the responses that respondents learned about personal development skills and social development skills.

The next chapter provides conclusions and recommendations based upon the results presented in this chapter.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.1. INTRODUCTION

In Chapter One it was hypothesised that sport in sport and recreation youth camps could contribute to the perceived personal development of youths from rural communities participating in sport and recreation youth camps. Although literature on the significance of sport-in-development abound, the outcomes of the sport and recreation youth camps in a South African rural context have never been scientifically explored. Despite efforts by government to create opportunities for youth, marginalized groups such as youths based in rural communities are often excluded from the social and physical benefits of participating in sport. The following research question was posed for this study:

“Does sport in sport and recreation youth camps contribute to the perceived personal development of rural youths in South Africa?”

Based on the research question, it was hypothesised that:

H1: Youth perceive sport as contributing to personal development during sport and recreation youth camps in rural communities.

H2: Sport and recreation youth camps reflect good organisational practices.

The objectives of the study were stated in Chapter One as follows:

- To identify good practices for effective utilisation of sport as vehicle to achieve youth development through an extensive literature review on sport-in-development.
- To determine perceived personal development outcomes resulting from participation in sport in sport and recreation youth camps in rural communities in South Africa.
- To draw comparisons between theoretical good practices for effective utilisation of sport to achieve youth development and South African sport and recreation youth camps reality and perceived outcomes.
- To make recommendations to SRSA to impact on future sustainability, partnerships and managerial effectiveness of sport and recreation youth camps.

6.2. CONCLUSIONS

The results of the study confirmed H1 set for the study:

Youths perceive sport as contributing to personal development during sport and recreation youth camps in rural communities.

Results indicated that H2 was not satisfactory confirmed. A number of good practices for youth development were not reflected in the findings. It could, however, be concluded that the research question posed for this study in Chapter One can be answered positively:

“Sport in sport and recreation youth camps is perceived by respondents as contributing to personal development of rural youth.”

Conclusions related to the stated objectives of the study are presented below.

6.2.1 Identify good practices for effective utilisation of sport as vehicle to achieve youth development

The literature review on the above theme revealed good practices and guidelines for the effective utilisation of sport as a vehicle to achieve youth development. It can be concluded that the good practices as stated by Seymour (2012) should guide the national government department of Sport and Recreation (SRSA) in the organisation and presentation of sport and recreation youth camps within the context of youth development.

6.2.2 Perceived personal development outcomes resulting from participation in sport in sport and recreation youth camps

- Perceived personal development outcomes identified in the study include; respect, responsibility, leadership and communication skills.
- The personal development skills acquired during sport and recreation youth camps is perceived to contribute to the development and empowerment of youth in rural communities.
- It emerged from the results that youths learned about social development skills. These social development skills linked to personal development outcomes included; social cohesion, nation building, conflict resolution, teamwork and sportsmanship.

- Sport in sport and recreation youth camps provide opportunities for social interaction, developing networks, reduce social isolation and contributed towards youth development. By providing youth from rural communities opportunity to participate in youth development programmes, such as sport and recreation youth camps could enable youth to experience support for developmental processes including peer relationship building, building character, life skills, and improved relationships.
- As reported in this study programme features that supported these perceived personal development experiences included, supportive staff, caring relationships, engaging activities and opportunities for interaction.
- A general concern in South Africa is the lack of sufficient opportunities for social interaction and other social ills, such as crime and drug abuse. Sport in sport and recreation youth camps experiences provided rural community youths with opportunity for interaction and promoted inclusion.
- Sport in sport and recreation youth camps provided rural community youth with opportunity for social interaction and developing networks. Cross-cultural understanding and tolerance amongst the groups and individual through participating in sport was promoted during sport and recreation youth camps. It also provided youths with sense of belonging to a group during camp activities and encouraged mutual acceptance, regardless of cultural differences.
- There is increasing knowledge that sport has potential to promote social inclusion, inequalities and nation building. The findings revealed that sport in sport and recreation youth camps provided respondents with opportunities to participate, learn about diversity and nation building.
- Nation building refers to the practices through which nations develop, embrace and reinforce their national identities (Marjoribanks & Farquharson, 2012). Findings illustrate that youth attending sport and recreation youth camps were offered opportunities to develop a sense of national pride by recognising different cultures, religions and languages. This was embraced through participation in sport activities.

6.2.3 Comparisons between good practices for effective utilisation of sport to achieve youth development and South African sport and recreation youth camps reality and outcomes

Comparison of good practices between youth development and South African sport and recreation youth camps reality and outcomes identified in this study include:

- Learning and development - Sport and recreation youth camps provided youths from rural communities with learning and development opportunities. These learning and development opportunities are consistent with SRSA desired outcomes.
- Ethical promotion - SRSA ensured that sport and recreation youth camps are inclusive. Sport and recreation youth camps included youths from different cultural backgrounds, including youths in rural communities.
- Positive relationships – Youth camp staff were very supportive and sport and recreation youth camps participants felt connected and valued by others. This notion is consistent with SRSA desired outcomes to develop teamwork and sportsmanship.
- Inclusive ethos. Sport and recreation youth camps included youth from different background.
- Partnerships and social networks - SRSA presented sport and recreation youth camps in collaboration with National Youth Development Agency and loveLife.
- Participation and empowerment - Sport and recreation youth camps provided personal development skills opportunities and interactive activities. These opportunities and activities are consistent with SRSA desired outcomes.

Some of the abovementioned good practices for youth development were not reflected in the findings. Good practices that were not realised as identified by Seymour (2012) include:

- Inclusive ethos. The sport and recreation youth camps included youths from different cultural backgrounds, race and gender. The majority of respondents, however, could not identify good practices regarding the selection process.

6.3. RECOMMENDATIONS TO IMPACT ON FUTURE SUSTAINABILITY, PARTNERSHIP AND MANAGERIAL EFFECTIVENESS OF SPORT AND RECREATION YOUTH CAMPS

Based on the findings of this study, the following recommendations to impact on future sustainability, partnership and managerial effectiveness of sport and recreation youth camps are presented below.

6.3.1 Recommendations on future sustainability of sport and recreation youth camps

- SRSA should commit to sustainability of sport and recreation youth camps over long term by engaging business, local businesses in particular, to build support and capacity. This could increase the sustainability of sport and recreation youth camps and afford more youths the opportunity to benefit from the sport and recreation youth camps initiative.
- A continuous monitoring and evaluation of sport and recreation youth camps is recommended to ensure that resource are utilised economically and efficiently. Future sustainability of the sport and recreation youth camps depends on financial accountability from all the stakeholders, therefore cost-effectiveness is important to ensure that sport and recreation youth camps outcomes are realised.

6.3.2 Recommendation on partnership of sport and recreation youth camps

- Develop strategic partnership with other government departments, sport organisations, NGOs and private sector to achieve desired outcomes, leverage on financial and human resources, and expertise.
- SRSA could benefit from exchanging knowledge and developing partnerships with tertiary education institutions and research institutions. These institutions could provide valuable expertise and resources in areas such as research and capacity building.

6.3.3 *Recommendations on managerial effectiveness of sport and recreation youth camps*

- Adopt a communication strategy with all spheres of government and partners to help to inform targeted groups of participants and to create sport and recreation youth camps awareness in all provinces.
- Examine barriers that may unintentionally exclude individuals and groups eligible to participate in sport and recreation youth camps and developing strategies to address those barriers.
- Revise sport and recreation youth camps stratification by increasing number of youth participants from rural communities, due to socio-economic status rural community youth is often excluded from development opportunities and have limited access to resources. To promote inclusive participation, youth camp criteria should be well defined and consistent in all South African Provinces.
- Design mechanism to support ongoing learning and continuous programme improvement, this could be achieved by inviting input from participants, sport and recreation youth camps facilitators, sport and recreation youth camps partners and the broader community.

6.4. IMPLICATIONS FOR FURTHER RESEARCH

This study adds to the growing research base focused on understanding the contribution of sport in youth development. The study was limited to youths from rural communities. In view of the limitations of this study, more in-depth research should provide more insight on significance of sport in youth development through sport and recreation youth camps. There are possibilities for further research on youth development in the context of sport and recreation youth camps, using different methods, diverse samples, and different research designs. The following aspects present opportunities for further research:

- Additional longitudinal research could help to understand how perceived personal development experiences found in sport and recreation youth camps could lead to long term personal development and social capital.

- Future research should include collection of both qualitative and quantitative data to assess relationships between sport and recreation youth camps' strategies and social development outcomes.
- The current study is limited to youth from rural communities. Further research is required to confirm and assess personal and social development outcomes as a result of the sport and recreation youth camps for youth in urban areas.
- The quality of sport and recreation youth camps leadership is critical to the success of sport and recreation youth camps. Further research on aspects of sport and recreation youth camps, associated with good practices, such as recruitment of staff and volunteers could be beneficial.
- It could be useful to examine what criteria is used for selection of sport and recreation youth camps participants. Selection criteria effectiveness is important for ensuring that sport and recreation youth camps are inclusive, especially for youths from rural communities.
- The future sustainability of the sport and recreation youth camps is important. Further research could investigate managerial effectiveness and efficiency of the sport and recreation youth camps.

6.5. FINAL STUDY CONCLUSIONS

This study attempted to explore the contribution of sport to youth development at sport and recreation youth camps in rural communities in South Africa. This study provided insight into good practices on sport and recreation youth camps and contribution of sport on perceived personal development of rural youths. The findings in this study indicate that sport in sport and recreation youth camps is perceived as contributing to personal development of rural youths.

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APPENDIX A
SEMI-STRUCTURED INTERVIEW SCHEDULE

Code no.

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Interviewer: _____ Interview no: _____

Gender:

M

F

Age: _____

Date: _____ Time: _____

Location: _____

INTRODUCTION

Good morning/afternoon/evening. My name is Leepile Motlhaolwa from University of Pretoria. I am conducting a study on significance of sport in youth development through youth camps and the aim of the study is to explore the contribution of sport to youth development at youth camps in rural communities in South Africa. Your participation in the study is voluntary. Also, at any time, you can withdraw your agreement to participate without any loss of benefits or rights. The interview will be recorded and will be taking notes during the interview. Whether you agree to participate in the study or not will have no effect on your camp experience and opportunity to participate in the camp. Could you please spare a few minutes to answer some questions? Your answers will be treated confidentially and you don't have to give your name.

Q1 – 4 Life skills

1. I hope you are enjoying the camp, how will you describe your experience so far?
2. What does the concept life skills mean to you?
3. What life skills have you learned during the camp?

4. How do you think the life skills learned during the camp will benefit you?

Q5 – 12 Problem Solving

5. In some activities during the camp you worked in groups, did people disagree, please explain?
6. How did you handle these disagreements?
-How could the experience in disagreements help in dealing with similar situations?
7. How did you identify the problems you came across, please explain?
8. How did you manage to solve problems you came across during the camp?
9. Will you say you made right decisions in solving those problems, please explain?
10. How did you implement your decisions in solving the problems?
11. What did you learn from solving problems during the camp?
12. How will this experience help you in later life?

Q13 – 19 Respect

13. What doesn't the word respect mean to you?
14. How will you describe the behavior of the people you met towards you?
15. Do you think the people in the camp were caring and sensitive towards your needs, please explain?
16. Will you say you were polite towards each other and please explain?
17. Do you think you learned anything about respect in the camp?
18. What do you think about the importance of respect when working with other people?
19. How will this help you in later life?

Q 20 – 24 Responsibility

20. How will you describe your experience in managing your time?
21. How did you find the activities in the camp?
22. Did you do what was expected of you without any problems, please explain?

23. When given a responsibility to perform a task, how did you go about it?

24. How will this help you in later life?

Q 25 – 28 Teamwork

25. How will you describe your experience of working with others?

26. Were you given opportunity to work in a group, please explain?

27. How will you describe cooperation with others during the group activities?

-How has attending youth camp helped you develop in working with others?

28. How will this experience benefit you in later life?

Q 29 – 35 Sportsmanship

29. What does the concept of sportsmanship mean to you?

30. During the camp, did you experience a situation where results went against you or your group?

31. How did you handle the situation?

32. What is your opinion about fairness when competing?

33. How did you react to a person or group that won?

34. What did you learn about sportsmanship from this experience?

35. How will this experience help you in later life?

Q 36 – 40 Social cohesion

36. Please describe to me, how did meeting new people make you feel?

37. How will you describe your relationship with the new people you met?

38. Will you say you tolerated the cultural differences with the people you met, please explain?

39. How did you handle your differences with other people met in the camp?

40. How do you think the experience of interacting with different people will help you in later life?

Q 41 - 50 Leadership

41. In some activities during the camp you worked in groups, how will you describe the experience with working in a group?
42. How did you help others to perform better in the activities or tasks given to you?
43. How did you influence others positively to achieve the goals in a group?
44. How important it is to be a role model to your peers?
45. Did you get an opportunity to experience this during the camp, please explain?
46. How will you describe your working relationship with others during the camp?
47. During challenging tasks or activities, how did you manage to motivate others?
48. What have you learned from this experience?
50. How could the experience in leadership help you in later life?

Q 51 – 59 Communication Skills

51. What do you understand about communication skills, please explain?
52. Were you given opportunity to share your thoughts and ask questions, please explain?
53. Do you like to discuss in groups, and why?
55. Do you think information was given to you regarding the daily program and activities of the camp, please explain?
56. How did you feel when other people in the camp listened to you while you were talking?
57. What is your opinion regarding listening while other people are talking?
58. Which communication skills did you learn in the camp?
59. How will communication skills learned help you in later life?

Q 60 – 68 Good Practice

60. Please tell me about your relationship with the staff before and during the camp?
61. How did you get selected to attend the camp?

62. How did the staff make your stay in terms of support and administration before and during the camp?
63. Throughout the camp experience, youth took part in many activities. How will you describe the activities you performed during the camp?
64. How will you describe the organization of those activities?
65. What have you learned from those activities?
66. Please tell me more, how will the learning experiences benefit you in later life?
67. How will you describe your stay during the camp?
68. Finally, are there any aspects of the camp that you would like to comment on, or which you think could be improved?



APPENDIX B



INFORMED CONSENT

Dear Respondent

I (Full name) hereby voluntarily grant my permission for participation in the research about significance of sport in youth development through youth camps in rural communities in South Africa. The nature, and objectives of the study have been explained to me and I understand them. My involvement in the research is voluntary and I have been told that I may withdraw from participation in this study at any time without any loss of benefits or rights. Whether I agree to participate in the study or not will have no effect on my camp experience and opportunity to participate in the camp.

I understand my right to choose whether to participate in the study and that the information furnished will be handled confidentially. I am aware that the results of the investigation may be used for further research and publication. I give permission that the interview may be recorded and understand that a written transcript of my anonymous research interview will be stored for 15 years at the Department of Biokinetics, Sport and Leisure Sciences, University of Pretoria.

Signed on the day of.....20..... at.....

Participant

Researcher

Signature

Signature