IMPACT OF SPORT SKILLS FOR LIFE SKILLS (SS4LS) ON THE DEVELOPMENT OF CAPABILITY SETS OF STUDENT ATHLETES: A CASE STUDY APPROACH

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DECLARATION

I, Nicolas George Kock, hereby declare that this dissertation titled: The Impact of Sport Skills for Life Skills (SS4LS) on the development of capability sets of student athletes: A case study approach, is my own work, that it has not been submitted for any degree or examination in any other university, and that all the sources I have used or quoted have been indicated and acknowledged by complete references.

Signed:

Student: Nicolas George Kock

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Sport skills for life skills staff and participants

 over the past 22 years

University of the Western Cape Cricket Club

Western Province Cricket Association

ABBREVIATIONS

CA   Capabilities Approach

CSA   Cricket South Africa

DSM   Development of sport model

FIFA   Fédération Internationale de Football Association

HSSREC   Human and Social Sciences Research Ethics Committee

INGO's   International non-governmental organisations

IOC   International Olympic Committee

MYSA   Mathare Youth Sport Association

PYD   Positive Youth Development

SAFA   South African Football Association

SARU   South African Rugby Union

SASCOC   South African Sports Confederation and Olympic Committee

SCORE   Sport Coaches Outreach

SDM   Sport Development Model

SDP   Sport for Development and Peace

SfD   Sport for Development Model

SS4LS   Sport Skills for Life Skills

UWC   University of the Western Cape

ABSTRACT

In recent years, we have seen an increase in sport for development (SfD) research. However, a current integrated literature review on sport for development found that despite the vast majority of SfD projects being located in Third World countries 90% of the authors of the 437 peer-reviewed journal articles were from First World countries.

Furthermore, despite the surge in research around sport for development there remains a dearth of SfD researchers who employ the Capability Approach (CA). Even more so when utilising this approach in a South African sports context for research, policy and practice. The aim of this study will be to explore the impact, of a sport and educational intervention that straddles both the SfD and SDM models, on the capability sets of athletes at tertiary level in a developing country.

The research design of this study will employ a qualitative exploratory approach. Both quantitative and qualitative research methods of enquiry will be utilised throughout the research. This research tools include the use of a survey questionnaire, and semi-structured interviews. The case study of the Sport Skills for Life Skills programme based at the University of the Western Cape showed how such initiatives can serve as a resource for young athletes to evolve their capability sets. Positive impacts on all the identified internal capability sets of play, bodily health, social affiliation, education and self-efficacy were reported by respondents and participants of the Sport skills for Life skills programme.

Keywords: Sport skills for Life skills, capability approach, sport for development, capability sets, cricket

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CHAPTER ONE: INTRODUCTION

1. Overview and relevance of the study

1.1.1 Contextualisation and background to research
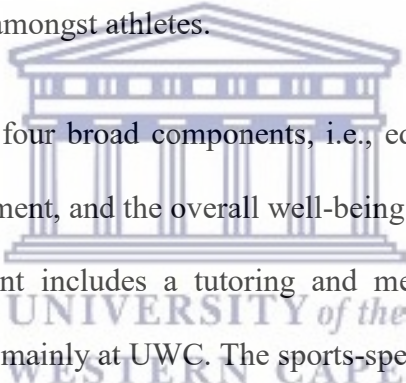
In 2020, large sections of the South African population were still condemned to a life of poverty, due to the legacy of Apartheid and colonial policies (Mellet, 2020: 7-14). According to Amartya Sen, in his writings on the capability approach, poverty is a state of capability deprivation for individuals (Nussbaum, 2011: 144).

The transformation debate in South African sport seeks to achieve greater inclusivity and representation. An athlete's journey starts at the bottom of the sport pyramid, through mass participation, and ends at the elite level. This road is paved by various tiers of government and/or sport federations, through the development of sport model (DSM), which lays out the building blocks in terms of facilities, coaches and sport specific support for the development of an athlete's sport-related skills.

Apartheid left an indelible mark on marginalised communities in South Africa, and it is those marginalised communities that sport is trying to reach, to become more inclusive. There are a number of organisations rooted in the sport for development (SfD) model who are using sport as a vehicle to achieve development-based outcomes that may contribute to community wellbeing. SCORE is one such organisation that emerged in 1994. They built 36 outdoor multipurpose community recreational facilities, and trained 31 477 people reaching over 50 communities across four provinces over a 25-year period (Coalter, 2010: 297-98; Sherry, 2017: 6 -8; SCORE, n.d.).

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Sport Skills for Life Skills (SS4LS) is a Section 10 not for gain company that manages various projects at educational institutions, including primary, secondary and tertiary level. I serve as the Executive Director of the SS4LS programme, which is reflected in the limitations of this study. The primary focus is a cricket project established at the University of the Western Cape (UWC) during the 1999/2000 season, which intercepts marginalised athletes on their journey to becoming elite athletes in terms of the DSM pathway. SS4LS strengthens the DSM pathway, whilst at the same time creating further support around the athlete, using an SfD approach. The aim of the cricket project is two-fold: firstly, it seeks to create an environment for the participants to trigger improved performance. These 'triggers' are rooted in the human development index and have evolved into various components within the cricket project. Secondly, in the broader scheme of things, the cricket project attempts to address poverty by tackling capability deprivation amongst athletes.

The cricket project consists of four broad components, i.e., educational development, sport development, personal development, and the overall well-being of the individual. The cricket project's educational component includes a tutoring and mentoring programme that has produced nearly 300 graduates, mainly at UWC. The sports-specific component has produced 25 male first-class cricketers, two of whom made it all the way to the South African A side, two who represented the Proteas, and two who represented Zimbabwe. The females go toe-to-toe with their male counterparts, with 19 females representing Western Province, five of whom went on to represent the Proteas. The wellness component has assisted numerous student athletes who do not have access to private medical care, to access orthopaedic operations, dentistry procedures, optometry and other wellness services, from providers who volunteer their services. Personal development is facilitated by various debriefing sessions, player camps, and workshops, which form part of the hidden curriculum of the project. Graduates from the cricket project are spread all over the globe, with some employed by multinationals in Europe

and the Middle East, and other graduates running their own businesses in marginalised communities in Cape Town, effecting social change.

Sport is more than a mere reflection of society. It has the potential to be a vehicle for social change, both positive and negative (Coakley, 1998: 49). The conceptual framework within which sport is used as a vehicle for social change is an important starting point for any project. Sport skills for Life skills has embraced the Capability Approach.

Social inclusion can be defined as enabling access to social relations that could lead to the lessening of capability deprivation (Sen, 2000: 20-92); thus, the root cause of social exclusion often lies in social structures, which has particular relevance when unpacking the separate development approach of Apartheid policies that purposefully divided communities in South Africa. After more than 25 years in a post-Apartheid society, we are still grappling with the realities of structural exclusion created by the previous regime. Sport, being a reflection of society, was not spared.
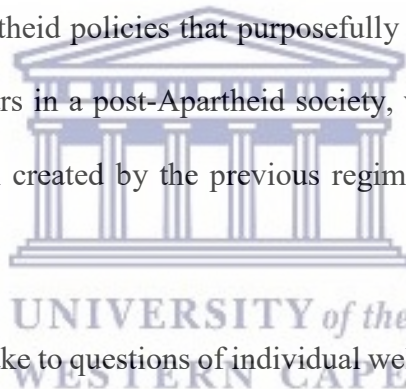
The contributions sports can make to questions of individual well-being, through the capability approach, development or freedom, have only recently begun to be considered by some researchers.

1.1.2 Significance of study

There is a scarcity of literature regarding the development of capability sets of student athletes, particularly those at a previously disadvantaged tertiary institution in a South African context. Therefore, the aim of this research is to explore the impact of a sport and educational intervention on the capability set of athletes at tertiary level. Furthermore, this study will

explore whether the capabilities approach can be used to frame and understand sport for development and sport development model practices.

1.2 Problem statement, Research questions, Aims and Objectives

1.2.1 Problem statement

The concept of 'sport development' is a loaded one, that gives birth to two diverse paradigms: the sport development model (SDM) and the sport for development model (SfD). The SDM deals with the development of a specific sport i.e. football. The organisations involved in the development of football would be the Fédération Internationale de Football Association (FIFA) at an international level, the South African Football Association (SAFA) at a national level and SAFA Western Cape at regional level. These organisations aim to increase the footprint of football by involving more people as players, fans, sponsors or ambassadors for the sport.

SfD refers to social development through the use of sport, and works on three different levels. At a micro level, it is about supporting an individual to learn and grow; on a meso level, it refers to improving the living conditions of a community; and on a macro level, it can assist a nation to overcome trauma such as Apartheid or conflict (Burnett, 2009: 1193 – 1195).

The case study organisation used in this study, the Sport skills for Life skills (SS4LS) programme, straddles both approaches in that it has produced elite athletes (SDM) and also addressed broader social developmental problems (SfD), such as access to further education, and can therefore be seen as a human development intervention (Burnett, 2007: 3). In many ways, it attempts to artificially enhance the human development index for its participants in order to strengthen agency through the expansion of human capabilities (Conradie & Robeyns, 2013: 561). The question can therefore be asked to what extent such programmes contribute to the expansion of capability sets.

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1.2.2 Research questions

RQ1: How can a sport-focused intervention at a university influence capability sets in student athletes?

RQ2: Can a focused sport intervention at a university positively impact the outcomes of both the SDM and SfD models in sport?

1.2.3 Aim of the study

Exploring the impact of a sport and educational intervention on the capability sets of athletes at tertiary level in a developing country.

1.2.4 Objectives of the study

- To explore the capability sets of student athletes that have exited the UWC-based cricket project of SS4LS.
- To assess the SDM and SfD outcomes of a focused sport intervention at a university.

1.3 Research Design

The aim of this study is to explore the impact of a sport and educational intervention programme on the capability set of athletes at tertiary level in a developing country. A mixed methods approach will be used. The intent of quantitative and qualitative research is to understand particular social situations, phenomena, roles, interactions, and life experiences, and was used in this study as it allowed the researcher to generate information about

perceptions and understandings of individuals from their own life experience within a specific social context (Babbie, 2018: 269).

Research methodology, as defined by Kothari (2004), is a systematic way of solving a research problem. In research, there are two basic approaches of research methodologies: quantitative and qualitative (Kothari, 2004). Qualitative approaches focus on a qualitative phenomenon, i.e., phenomena pertaining to or involving quality or type, while quantitative approaches are relevant to a phenomenon that can be described in terms of quantity (Kothari, 2004). This study will include both quantitative and qualitative approaches, but the emphasis will be mostly on the qualitative. This includes the use of a survey questionnaire, and semi-structured interviews.

1.4 Limitations of the study

Various limitations were identified for this research. The entire study sample consisted of mostly male alumni, and very few female alumni. This might have influenced the perceived perception of student-athlete involvement with the SS4LS programme. The study only focused on one sport and educational intervention programme; other studies undertaken at other programmes may support or result in different findings.

Furthermore, it is important to disclose that the author of this dissertation is a founding member and the current Executive Director of the SS4LS programme. This is a limitation that might lead to bias.

1.5 Ethical Considerations

A researcher's moral integrity is critical to ensuring that the study process and outcomes are trustworthy and valid. As a result, ethics remains an important aspect of the research process to guarantee that the study findings, and the recommendations are considered as reliable and trustworthy (Hesse-Biber & Leavy, 2011).

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Therefore, it is important to note the following:

• The consent of the participants and respondents must be obtained voluntary prior to any participation.

• The participants and respondents must be properly informed about the nature of the study, how their contributions will add value to the research project, and the possible risks associated.

• The participants and respondents' rights must be protected, and their participation will be disclosed only with their consent.

1.6 Definition of terms

Agency – The choices people made by individual actors as they either reproduce or resist present social relationships (Haralambos, 2000: 156).

Aspiration – Aspiration is the hope or ambition to achieve something (Conradie, 2013: 561).

Capability Approach - The capability approach sees human life as a set of doings and beings also referred to as functionings (Sen, 1989:43; Nussbaum, 2011: 125-129; Robeyns, 2005: 94-96).

Capability – A capability is the freedom to achieve valuable functionings also referred to as substantive freedoms. Capabilities refer to functionings that are effectively possible (Sen, 1989: 48; Robeyns, 2005: 93).

Functioning – Functionings are all the 'doings and beings' that constitutes human life such as being healthy, being part of a community, being rested, being literate and being respectful. (Sen, 1989: 43).

Human development – Human development refers to the blossoming of human potential in its fullest sense denoting all matters public, private, economic, social, political and spiritual (Alkire, 2002: 182).

Human development interventions - Human development interventions are aimed at capabilities augmentation, whilst simultaneously reinforcing essential human values such as people's agency and caring/compassion for one's community (Conradie, 2013: 560).

Positive youth development - Positive youth development (PYD) looks at children and adolescents as entities that possess 'resources to be developed' rather than having 'problems to be solved' (Holt, 2017: 1).

Resources – Resources are the goods and services that are used in the creation and/or development of capabilities. The characteristics of goods and services enable a functioning (Robeyns, 2005:95 -96).

Sport – Stems from the French word 'desporter' If you break the word up into 'des' meaning away and 'porter' meaning to carry (from the Latin 'portare' meaning to carry) you will discover the original meaning of the word sport - to carry away (Jones & Daly, 1992).

Well-being – Wellbeing is an element of human development. It consists of two components that combine to constitute wellbeing. The first component refers to personal wellbeing that relates to a person's standard of living. The second component refers to outcomes relating to sympathies i.e. helping others filling us with a feeling of being better off (Robeyns, 2005:94).

1.7 Chapters outline

Chapter 1 Introduction

This chapter gives a brief overview of the Sport skills for Life skills project and where it is couched within the sports development - and the sports for development model. The statement of the problem is presented as well as the research question, research aims and objectives, followed by the significance of this study. A definition of key terms is provided, and an overview of chapters in this thesis is presented.

Chapter 2 Literature Review

This chapter presents a review of literature, defining important concepts for the purpose of this study. The review of literature provides a description of the origin of sport in society and its evolutionary role therein. It looks at the recent emergence of the supposition that sport can act as a vehicle for social change and the ever-growing theoretical writings that has strengthened this belief in a Popperian fashion to an accepted truth.

Chapter 3 Theoretical Framework

This chapter outlines the theoretical framework of this study. The capability approach is unpacked in detail and then applied in a sporting context at tertiary level in South Africa.

Chapter 4 Research Methodology

This chapter describes the research methodology used in this study. This study is mixed methods in its design, and the data collection and data analyses techniques are presented. Reflexivity and trustworthiness are also described.

Chapter 5 Presenting the data

This chapter depicts the themes that emerges from the data analysis congruent to the specific capability sets that were identified within the capability approach.

Chapter 6 Discussion

This chapter discusses the data findings of this study and conceptualises the data presented in chapter 5.

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CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter will explore the latest and most relevant literature to the study, exploring the impact of a sport and educational intervention on the capability sets of athletes at tertiary level in a developing country. We will provide clarity on each of the key concepts for the reader and how they relate to each other, in order to shine some light on this study.

Sport has shown incredible growth globally, in terms of both its following and its commercial footprint. Sports like football and cricket currently command global followings of 4 billion and 2,5 billion people respectively, with both sharing in sport's global economic ecosystem, with an annual worth of around $620 billion US. This makes sport a very popular space, with immense financial clout, and able to reach billions of people across the globe to effect positive social change (Kearney, n.d.; World Atlas, n.d.).

The connection people have with sport is deeply rooted in ancient civilisations, reflected in the Palaeolithic paintings discovered in the Lascaux Caves, dated around 15 300 BC, which depict people sprinting and wrestling. In Egypt, rock paintings dated around 10 000 BC depict swimming and archery. Finally, Neolithic cave paintings were discovered in Japan that reflected a sport similar to sumo wrestling. It is clear that sport has been deeply embedded into the culture of societies across the globe from time immemorial, which further enhances its strength as a tool for social change (Banol, 2016: 66).

Closer to home, the Nguni (Swazi, Ndebele, Xhosa and Zulu) people engaged in the art of stick fighting, one of many traditional games. However, it was during the second occupation of the Cape colony by the British that sporting codes such as rugby, football and cricket were

introduced. Schools were established, such as Diocesan College (Bishops), Wynberg Boys High School, and missionary schools such as Adams College (1853), Healdtown (1855), Zonnebloem College (1858) and the famous Lovedale (1841), which drove the establishment of a culture of British sporting codes in educational institutions in what is now known as South Africa (Bam, 2019: 18-22). These schools served as the catalyst for the growth of a sports culture that revolved around colonial sports. Developing a sports infrastructure in the former Cape colony, introducing coaches and evolving the participation base of the various codes, was driven by the government of the day and its powerful ally, the church.

Rooted in religious teachings of the church, the term 'development' emerged in Britain in the 1650s with the theory of economic development, influenced by authors of the time such as Adam Smith and David Hume. In the 1800's development inferred the creation of a positive alternative to the social disorder caused by capitalism in Europe and the underdevelopment left in the wake of colonialism. The notion of sports development is rooted in the Enlightenment period, where development was seen as an intention, which hints at the concept of development's normative-based content. This normative quality is reflected through the various theoretical lenses when looking at sports development (Girginov, 2008:3-6; Mackintosh, 2021:14-25).

The developmental aspect of sport has as its goal the empowerment of individuals and the improved welfare of communities. However, this is not always the case as sometimes quite the opposite happens. What Anthony Giddens would refer to as unintended consequences. Sometimes the building of sport infrastructure upsets locals or even displaces people such was the case of the hosting of the Olympics for cities like Beijing, Sydney and Moscow (Girginov, 2008: 20; Stones, 2017: 1-40 Blunden, 2022: 383-385).

2.2 Sports development

The concept of sport development contains two diverse paradigms: the development of sport model, and the sport for development model. In South Africa, as one of the most unequal societies in the world, the concept of 'sport development' becomes a loaded one on various levels. According to Lapchick (1979: 1) the Apartheid legal system, which was in place from 1948 to 1994, reduced non-whites in South Africa to secondary citizens (Jones, 2021: 62-89).

Sport in South Africa today, 28 years after the fall of Apartheid, is still a highly politicised space, where old scores are being settled and new blows are being struck by opposing camps. This highly flammable space at times constrains athletic performance and erodes athlete well-being (Burnett, 2007: 3; Sherry, 2017: 6). Let us unpack the two components associated with sport development.

2.2.1 Sports in development

The development of sport model (DSM) or Sport Plus model (S+) focuses on outcomes that are narrowly sport-specific. That is, it focuses on team or individual performances on a local, regional, national or international stage. From an athlete's perspective, DSM relates to the initial identification of an athlete, the development of the athlete's sports-related skills, and the management of the athlete whilst on the pathway to realising his/her full potential. From a sport organisation's point of view, DSM centres around the provision of sport facilities, the implementation of sport programmes from mass participation to elite level, as displayed in Figure 2.1, and the employment of people that can deliver the range of aforementioned sport programmes.
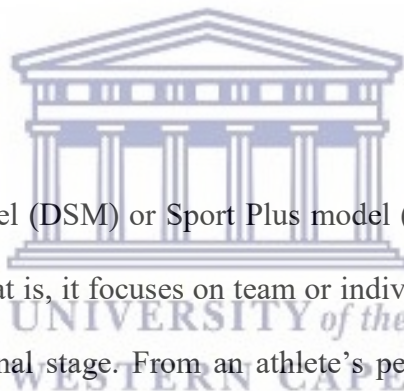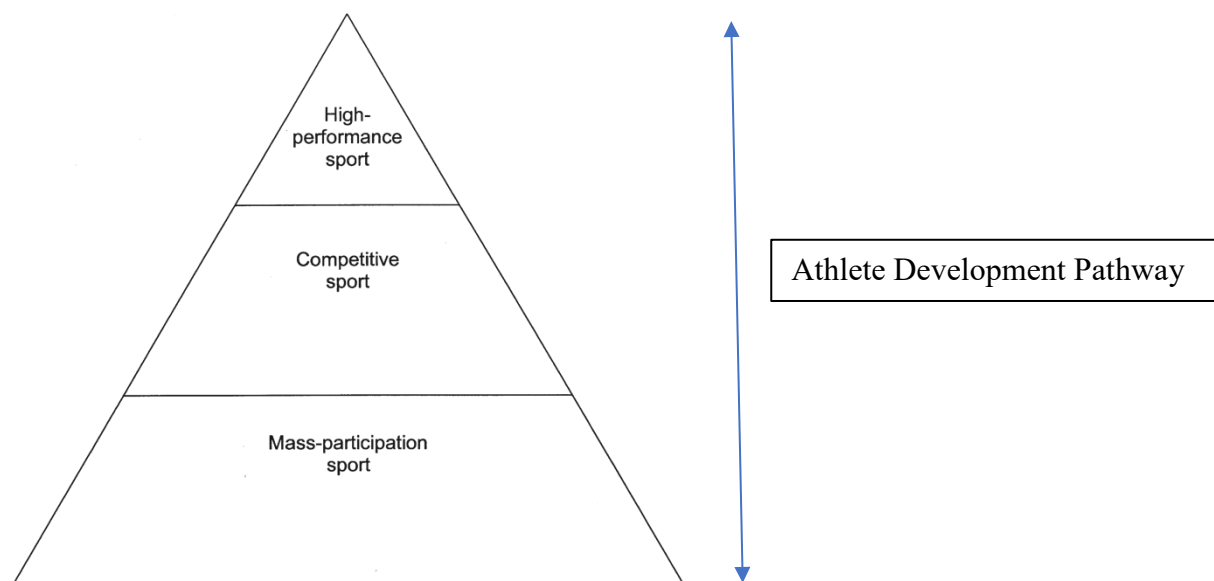
Figure 2.1: Sport Plus Model Pyramid (Green, 2005:235; Dixon, 2021: 296).

Initially in South Africa, the British government and the supportive missionaries initiated the DSM model during colonialism, creating schools with academic and sport facilities to establish British sporting codes. Some of these institutions are still fully functional and provide an array of athletes that feed into the modern DSM model in South Africa. However, during Apartheid's 'separate but equal' development ideological approach, the infrastructure was split into the various racial denominations to serve the Apartheid philosophy. Today, national federations, such as Cricket South Africa (CSA), the South African Rugby Union (SARU), and the South African Sports Confederation and Olympic Committee (SASCOC), look after athlete development, and the various tiers of government are responsible for the facilities roll-out (Coalter, 2010: 297-98; Sherry, 2017: 6-8; Darnell, et al., 2019: 1-18).

2.2.2 Sports for development

The sport for/in development model (SfD) or Plus Sport model (+S) looks towards sport, play and physical activity as a vehicle to achieve development-based outcomes. It focuses not only on the improvement of the sport-related skills of the athlete, but also on other skills that will

enhance the personal development of the athlete beyond his/her chosen sport. This will provide a much broader developmental impact than just on the individual itself (Coalter, 2010: 297 – 98; Darnell *et al*., 2019: 1-18).

Empirically, the SfD (+S) model can be traced back to the UK during the Victorian period (1837 – 1901). However, there are differing views as to who the intended beneficiaries were of these programmes. Sanders asserts that recreational activities were used as a platform for interventions aimed at working- and middle-class Englishmen (Sanders, 2014: 790; Darnell, 2018: 14-15; Darnell et al, 2019: 3-23), while Sherry argues that the intended beneficiaries of these interventions were privileged young men from elite public schools in the UK, in order to mould their character in preparation for their leadership roles later in life in British society (Sherry, 2017: 4). Either way, these interventions were few and far between, and on a relatively small scale.

Before the 1990s, sport, as a reflection of society, was seen as an endeavour that cultivates personal attributes, such as discipline, dedication and excellence, amongst athletes who competed for personal and national pride on the international stage. International competitions became an extension of global issues, such as Nazism and their racist Aryan race philosophy, highlighted by Jesse Owens' participation in the 1936 Olympic Games in Germany; Soviet occupation of Eastern Europe underlined by the Hungarian v Soviet Union's water polo clash in the 1956 Melbourne Olympics; racial oppression highlighted by Tommie Smith's and John Carlos' black power salute at the 1968 Olympic in Mexico City; the Cold War culminating in the Soviet Union's withdrawal from the 1984 Olympics in Los Angeles; international doping that was accentuated by the 'dirtiest race in history' during the 100m final of the Seoul Olympics in 1988; and, closer to home, sport sanctions were a critical tool in the global fight against Apartheid (NZ Herald, n.d.; Zipp, 2017: 14 - 15).

From 1990 onwards, sport gradually started to be viewed in a different light, as a potential tool to effect positive change in communities. South Africa's liberation intersected with this Eureka moment of the SfD movement, creating the perfect platform for South Africa to be the global case study for this new paradigm shift. Sport was to be an important tool in the reconciliation process for South Africa after nearly 50 years of Apartheid. This new realisation was supported by a switch in focus by international and domestic funding organisations, which served as a catalyst for the revival of the idea that sport can serve as a vehicle for positive social change, with South Africa as its new focus (Zipp, 2017: 1-35; Darnell *et al.*, 2019: 1-18).

The emergence of athlete activists, such as Norwegian skater Johann Koss, created new foci in sport, such as the provision of access to recreational activities for children in refugee camps. Koss's initiative evolved into the global Right to Play organisation, who reported in 2008 to United Nations Office on Sport for Development and Peace on the variety of benefits for respondents, such as fostering social inclusion, increasing self-efficacy, promoting gender equality, building empowerment (especially for girls and young women) and promoting healthy attitudes (UNICEF, n.d.; ICSSPE, n.d.). However, more recently, a systematic review found that the most prevalent foci are now mental health and physical wellbeing; community development, social cohesion & peacebuilding; education; and finally, employment, as displayed in Figure 2.2 (Zipp, 2017: 15 – 35; Darnell *et al.*, 2019: 1-18). The SS4LS initiative at UWC has a number of these topical themes present in the project, the most obvious of which is education, but it also includes mental health and physical wellbeing, social cohesion, community development and employment.

Figure 2.2: Common Areas of impact for SfD model

2.3 Sport and civil society

The concept of civil society only emerged in the early 1990s, during the very visible uprising of the broader community in the liberation of numerous East European states, making it inherently a very modern concept. This is not too dissimilar to the idea that sport can serve as a vehicle for social change. Thus, the SfD model, like civil society, really only took root in the early 1990s as a viable and broadly accepted model for social change (Darnell *et al*., 2019: 1-18).

In modern society, the role of sport as a means to promote education, health, development and peace was formally acknowledged with the adoption of resolution 58/5 by the General Assembly of the United Nations in 2003. Furthermore, the first (2003) and second (2005) International Conference on Sport and Development held in Magglingen, Switzerland created an inclusive platform for the broader sport fraternity, such as sports federations, governments,

UN agencies, the media, athletes, business and civil society (Sport and Dev, n.d.; Burnett, 2009: 1192 – 1194; Darnell, 2018: 14-19).

Civil society organisations in an SfD context can take on different forms, such as international non-governmental organisations (INGOs). Examples of INGOs are the custodians of the Olympic Games, namely the International Olympic Committee (IOC), who also encourages and supports the promotion of ethics in sport alongside the education of youth through sport; the Laureus Sport for Good Foundation, which supports more than 200 SfD programmes in 40 countries, using sport as an intervention to further the UN's Sustainable Development Goals by focusing on education, women and girls, health and well-being, peace, inclusivity and employability; Nike's Sport for Social Change Network organisation, which drives social change through strategic partnerships between the private and public sectors; and finally, the Grassroots Soccer emphasises youth development with a strong healthcare component that focuses on reproductive health and HIV (Spaaij, 2009: 1109–1117; Darnell, 2018: 14 – 497)

Then there are non-governmental organisations (NGO) that operate on a national or regional level within the borders of a country, such as the Sport Coaches Outreach (SCORE) programme in South Africa which focuses on youth development; Educulture, started by Mr Hoffmeester, operating in Elsies River, providing educational opportunities to young cricketers from Elsies River to schools in the greater Cape Town area; and the JAG Foundation, which also focuses on youth development, exposing children to an alternative life path with their value-based sport and play programmes within rugby, running, cycling, and basic ball games. The growth of these types of SfD organisations is rapidly gathering momentum in the 21st century (JAG Foundation, n.d.; SCORE, n.d.; Darnell, 2018: 77).

The latter part of the twentieth century (1985-2000) saw the emergence of around 30 organisations that operated globally within the SfD milieu. The Mathare Youth Sport Association (MYSA) from Kenya is one of the oldest of its kind, started around 1987, with 25 000 current beneficiaries of the programme. This NGO uses football as a vehicle for social change, focusing on the social exclusion of girls and women, school retention, HIV/AIDS prevention and environmental clean-up (Give and Gain, n.d.). From 2000 onwards, INGOs and NGOs operating within the SfD field experienced exponential growth. According to Kidd (2008: 370), 166 SfD organisations were registered with the International Platform for Development by 2008. Hartman (2011) asserted that, by 2011, there were 295 SfD organisations registered on the platform, and Sanders (2014) noted that, by 2014, there were 389 such organisations registered on the platform (Hartmann, 2011: 284; Sanders, 2014: 791). However, Mwaanga (2013) put the number of NGOs in the SDP field in excess of 400 by 2013, indicating an even quicker growth rate over a 13-year period, from 2000 to 2013 (Mwaanga, 2013: 1; Darnell, 2018: 40- 77).

SfD NGOs are often conceived in spaces where policy and/or tiers of government fail to adequately address the social challenges that communities are facing. However, positioning NGOs on a linear spectrum, with SfD on one end and DSM on the other, is not a simple exercise. NGOs can take on both roles to various degrees. Therefore, the challenges NGO initiatives are attempting to address within a community will to a large extent determine where on the SfD versus DMS continuum it will find itself (Coalter, 2010: 298; Darnell, 2018: 3).

A recent literature review on SfD found that the vast majority of projects are located in the Global South (Africa, South America and parts of Asia), but 90% of the authors of the 437 peer-reviewed journal articles were located in the Global North (Australia, North America and Europe) (Schulenkorf, 2016: 22; Schulenkorf, 2018:1). Furthermore, in nearly 60% of the

literature, either social capital or positive youth development (PYD) frameworks were employed. Dao (2019: 3) noted that these two theoretical approaches tend to view development as a linear process, which is not context-sensitive (Schulenkorf, 2016: 29-30). Over 70% of SfD literature focused on either football, general physical activities, and basketball, whilst cricket accounted for only 2% of the research conducted, and rugby 0% (Burnett, 2009: 1194; Schulenkorf, 2016: 22).

2.4 Sport skills for Life skills

The name of the programme under scrutiny, Sport skills for Life skills, asserts that life skills must be an integral part of the programme. The central idea reflected in the name is that promising young athletes from disadvantaged backgrounds offer their sporting talent in exchange for life skills, in their quest to play for their country (Sport skills for Life skills, n.d.).

Ronald Masinda was an aspiring young cricketer who wanted to play for his country. As a talented young cricketer from the township, he made it all the way to first class level (CricInfo, n.d.). He is also an award-winning journalist and former SS4LS scholarship holder, and wrote in the Cape Argus (2015: 3) about his experience in the programme:

> The only time I felt equal to other cricketers was during my time at the University of the Western Cape (UWC). As a scholarship holder there in 2003, I learnt the only way I could improve my game as a spin bowler was to be in an environment where I ate, slept and drank cricket. The Sport skills for Life skills programme (funders of UWC cricket scholarships) taught me a lot about the game and help take the financial strain off my mom. My experience at UWC taught me another valuable lesson – something the game's administrators need to take into account. I was the best cricketer I could possibly be because I enjoyed the best facilities to enhance my game, received the right

nutrition, had a sport psychologist to talk about the mental aspects of the game and received the best coaching ... Once I completed my degree in media communications at UWC, I began working at eNCA as a news intern.

Some of the former beneficiaries of the SS4LS programme went on to play for their country, such as Lizaad Williams (South Africa), Zubayr Hamza (South Africa) George Banda (Zimbabwe), Andrie Steyn (South Africa) and Blessing Mahwire (Zimbabwe). All of them have graduated from UWC, bar Zubayr Hamza, who temporarily suspended his B. Comm (Accounting) degree in his second year. These athletes are a small percentage of the overall intake of the programme from its inception.

However, more important is that the programme has produced in excess of 300 graduates, the majority of which did not end up being professional cricketers. However, like Ronald Masinda, they are gainfully employed. Some graduates are even involved with national sports teams in other capacities. Zane Webster is the strength and conditioning coach of the Proteas cricket women's team, Francis Lamech is the physiotherapist of the Kenyan 7s rugby team, Craig Govender is the Protea cricket men's physiotherapist, Romano Ramoo is the performance analyst for the Western Province professional cricket side, and David Selepe is on the Gauteng Lions cricket board.

This is in some ways a microcosm of the South African sporting landscape, where only a few athletes make it to the top and earn a living by playing sport, and only a handful of these make enough money as players to sustain themselves beyond their playing careers. The deck is well and truly stacked against the athlete.

Despite the odds, aspiring athletes continue to sacrifice for the dream of turning professional.

Burnett (2005: 1 - 2) found that the two most significant contributing factors for athletes pursuing a career in athletics are success in their chosen sport, and the support of significant others. It was established that, with athletes from lower socio-economic groupings, sibling support plays a major role as a socialisation agent in the development of an individual's identity as an athlete (Burnett, 2005: 1-13; Lassalle, 2018: 333-354).

The athlete's sport identity becomes central to who they are in their quest to make sport their career, and they become insulated from non-sport relationships and experiences; the longer this persists, the more difficult it becomes for these athletes to transition out of sport and into mainstream society (Burnett, 2005: 1-13; Danish 2005: 49; Coakley, 2017: 283-284).

Personal motivation and drive alone will not guarantee success. Environmental factors, such as access to quality coaches, equipment, and facilities, all play an important role in creating opportunities for athletes to become successful (Burnett, 2005: 2 -3; Lassalle, 2018: 333-354). Burnett also identified culture, ideology and structural barriers as playing a factor in an athlete's journey to the top.
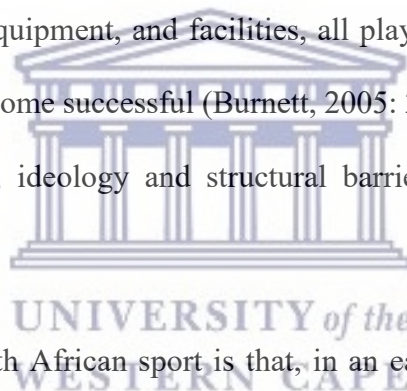
The unfortunate reality in South African sport is that, in an earlier specialisation sport, like football, where players as young as 16 can end up with a professional contract, it is less likely that an individual will remain in school beyond secondary education. In the Santos team from Cape Town of 1986, only three squad players attained a post-secondary school qualification: Rodney Theys, Rodney Reiners and Duncan Crowie all qualified as teachers (Allie, 2006; Reiners, n.d). The pull of financial reward for athletes from lower socio-economic backgrounds is strong if there are no social forces to act as a counterweight.

In South African rugby today, there are no national players of colour with a qualification beyond high school. This leaves former professional sports people, especially players from

lower socio-economic backgrounds, at the precipice of a significant drop of income upon retirement, and long-term instability when it comes to future employment opportunities.

2.5 Sport and positive youth development

PYD stems from Urie Bronfenbrenner's ecological systems theory, whose approach definitely did not evolve with sport in mind, but which has nevertheless found application within the SfD approach. It centres around the strengths of adolescents, rather than viewing them as individuals that possess problems that need solving. For Bronfenbrenner, the process of human development is principally influenced by the interaction between an individual and their environment or, as Giddens would put it, between an agent and structure (Bronfenbrenner, 1979: 3-16; Coetzee *et al.*, 2001: 55-58; Cabrera et al, 2017: 5-18; Stones, 2017: 1-40).

Various models or frameworks are used within the PYD paradigm, such as Lerner's five Cs model, and Pierce, Gould, and Camiré's Life Skills Model. Lerner's model suggests the use of five psychological, behavioural and social attributes to measure whether youths are flourishing: competence (social, academic, cognitive, and vocational skills), confidence (belief in their own abilities), connections (ability to have positive interaction between peers, family, school and community), character (respect for societal and cultural norms) and compassion (sense of empathy and sympathy). According to Lerner, when high levels of these five Cs are present, a 6th C emerges, contribution, to self, family, school, the community and civil society (Gould, 2008: 61-62; Cabrera et al, 2017: 5-18).

Life skills have become central to an athlete's decision-making ability, which becomes even more critical when the athlete transitions away from sport and starts to redefine their identity. Life skills refer to skills that allow an athlete to fully participate in everyday life. It enhances

the athlete's ability to successfully adapt to new challenges presented to them by different environments (Danish, 2005: 49; Hermens, 2017: 1).

The Life Skills Model sets out the process whereby life skills are transferred on a continuous basis through sport. During this process, an individual 'develops or earns and internalizes a personal asset … in sport and then experiences personal change through the application of the asset in one or more life domains beyond the context where it was originally learned' (Holt, 2020: 437). The transfer process of life skills can occur either implicitly or explicitly. The implicit process is subtly entwined in the athlete's day-to-day sport experience, which reveals itself as the hidden curriculum. The culture and values imbued in a sport programme will play an important role in the success of the implicit process. The explicit process is the systematic and intentional life skills transfer process, such as holding workshops, team bonding events and individual debriefing sessions for the athletes in a programme (Holt, 2020: 437-438).

A SfD program effectively anchored within the PYD paradigm can greatly enhance an athlete's personal development. The impact of personal development reverberates through the capability approach on various levels, whether it be resources, capability sets, personal conversion factors or the exercise of choice by the athlete. The personal development of athletes, through learning life skills and continued exposure to formal education, are two key ingredients of the SS4LS programme, making the capability approach a very useful theoretical lens through which to view it.

2.6. Sport and the capability approach

Emerging in the 1980s, Amartya Sen's capability approach was seen as an alternative to the neo-liberal approach that equated development with economic growth. For Sen, development was the expansion of human freedom; hence, the real question was whether the citizenry

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possess the freedom to choose to live a life they have reason to value (Nussbaum, 2011: 3; Kjosavik, 2021: 79-86).

The application of the capability approach to sport is in its infancy, but is already seen as a compelling theoretical lens through which to explore the SfD paradigm. For example, Dao and Smith (2019: 8) argue that an orientation towards the capability approach would serve as a sensitising devise for both SfD practitioners and programme designers, forcing them to continuously consider the causality between a specific action and the expansion of programme participants' capability sets. Capability sets refers to the set of valuable functionings a person has real access to when deciding on the type of valued life (s)he would like to lead. Therefore, a capability represents the ability to achieve. An expansion of the capability sets will lead to the expansion of real freedom, allowing individuals to have a more probable opportunity to lead a life of their choosing, one they have reason to value (Dao & Darnell, 2017: 1-10).

Whilst Sen steers away from a fixed list of capabilities, Martha Nussbaum (2011) provided a basic checklist of capabilities that she refers to as the list of Central Capabilities. This list of ten Central Capabilities is universally the minimum standard that is necessary across all societies. Nussbaum's list will be unpacked a later stage, but the list mentions: (1) Life – the ability the live your life to its natural end without it being reduced to a life not worth living; (2) Bodily Health – the ability to have good health i.e. adequate nourishment and shelter; (3) Bodily Integrity – the capacity to move freely and without the threat of violence; (4) Senses, Imagination and Thought – the ability to use the senses to imagine think and reason, protected by guarantees in relation to freedom of expression and freedom of religious exercise; (5) Emotions – the ability to have attachment to people and things outside ourselves and to not have one's emotions stunted by fear and anxiety; (6) Practical Reasons – the ability to critically reflect on one's life; (7) Affiliation – the ability to live with others, be free to engage in social

actions, and to have self-respect, non-humiliation and non-discrimination; (8) Other species – the ability to live with concern for animals, plants, and nature; (9) Play – the ability to laugh, play, and enjoy recreational activities; and (10) Control over one's environment – the ability to participate effectively in political choices, and to own property and have rights on an equal footing with others (Nussbaum, 2011: 33 – 34; Arun, 2022: 1-22).

The capability approach looks at how individuals utilise resources in their immediate environment and transform them into potential functionings or capability sets, to pursue of a life worth living by the individual. Sport is one such environments within which an individual might find themselves, and the SS4LS programme may be such a resource in the sport environment. Numerous studies have set out how sport has the ability to contribute towards personal and social human development through the enhancement of capability sets (Zipp, 2017: 33 – 34).

At the heart of the capability approach is education, as it is central to the development of human capabilities and the exercise thereof. Human capabilities represent the real freedom of individuals to achieve potential doings and beings (Sen, 2006: 128; Nussbaum, 2011: 152; Dao, 2021: 12). According to Sen, education strengthens freedom, and it therefore stands to reason that further education amplifies the ambit of freedom. Sen argues that education strengthen freedom in three ways. Firstly, literacy enables an individual to potentially partake in active citizenry. Secondly, education enhances the ability of the marginalised and disadvantaged to participate in social and political interactions. Finally, education has a redistributive potential through beneficiaries, thereby helping others (Rajapakse, 2016: 1).

Education has a prominent place where nations attempt to address inequality, social justice, and disadvantage in their communities, as it strongly contributes to the expansion of capabilities. Apartheid systematically inhibited the development and exercise of the human

capabilities of the majority of the population. In the 1960s, the average per capita spent on education by the South African government on white pupils was R114, 50, compared to just R13,50 on African pupils. In the mid-1970s, the disparity was even larger, with spending per capita on white pupils at R654, and only R48,40 on African pupils. The system also limited African scholars' access to certain skills and knowledge. Apartheid clearly impacted on an individual's ability 'to be' and 'to do,' depending on their race, and influenced the formation of a person's basic capabilities, internal capabilities and combined capabilities. As poor education impacts negatively on one's ability to exercise choice, Apartheid disproportionately adversely impacted the majority of the South African population (Johnson, 1982: 219-220; Nussbaum, 2011: 20-24; Conradie, 2013: 212; Robeyns, 2017: 21-47).

The impact of Apartheid on the psyche of its citizens can be seen through their exercise of choice, or assertions of their agency. Sen writes about how women in Calcutta, India, after the 1944 Great Bengal Famine, under-reported their suffering. Even though, in reality, the females surveyed were worse off than the males, it was not reflected in their feedback. According to Sen, it seemed as if the females surveyed adapted to being deprived nutritionally, health-wise and in other ways. Therefore, it was as if they were evaluated on different scale to the men (Ahrens, 2016: 75-76; Zipp, 2017: 36). Similarly, Apartheid deprived non-white citizens in South Africa over a prolonged period, with non-white women suffering even further deprivation. How does one know what one truly prefers if generations have been denied options through Apartheid, and individuals have been denied options throughout the course of their life? As in the case of the women surveyed in India, it is conceivable that individuals subjected to Apartheid will also exercise their choice in the context of adaptive preference (Conradie & Robeyns, 2013: 566).

An interesting SfD project was the Active Community Clubs Initiative, which was located in urban and rural areas in both the Eastern Cape and KwaZulu Natal. The project looked at community regeneration, utilising a community club as the catalyst. Firstly, local volunteers were recruited to assist with the implementation of the programmes. They underwent capacity-building workshops and mentorship programmes. Secondly, the initiative set out to plan, structure and implement sport, recreation and educational programmes. The aim of these programmes was to address local needs and challenges, thereby attempting to speak to some of the social challenges the various communities were facing. This was an Australian-funded initiative, which contributed to its biggest stumbling block i.e. lack of shared ownership and community uptake (Burnett, 2010: 35-36; Cohen and Welty Peachey, 2019: 103-116).

Like the Active Community Clubs Initiative, the SS4LS programme has at its epicentre sport and educational programmes, but with a high-performance twist, allowing it to straddle both SfD and DMS paradigms. The programme uses a DMS paradigm, as it has built physical infrastructure and produced elite athletes who represented their countries, and an SfD paradigm, as it also addresses broader social and personal developmental issues, by providing access to further education to athletes from disadvantaged communities who were particularly affected by Apartheid, supported by a life skills component. Hence, the programme can also be viewed as a human development intervention (Burnett, 2007: 3; Cohen and Welty Peachey, 2019: 103-116).

In trying to bridge the effects of Apartheid, this programme attempts to artificially enhance the human development index for its beneficiaries in order to strengthen their agency through the expansion of human capabilities (Conradie & Robeyns, 2013: 561; Garcés, 2020: 28).

2.7 Conclusion

Sport is a deep-rooted global phenomenon that almost has an archetypal quality to it. Each social and historical construct shapes the sport phenomenon and South Africa, with its colonial past, is no exception. Therefore, when looking at sport development initiatives that uses both SfD and SDM approaches, one needs to be cognisant of our past. When looking more closely at research on sport development programmes in the Global South, the vast majority of authors are based in the Global North, who predominantly use social capital or PYD as theoretical frameworks for their research. Indian-born Amartya Sen's capabilities approach, with its theoretical roots firmly anchored in Sen's Global South upbringing, has application as a sensitising devise for both practitioners and programme designers in the field of sport. Therefore, it is apt to use Sen's capability approach to investigate an SfD and SDM programme, with a strong cricket leaning, based in the Global South

In the next chapter, we will unpack Sen's capability approach in more detail, as well as the impact of Nussbaum's, Robeyns' and Zipp's writings, and its application to a sports programme.

CHAPTER THREE: THEORETICAL FRAMEWORK

3. Theoretical Framework

3.1 Introduction

In this chapter, the theoretical building blocks for this study are laid out, which will explain the theoretical lens used to look at the social phenomena at hand. i.e. exploring the impact of a sport and educational intervention on the capability sets of athletes at tertiary level in a developing country. The capability sets of individuals are critical in their quest to convert resources and commodities in order to live a life that they have reason to value. This chapter will unpack all the main conceptual building blocks of the capability approach, such as resources, capabilities, capability sets, functionings and structural constraints, which establishes a theoretical framework for this study (Sen, 2011).

Utilising the capability approach allowed for a more critical examination of the impact of sport on development, moving away from the overly romanticised accounts of SfD (Sanders, 2014: 789 - 805). The capability approach looks at the conversion of resources into capabilities, and a number of studies have illustrated that sport has a very real capacity to contribute towards human development through the building of human capability (Zipp, 2017: 34).

People who come from marginalised communities with high unemployment have very limited opportunities to expand their capability sets. Equal access to real opportunities to expand one's capability sets are crucial for social justice in South Africa (Sehnbruch, 2004: 7 – 12). The athletes that form part of the SS4LS programme are predominantly from marginalised communities, which for generations have been economically disempowered under colonial rule and Apartheid. Therefore, the recruits who come into the SS4LS programme suffer from various degrees of capability deprivation when they enter the programme. The question then is

does the SS4LS programme represent a real opportunity for athletes from marginalised communities to expand their capability sets and contribute towards social justice in South Africa?

3.2 Capability Approach

3.2.1 Background

The roots of the capability approach can be traced back to the writings of Aristotle, Karl Marx, Adam Smith, and Rabindranath Tagore, who looked at the human condition and what is required for human beings to experience a dignified life, something that is central to Nussbaum's focus (Nussbaum 2011: 29-33).

Nussbaum asserts one should go as far back as Socrates when looking at the earliest Western theoretical roots of the capability approach. However, unlike Socrates, who excelled at public debate, Aristotle actually penned a developed political theory, which served as the western ideological origin of the capability approach, which was picked up by other thinkers at various times. For Aristotle, it was important for political leaders to grasp what ordinary citizens needed in order to flourish in life. This Aristotelian idea is therefore perhaps the birth of the capability approach (Nussbaum, 2011: 125).

Karl Marx, in his writings in the 1840s, incorporated some of Aristotle's ideas when looking at what is required for citizens to flourish. For Marx, how individuals engage with their environment and the people in it is both an expression of that individual, as well as a revelation of their human powers. Human powers are an individual's central human ability, as well as their inherent drive to evolve and employ them. It is up to both society as a whole and individuals to evolve and employ their human powers to an adequate level in order for people to flourish and live fully human lives (Leopold, 2021: 44).

Adam Smith also drew from the work of Aristotle, specifically, the idea that an individual comes into the word with abilities that are in an undeveloped form. These nascent abilities need to be nurtured by the environment if they are to evolve in a way that establishes human dignity for the individual. A nurturing environment can entail many things, from various types of support that will enable physical health, to pedagogical support that will foster mental development (Nussbaum, 2021: 46).

Human dignity is central to Nussbaum's writings, drawing from writers such as Aristotle, Marx and Smith in compiling her list of central capabilities. This list of ten central capabilities constitutes a fledgling framework for human dignity for all, with minimum capability thresholds for social justice that all governments should guarantee their citizens (Nussbaum, 2021: 46 -70).

However, Sen places freedom at the centre of his writings, especially the relationship between freedom and development (Sen, 1999: 3-12). Sen sees development as the expansion of substantive freedoms, which equates to the expansion of the ability to freely choose between different types of functionings. Substantive freedom for an individual translates into the ability to access basic education and healthcare, liberty of political participation and to show dissent, access to economic markets and to be treated equally. These are both the ends and the means to development, where each freedom encourages the development of the other (Sen, 1999: 4 – 11). Sen argues that poverty is a condition of capability deprivation for an individual, where their ability to lead a life they have reason to value is severely curtailed by the lack of freedom caused by capability deprivation (Sen, 1999: 20).

There are several basic concepts that are central to the understanding of the capability approach, which will now be outlined.

3.2.2 Basic Concepts

Each theory has its own language, including the capability approach, and a firm grasp of these concepts is important in reading this work. Therefore, explanations by way of examples are mostly in a sport context.

3.2.2.1 Resource

Resources are an input in the capability approach, and a resource's real value lies in a person's ability to convert it into a valuable functioning. For instance, a young girl might have access to cricket equipment (resource), but in her country she is not able to play cricket on religious grounds. Therefore, she is unable to convert the resource available to her into a valued functioning. Resources can be seen as market goods, non-market goods, or services. Sen and Nussbaum draw heavily on John Rawls' wide interpretation of resources, what he called 'primary goods,' which go beyond an individual's income and wealth to include rights, liberties, opportunities and the social bases for self-respect (Sen, 1999: 72; Binder, 2014: 524-529).
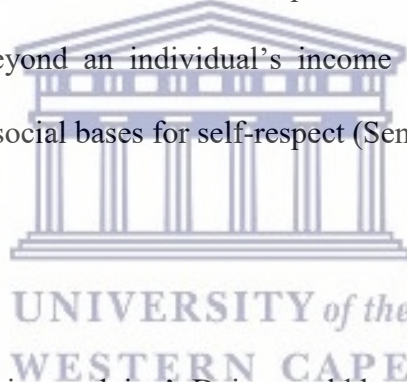
3.2.2.2 Functioning

A functioning is the state of 'being or doing'. Doing could be something like playing cricket, riding a bicycle, lifting weights in the gym or eating food, while being could be a student athlete being well-nourished, healthy or well-educated. A functioning can be seen as the active realisation of one or more capabilities (Sen, 1999: 75; Nussbaum, 2011: 22-25).

An actual *achieved functioning*, such as riding a bicycle or playing cricket, is also referred to as a functioning vector (Sen, 1999: 75; Nussbaum, 2011: 22-25).

3.2.2.3 Capabilities

The capabilities of an individual refer to all the combinations of functionings that a person has effective access to in making a decision to lead a life (s)he has reason to value. It constitutes

an individual's freedom or ability to achieve, and allows a person to be or to do. Therefore, without capabilities, individuals will not be able to convert resources into functionings (Sen, 1999: 75-77; Camphor, 2018: 25). To understand the many layers of the concept of capabilities, we can further subdivide it into basic capabilities, internal capabilities and combined capabilities (Sen, 1999: 75; Clark, 2005: 9; Nussbaum, 2011: 20).

3.2.2.3.1 Basic Capabilities

Basic capabilities refer to an individual's inherent mental or physical powers that serve as the starting point for later training and development. Some people are born with disabilities that impact on their ability to be trained and developed (Clark, 2005: 9; Nussbaum, 2011: 24).

3.2.2.3.2 Internal Capabilities

Internal capabilities are acquired through a functioning, such as studying to become an engineer or learning to play the piano. In some cases, one might lose the capability in the absence of an opportunity to exercise the functioning, such as a woman learning how to drive a car, but due to social constraints in her country (such as religious grounds in Saudi Arabia), she might not be provided an opportunity to drive a car (Clark, 2005: 9; Nussbaum, 2011: 21).

Internal capabilities are fluid and dynamic, and are obtained through training and development through the interaction with various social, economic, political and familial environments. Examples of internal capabilities would be personality traits, intellectual and emotional capacities, internalised learning, states of bodily fitness and health, and skills of perception and movement (Clark, 2005: 9; Nussbaum, 2011: 21).

3.2.2.3.3 Combined Capabilities

Basic and internal capabilities cannot be viewed in isolation from the entire spectrum of opportunities for choice and action in an individual's particular social, political and economic

circumstances. This is referred to as combined capabilities. It is clear that internal capabilities form a part of combined capabilities, but need to be viewed separately when looking at development. A country might be good at developing internal capabilities of individuals, but not at providing opportunities for these internal capabilities to be converted into functionings. For instance, a country might be able to educate its people so that they are capable of participating in political debate, but then limit freedom of speech in that country (Clark, 2005: 9-10; Nussbaum, 2011: 21).

3.2.2.3.4 Capability Set

The term capability set is central to the research question. David Clark describes it as the set of attainable functionings a person can achieve. It reflects an individual's real opportunities of the choices they can make between different life-style options (Clark, 2005: 4).
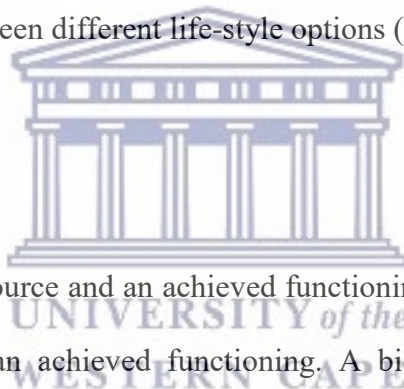
3.2.2.4 Conversion Factors

The relationship between a resource and an achieved functioning is determined by the ability to convert the resource into an achieved functioning. A bicycle is a potential mode of transportation, but someone suffering from a disability such a polio or blindness might not be an able to convert the resource into an achieved functioning or, at the very least, at a much lower rate of conversion as an abled body person who is taught to ride a bicycle. This is referred to as the conversion factor, or a personal conversion factor (Robeyns, 2021).

There are three types of conversion factors: personal conversion factors, social conversion factors and environmental conversion factors (Enrica, 2020: 129).

3.2.2.4.1 Personal conversion factors

Personal conversion factors look at characteristics that are inherent to an individual, such as their metabolism, physical condition, sex, reading skills or intelligence. This is not dissimilar to the concept of basic capabilities, described above. As noted in the earlier example, an able-bodied individual and a disabled individual will have differing levels of ability when attempting to convert a resource, such as a bicycle, into a mode of transport enabling the achieved functioning of mobility (Robeyns, 2021).

3.2.2.4.2 Social conversion factors

Social conversion factors are derived from the societal context in which an individual lives, such as public policies, social norms, practices that unfairly discriminate and societal hierarchies. It can also involve power relations related to hierarchies, such as class, gender, race or caste. A woman might be perfectly able to ride a bicycle, but social convention in her country does not allow her to ride a bicycle in public. Therefore, social conversion factors are preventing her from converting the resource (bicycle) into an achieved functioning (mobility) (Robeyns, 2021).
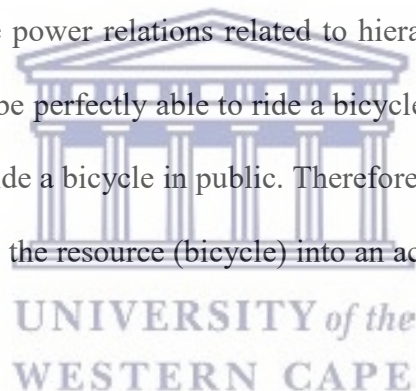
3.2.2.4.3 Environmental conversion factors

Environmental conversion factors are the natural and man-made infrastructure in which a person finds themselves, which inadvertently impact on an individual's ability to convert resources into an achieved functioning. The natural environment is characterised by features such as climate, pollution, earthquakes, access to water, natural disasters, and access to rivers and seas.

Man-made infrastructure is characterised by features such as the stability of buildings, quality of roads, durability of bridges, the different modes of transportation available, and type of

access to modes of communication. Therefore, in the above example, an able-bodied man might not be able to take the bicycle to work as a mode of transport, because the roads are too dangerous for cyclists. Therefore, an environmental conversion factor is preventing a resource (bicycle) from being converted into an achieved functioning (mobility) (Robeyns, 2021).

3.2.2.5 Adaptive preference

What happens if individuals feel that their initial aspirations or dreams have become impossible to attain? Sen argues that individuals adjust their preferences downwards to cope with scarcity or constraints to achieving their dreams. This involves internalising certain values which allow individuals to accept that they cannot desire what they cannot have. This is referred to as adaptive preference. The inverse can also occur (Gasper, 2007: 352).

3.2.2.6 Well-being

When assessing an individual's well-being, Sen moves away from the old welfare economics approach, which typically equates well-being to income or utility (Clark, 2005:3). For Sen, one needs to consider both achieved functionings and potential functionings when contemplating well-being. Secondly, well-being can be subjective and objective. Subjective well-being is an individual's feelings of happiness, satisfaction or fulfilment. This subjective feeling can be materially influenced by adaptive preference, whether due to poverty or wealth, while objective well-being looks at achieved functionings that can be neutrally viewed as valuable, such as physical health or security (Gasper 2006: 1-30).

3.3 Robeyns' model for the capability approach

Ingrid Robeyns drew from the writings of Sen and Nussbaum to construct a human capabilities model that explains the interplay between the various concepts previously defined. Robeyns lays out an individual's capability set, couched within personal, social and environmental

conversion factors, as set out in Figure 3.1 (Robeyns 2005: 98). It starts with the resources, or capability inputs, as Robeyns refers them as. These are the goods and services that should not only be viewed as something that can be exchanged for money, but also in terms of their subjective value to an individual. For instance, a bicycle's value is not only in the monetary value an individual can exchange for it, but also in the resource's ability to provide a functioning (improved mobility) to the individual. However, converting the resource into an achieved functioning is not that simple. The resource's capacity to be converted into an achieved functioning will depend on three conversion factors: personal conversion factors, such physical health, sex or intellectual capacity that potentially can affect use of the bicycle; social conversion factors, such as social norms, discriminatory practices and policies that could prevent the individual from cycling in public; and environmental conversion factors, such as the condition of the roads, climate and geographical location that could inhibit the use of the bicycle as a mode of transport (Robeyns 2005: 98 - 99).
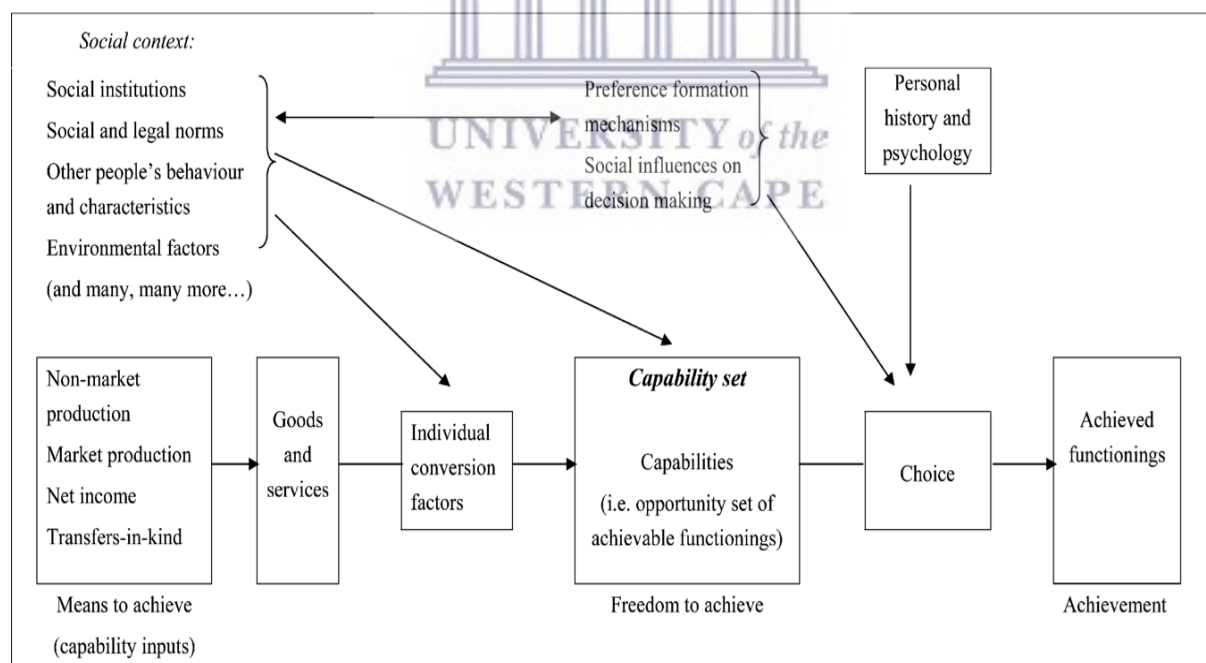
Figure 3.1: A stylised non-dynamic representation of a person's capability set and her social and personal context (Robeyns, 2005: 98).

Once the three conversion factors are navigated, the individual is left with exercising their choice. Two people with exactly the same capability or opportunities sets will likely end up with very different bundles of achieved functionings because, when exercising their choices, no two people have the exact same personal history and mental state. Nor are individuals swayed to the same degree when deciding to use a bicycle as a mode of transport due to social influences, such a peer pressure or the social status or lack thereof attached to using a bicycle (Robeyns, 2005: 93-111; Zipp, 2017 :57).]

3.4 Zipp's capability approach analysis framework for sport development programmes

Zipp uses a sport programme as a resource in her capabilities model, as opposed to a using a bicycle as resource as in Robeyns' capabilities model. Zipp looked at how SfD programmes can influence the development of resources, capability sets and achieved functionings (Figure 3.2). Compared to Robeyns' model, Zipp places far greater emphasis on human resources found in sports programmes, such as coaches, mentors, peer groups and social affiliation, as a form of capabilities input.
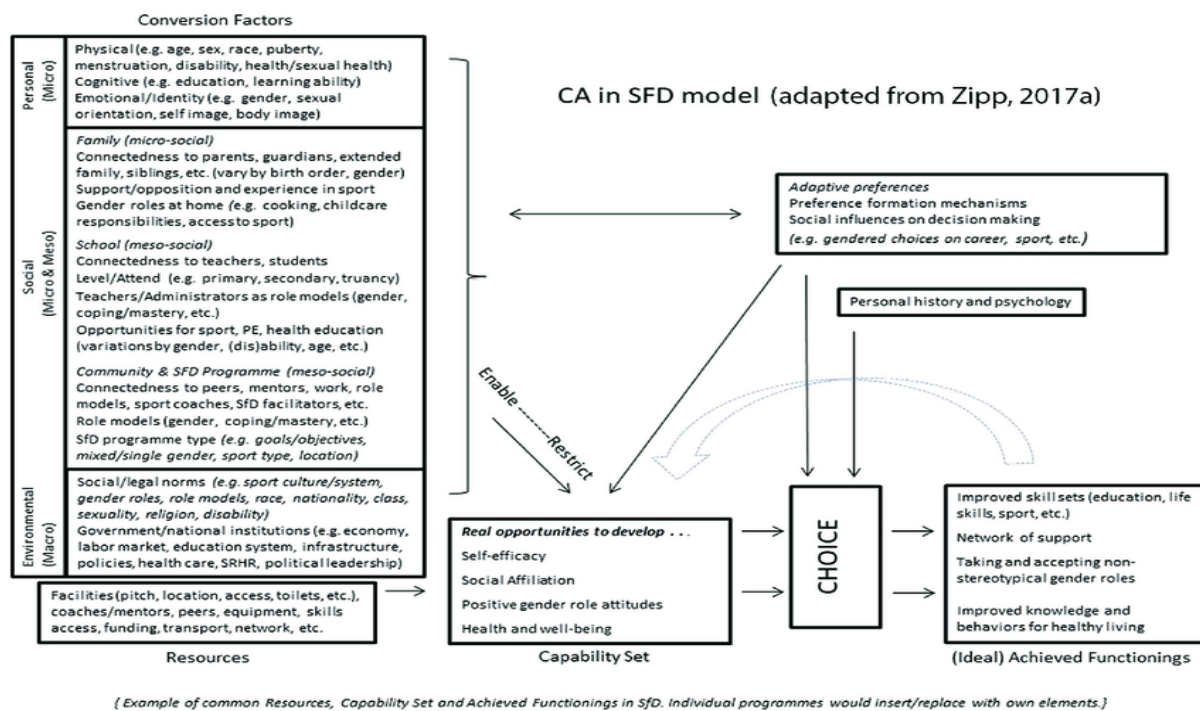
Figure 3.2: Zipp's adaptation of Robeyns' capabilities model to SfD (Zipp, 2017: 59)

However, Zipp does include material goods and services, such as facilities, equipment, and training (Zipp, 2017: 58-60). Furthermore, Zipp also features capability sets or opportunity sets within a sport development and peace project, with added details about its relationship with achieved functionings. In this adaptation of Robeyns' model, Zipp outlines that the opportunity to develop sport skills is linked to creating self-belief in one's own abilities (Zipp, 2017: 58-60).

In Zipp's analogy, Robeyns' bicycle (resource) is replaced by a cricket programme (resource). The conversion of the resource (cricket programme) into an achieved functioning is influenced by the conversion factors that could act as a constraint or enabler. In this analogy, it was found that personal conversion factors, such as disability, may limit an individual's access to the cricket programme. Cricket is a very masculine sport reserved for males in a masculinised society in the West Indies. The social conversion factors contained within the gender norms and attitudes in the West Indies could negatively impact female participation. The

environmental conversion factors one has to be cognisant of in the West Indies are the terrible road condition after the rains, which makes some of them impassable after a shower, thus preventing access to facilities. Bus schedules and costs may also be a prohibiting factor for poorer sections of the community. The quality of the physical training infrastructure is also not always in the best condition, impacting on programmes being delivered (Zipp, 2017: 58-60).

The girls and women participating in the cricket programme in the West Indies had access to numerous resources within the cricket programme itself, such as coaches, mentors, training with peers, equipment, training facilities and toilets. Social affiliation, as part of the capability set, might not translate into an achieved functioning should the participant, when exercising his or her choice, choose not to affiliate with peers or mentors (Zipp, 2017: 58-60).

3.5. The Sport skills for Life skills capabilities framework

In Figure 5, the SS4LS capabilities framework, adapted from Robeyns' model (Figure 3) and Zipp's framework (Figure 4), is set out. In this framework, the SS4LS programme acts as an overarching resource from which beneficiaries can draw to convert the resources at their disposal into achieved functionings, allowing them to lead a life that they have reason to value.

3.5.1. Conversion factors

Each individual participant entering the programme has their own unique set of attributes, with a unique set of conversion factors that either enable or constraint them. Most beneficiaries share similar impoverished backgrounds; however, the combination of conversion factors, be they personal, social or environmental, are still unique to each participant.

When looking an athlete's personal conversion factors, we see that their socialisation from a young age is critical. According to Burnett (2005: 22), two very important factors that sway athletes to pursue sport as a profession are success in their chosen sport, and positive support

from significant others. Success in the athlete's chosen sport is acknowledged and rewarded through trophies, medals, selection to teams and recognition from the athlete's significant others, such as their parents, coaches and peers. The development of a positive self-image can be seen as an enabling personal conversion factor for the athlete, as well as forming part of the positive development of the athlete's capability set with regards to self-efficacy. This self-efficacy gets reinforced through continued participation in the athlete's chosen sport.

Interestingly, critical factors to consider when looking at children's successful introduction and continued participation in competitive sport are the athlete's parents' own involvement in this process, their socio-economic status and urban locality, and the educational level of the parents (particularly the mother) (Burnett, 2005: 22). Thus, the importance of conversion factors on promising young athletes, be it personal, social or environmental, is clear, as they can either act as constraints or enablers.

3.5.2 Resources

Each individual will bring their own set of resources to the programme, which are complemented by the resources available through the programme. Within the programme, there are human resources, such as tutors, coaches, medical support staff, strength and conditioning staff, mentors, peers and dieticians. There are also physical resources, such as nutrition, training facilities, equipment and the university as an educational institution. As learning went online during the Covid-19 pandemic, access to laptops became important for the young athletes. According to Sen, development is the removal of various types of unfreedoms that diminish people's choice and opportunity to exercise their agency or choice. In short, for Sen, development addresses capability deprivation. The SS4LS programme provides an array of resources to its beneficiaries, which will be described in the next chapter. However, this does not guarantee any specific and replicable outcome with regards to achieved

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functionings or capability expansion. As Sen stated, it is each individual's prerogative to exercise their own unique choices in relation to the use of the resources available to them, in what combination they would like to use them, or if they would like to use the resources at all (Sen, 1999: 54-86; Alkire, 2002: 184).

3.5.3 Capability Sets

The SS4LS programme focuses on the development of a very specific (yet arbitrary) capability set. This focus gets reviewed and tweaked on an annual basis, with a broad input from the board of directors, staff and beneficiaries. It is important to note that Sen asserts that the choosing of capabilities on which to focus is purely a value judgement, and can be made definitively, as well as through a process of public debate (Alkire, 2002: 184). Unlike Nussbaum, Sen does not focus on ten central capabilities. When looking at the foci of the SS4LS programme in terms of capability sets, it is evident that there is an overlap between Sen's approach and Nussbaum's central capabilities list: bodily health (Nussbaum: central capability number 2 - bodily health); education (Nussbaum: central capability number 4 – Senses, Imagination, and Thought); social affiliation (Nussbaum: central capability number 7 – Affiliation); play (Nussbaum: central capability number 9 - play), and self-efficacy (not part of Nussbaum list of central capabilities).

3.5.4 Agency

According to Conradie, agency has two parts: the capacity of an individual to independently select the capabilities that (s)he values, and to then execute the actions essential to transform those valued aims into functionings i.e. actual beings and doings (Conradie, 2017: 1-3). Therefore, in the SS4LS framework, when addressing capability deprivation, an individual's agency is central when making his or her own choices within the broad context of conversion

factors, as well as their personal history, mental state and the impact of adaptive preference at the moment of exercising his or her choice (Sen, 1999: xi-xii).

3.5.4.1 Positive Youth Development and Agency

Infused into the application of the adapted capabilities framework for the SS4LS programme is the PYD framework, rooted in a personal development approach. The latter views the young people who form part of the SS4LS programme as resources that can be developed themselves, rather than as entities that are fraught with problems that need solutions (Holt, 2017: 2).

PYD aims to foster any number of beneficial capabilities or outcomes in young people (Carson, 2007:59). One such approach would be Lerner's five Cs model, and the assertion that, once sufficiently high levels of the five Cs are reached, then a sixth one appears in the altruistic form of contribution (Hermens, 2017: 1-17). This intimates that the PYD approach can lead to the positive influence of behaviour of individuals, which plainly impacts agency. The SS4LS programme runs numerous workshops and camps for its beneficiaries aimed at consciously producing Lerner's 6th C, diminishing unhealthy life choices and risky behaviour by the beneficiaries, and assisting them to navigate the conversion factors in the process of expanding their capability sets. As Carson (2007: 75) stated, 'Life skills are taught not caught'.

3.5.5. Achieved Functionings

A person's capability set may include being able to study at UWC, Stellenbosch University (SU) and the University of Cape Town (UCT), as all three institution offered the individual a sport scholarship. The actual achieved functioning will be taking up the offer of UWC and studying at the institution (Sen, 1999: 75; Nussbaum, 2011: 22-25). The achieved functionings of the SS4LS beneficiaries are reflected in the next chapter, when the research data will be

unpacked. Sen argued that, when evaluating the capability approach, the foci should be either on the achieved functioning or on the capability set (real opportunities) (Sen, 1999: 75).

3.5.6 Conclusion

The SS4LS capabilities framework (as presented in Figure 3.3) presented in this study is strongly influenced by the writings of Amartya Sen, Martha Nussbaum, Lerner's 5 Cs model for youth development, Robeyns' human capability framework, and Zipp's dynamic adapted model of human capability development for at-risk youth through sport (Sen, 2000; Robeyns, 2005: 98; Nussbaum, 2011; Hermens, 2017: 1 -13; Zipp, 2017: 43).

The capability approach is grounded in the writings of Sen, with a more defined focus provided by Nussbaum's work on what is termed essential or central capabilities. This study draws heavily on Nussbaum's list of central capabilities in order to identify the capability sets for this study, i.e. play, bodily health, social affiliation and identified and measured educational outcomes as well as self-efficacy that falls outside of Nussbaum's list of ten central capabilities (Sen, 2000; Nussbaum: 2011: 17-46).

Ingrid Robeyns' framework for the human capability approach provides a useful theoretical emphasis on the interaction between the critical concepts of the capability approach, such as resources or capability inputs, conversion factors, agency and achieved functionings (Robeyns, 2005: 98 - 100). Sarah Zipp adapted Robeyns' framework within the context of the SfD model, looking at increasing opportunities (freedoms and choices) as capability sets for youth in the West Indies (Zipp, 2017: 57). Similar to Zipp, this study uses the capability approach to see how the SS4LS programme (that straddles both the DSM and SfD models) potentially impacts the formation of resources, capability sets and achieved functionings.

The capabilities approach framework contains a more nuanced focus on specific internal capability sets and its relationship to achieved functionings. For instance, the impact of the opportunity to build sport-specific skills in order to win championships is associated with the achieved functioning of self-efficacy. This more nuanced framework can then locate a programme like SS4LS more accurately within the capabilities approach. The important question, using the capability approach as an analytical tool, is does the intervention of the SS4LS programme ultimately contribute towards the development of the capability sets of young athletes from marginalised communities in the Global South.

The next chapter looks at whether the results of the research provide us with any answers to the questions posed. Can the SS4LS programme be viewed as a resource within the capabilities approach? Has it impacted on the capability sets of the young athletes in question, in terms of bodily health, social affiliation, play, education and self-efficacy? Is there any evidence of Lerner's 6th C in the conduct of the programme's beneficiaries i.e. altruistic contribution towards their fellow man?

The capability approach is widely applied in areas such as inequality, poverty, education, health, division of labour, sustainable development, ethics and social exclusion. This study investigates its application within the context of sport (Michalos, 2014: 1 – 7347).

Conversion Factors

Personal (Micro-level)

Physical – age, sex, race, general health, injury history, menstruation, fitness
Cognitive – ability to learn, matric marks, school background, learning disabilities
Emotional - *individual* focus, past trauma experienced, mental health

Social (Micro and Meso-level)

Family (Micro) – *connectedness* to parents, extended family or siblings
Family as primary socialisation agents in athlete's providing support/opposition in sport participation
University (Meso) – integration into campus life connecting with lecturers and fellow students
Community and SS4LS programme (Meso) – connectedness with coaches, programme staff, peers
Goals and objectives of the SS4LS programme

Environmental (Macro-level)

SS4LS programme culture and norms, norms and values of broader community, physical infrastructure on campus and community the participant lives in, access to healthcare, labour market

Human resources: coaches, sport physicians, physiotherapists, strength and conditioning staff, dietician, biokineticist, interns, academic support co-ordinator, alumni mentors, optometrists, dentist, tutors, life skills facilitators

Physical resources: Indoor training facility, gymnasium, outdoor playing and training areas, university as an educational institution, transport, nutrition, equipment

Adaptive preference based on personal experiences

Personal history and mental state

Real opportunities to develop an <u>individual's</u> <u>internal</u> capability sets related to …
Bodily Health
Social Affiliation
Play
Education
Self-Efficacy

C H O I C E

Improved skill sets in **Sport**

Improved skill sets in **Education**

Improved skill sets in **life skills**

Improved skill sets in **healthy living and behaviour**

Improved social network

Figure 3.3: The Sport Skills for Life skills capabilities framework.

CHAPTER FOUR: RESEARCH METHODOLOGY

4. Research Methodology

4.1 Research Design

The aim of this study is to explore the impact of a sport and educational intervention programme on the capability set of athletes at tertiary level in a developing country. A mixed method approach was used. The qualitative and quantitative approaches are exercised in types of questions, research methods, data collection and analysis procedures, or inferences.

The intent of quantitative approach was made use of to respond to the research questions and steered the process of gathering, analysing and qualitative research is to understand particular social situations, phenomena, roles, interactions, and life experiences, and was used for this study as it allowed the researcher to generate information about perceptions and understandings of individuals from their own life experience within a specific social context (Babbie, 2018: 269).

4.2 Research Methodology

Research methodology, as defined by Kothari (2004), is a systematic way of solving a research problem. There are two basic approaches to research: quantitative and qualitative (Kothari, 2004). Qualitative approaches focus on a qualitative phenomenon, i.e., pertaining to or involving quality or type, while quantitative methodologies are relevant to a phenomenon that can be described in terms of quantity (Kothari, 2004). This study included both quantitative and qualitative approaches; however, the emphasis will be mostly on the qualitative.

4.2.1 Qualitative Research Approach

Qualitative research aims to understand social situations, events, group interaction, and people's life experiences within social settings (Creswell, 2009). As a result, it was appropriate for this study since it allowed the researcher to obtain data about perceptions and understandings from individuals' experiences in any given context (Creswell, 2009).

4.2.2 Quantitative Research Approach

Quantitative research collects numerical data to generalise findings across sections of the population, or to explain a particular phenomenon (Babbie, 2010). This approach can be further sub-classified into inferential, experimental and simulation approaches. It intends to control, explain and predict a phenomenon by answering questions on relationships with quantifiable variables (Kothari, 2004). Quantitative research provides a macro view, in that it involves large sample sizes and is appropriate in situations where systematic, standardised comparisons are needed (Babbie, 2010).

4.3 Data Collection Methods

4.3.1 Quantitative Data Collection: Survey questionnaires

According to Babbie and Mouton (2008), a survey is a systematic method of gathering data from a population of interest. Surveys are usually quantitative in nature, gathering information from a sample of people selected to be representative of the broader population.

For this study, a survey questionnaire was circulated to 130 respondents with 57 responses who are alumni of SS4LS. Criterion purposive sampling involves searching for individuals who meet a particular criterion. The sample included alumni which consist of cricketers and support

staff that have formed part of the SS4LS programme based on the UWC campus, were majority of the students were enrolled over the past 20 years. The survey questionnaire intended to measure their capability sets. The survey questionnaire consisted of closed-ended questions, which allowed for efficient data coding and quantitative analysis.

4.3.2 Qualitative Data Collection: Semi-structured interviews

A qualitative descriptive design methodology, incorporating one-on-one, semi-structured interviews, was used for this study. While structured interviews require all participants to be asked the same questions, in the same order, and formulated ahead of time, a semi-structured approach allows for more flexibility when asking questions. Therefore, a semi-structured approach was employed to explore the unique individual perspective of participants with respect to their knowledge of the programme. This provided participants with the opportunity to express their interpretations, experiences, opinions and perceptions (Flick, 2002). The applicable language, as appropriate for the sample of this study, was used.

For the qualitative component, the sample included alumni of the SS4LS programme. Ten alumni were purposively sampled for semi-structured interviews.

An interview guide (**Appendix C**), consisting of a series of open-ended questions and prompts, which are suggestive and flexible rather than rigid or instructional thinking, guided the interview process. With the participants' consent, the interviews were recorded using a digital recording device, to maintain accuracy and minimise the chance of missing important information, thereby allowing the interviewer more time to concentrate on the interview (Greeff, 2011). Data was collected until saturation was reached. Where required, due to the Covid-19 pandemic, interviews were conducted via Zoom or another suitable digital platform,

with the consent of the participants, while still observing the principles of non-maleficence, privacy, integrity and autonomy.

Informed consent was not waived when using online methods to interview. As the researcher did not meet face-to-face with participants, he provided participants with the information sheet (**Appendix A**) and consent document (**Appendix B**) ahead of time, and reviewed the consent information orally with the participants before starting the first interview. The researcher asked participants specifically whether they had any questions about the study, and answered them, before confirming that participants gave permission to record the interviews. Finally, participants were reminded at each interview about the consent information, providing them with opportunities to ask questions, and reaffirming their willingness to continue in the study.

Recording the online interview was a requirement to ensure that the interview was transcribed in full. The researcher assessed issues of confidentiality and privacy, as some participants had concerns about limited privacy in crowded family homes, which could compromise confidentiality and privacy of the information. The researcher ensured that the participants' confidentiality was maintained, by ensuring that, during the interaction, the participants were not overheard (if using audio only) or seen (if using video). The researcher used a quiet, private location where their screen could not be seen by others, used headphones rather than their computer speakers, and took care as the interactions progressed to ensure they were not verbalising confidential information.

4.4 Population and Sampling

Gathering data is crucial in research, as the data contributes to the understanding of the theoretical framework (Babbie, 2018: 183-187). The sampling used in this study was

purposive, also known as subjective sampling or judgemental sampling, which is a form of non-probability sampling (Neuman, 2000: 198; Strydom, 2001: 198). Criterion sampling was used, which involved searching for individuals who meet a particular criterion. The sample included alumni which were cricketers and support staff that have formed part of the SS4LS programme over the past 20 years. 57 alumni from SS4LS were purposively sampled and received questionnaires to generate socio-economic and demographic data. Moreover, ten alumni were purposively sampled for semi-structured interviews.

4.5 Data analysis

Through data analysis, researchers create meaningful insights from their raw data (Bhatia, 2018), and both quantitative and qualitative analysis were used for this study. Quantitative data analysis was used for the data collected from the structured questionnaires, which was coded and put into an Excel spreadsheet. Descriptive statistics were used to present the demographic, education and employment background of the respondents. In order to verify the data's integrity, the researcher extensively examined the dataset for errors, then imported it into SPSS Version 27 to facilitate statistical analysis. Data was reported using frequencies and percentages, while tables were used to summarise and compare quantitative information relating to different variables.

Qualitative analysis classifies and interprets linguistic or visual material to reveal the implicit and explicit dimensions and structures within the material (Flick, 2013:5). All interviews were transcribed verbatim, and any hand-written notes taken by the interviewer during the sessions were typed up. Data was coded into segments of text before bringing meaning to the information (Creswell, 2009). After coding of the data, themes and sub-themes were developed and presented in a narrative form for further data interpretation. Data were analysed using qualitative data analysis software Atlas.ti, version 8, with predetermined themes, based on the

theoretical framework which guided the study. The thematic analysis steps of Braun and Clarke (2006) were used to analyse the data. The step-by-step procedure for the analysis of the data was as follows:

a) Audio-recorded data were transcribed verbatim, with consent from participants. The transcriptions were transcribed into English text.

b) The transcripts were read through several times by the researcher.

c) Transcripts were coded and analysed, both during and after the data collection period, using Atlas.ti (v8).

d) Phrases related to a specific idea or question were grouped together. Similar or related ideas were grouped together in thematic categories.

e) The thematic categories were synthesised into a narrative summary, which aims to reflect the perceptions of the participants. The researcher used these categories to identify themes in the data, and then referred back to the literature to build a valid argument.

4.6 Ethical Considerations

Ethics clearance and permission to conduct the study were obtained from the UWC Human and Social Sciences Research Ethics Committee (HSSREC) and the Chairperson of the SS4LS Board of Directors at UWC. The purpose of the study was explained both verbally and in writing to the participants and respondents. Information was provided in the information letter, which was in English, the dominant local language of the region (Appendix A).

After reading the information letter, and having questions answered to their satisfaction, participants and respondents were invited to sign a consent form, which was in English (Appendix B), should they wish to participate in the study. The information was used for research purposes only and, when published, will maintain the anonymity of the subjects. It is

not the intention of the researcher to cause any physical harm or mental distress or danger to the participants and respondents, and if the participants and respondents felt any discomfort in answering any questions, they had the right not to answer the questions. Participants and respondents were treated fairly, and the researcher ensured a reasonable, non-exploitative and carefully considered procedure, which meant not withholding any information obtained during the research project. No person was coerced to participate in this study, and all participants and respondents were informed that they could withdraw at any time from the study without any negative consequences. The researcher respected the decision of the participants and respondents, without the latter being required to give a reason. Participants and respondents were assured that no one who was not directly involved in the study, including fellow players, will have access to the information provided, and that all forms of communication and client records are to be protected in accordance with the protection of personal information act (POPIA).

Disposal of all records is to be done after a minimum period of five years after the study is completed. All resources were acknowledged, and information taken from other literature were correctly referenced.
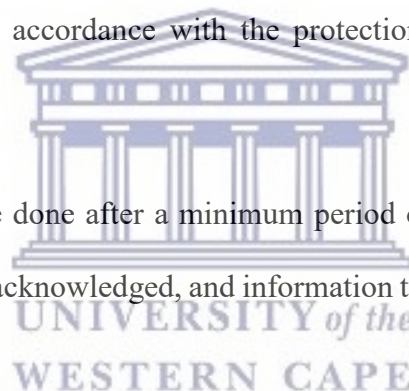
4.7 Biases

The researcher is the executive director of the SS4LS programme. The researcher experienced first-hand challenges and obstacles during the programme. It is possible that the researcher's own experiences tilted the interpretation of the findings. The researcher attempted to control these biases by using triangulation, where the researcher relied upon a person other than his supervisor, who was not involved in this research project, to review and validate the findings.

4.8 Trustworthiness

Trustworthiness encompasses four categories: credibility, transferability, dependability and conformability (Shenton, 2004). To ensure credibility, the researcher made use of member checking and expert review, in the form of their supervisor, to ensure that the information is a true reflection of what the participants indicated. Transferability and dependability refer to whether the study's findings can be applied to other situations and if the study is repeated in the same context with the same

methods and participants, would the results be similar (Shenton, 2004). This will be achieved by tracking the precise methods use for data collection, analysis and interpretation and providing adequate contextual information about each phase, so that the study could theoretically be replicated by other researchers.

4.9 Conclusion

In summary, this chapter provided an understanding of the methodological approach utilised in this study. The research design was described in detail, and the sampling procedure was explained. Data collection steps were presented, along with the procedure for analysing quantitative and qualitative data. Trustworthiness was defined, and biases pertaining to this study were discussed.

The next chapter presents the research findings, and a discussion of each finding. The researcher also provides a detailed explanation of the theoretical framework which guides this study.

CHAPTER FIVE: RESULTS AND DISCUSSION

5.1 Introduction to results

This chapter presents the results of the research. The overall aim of the research was to explore the impact of a sport and educational intervention on the capability sets of athletes at tertiary level in a developing country. The first objective was to explore the capability sets of student athletes who have exited the UWC-based cricket project, SS4LS. The second objective was to assess the SDM and SfD outcomes of a sport-focussed intervention at a university.

The survey findings are presented in graphs and descriptive narrative, while the interview findings are presented qualitatively, using quotes and tables, after which each theme is discussed. The presentation of responses from respondents clarifies and expresses their experience of the impact of a sport and educational intervention on the capability sets.

5.2 Socio-Demographic Characteristics of respondents

Respondents of this study were alumni of the SS4LS programme, which include cricket players and support staff, over the past 20 years. Table 5.1 below presents a summary of the demographic profile of the respondents, in terms of gender, age, role when part of the programme, race, place of birth, schooling and which university they attended.

Table 5.1 Socio-demographic characteristics of respondents

Characteristic	N = 57	%
Gender		
Male	51	89.5
Female	6	10.5
Age Category		

28 - 38	41	71.9
39 - 49	16	28.1
Role as a Respondents		
Cricket	52	91.2
Biokineticist	2	3.5
Physiotherapist	1	1.8
Scorer	2	3.5
Race		
African	15	26.3
Coloured	36	63.2
Indian	2	3.5
White	4	7
Other	0	0
Place of birth		
Eastern Cape	7	12.9
Kwa-Zulu Natal	1	1.8
North West	1	1.8
Western Cape	38	66.7
Zimbabwe	10	17.5
Schooling		
Affluent schools	13	22.8
Government public schools	44	77.2
Tertiary Institution Attended		

University of the Western Cape	52	91.2
Cape Peninsula University of Technology	3	5.3
Other	2	3.5

The table above shows that that majority of survey respondents were male (89.5%), while only 10.5% were female. The age category of the study population ranged from 28 to 49 years. The majority of respondents were between 28-38 years (71.9%), while 21.8% were 38-49 years. The respondents consisted mostly of cricketers (91.2 %), followed by biokineticists (3.5%), a physiotherapist (1.8%), and scorers (3.5 %).

The race distribution shows that more than half of the respondents were Coloured 63.2%, followed by 26.3% African, 7.0% White, and 3.5% Indian. The majority of respondents were South African nationals (82.5%), while 17.5% were Zimbabwean. The diverse group of respondents mostly stem from the Western Cape (66.7%), followed by Eastern Cape (12.9%), Zimbabwe (17.5%), Kwa Zulu Natal (1.8%) and North West Province (1.8%). Lastly, the majority of the respondents attended UWC (91.2 %), followed by 5.3 % who attended the Cape Peninsula University of Technology, and 3.5% who attended other institutions.

5.3 Conversion factors

5.3.1 Personal (Micro level)

The physical conversion factors included age, gender, and race, all of which were described above. For cognitive conversion factors, we looked at schooling: the survey respondents'

schooling background ranged from affluent schools (22.8 %) to government public schools (77.2%).

5.3.2 Social (Micro and Meso Level)

SS4LS's main aim is to change of the lives of young people from economically disadvantaged households. Family (micro) conversion factors focused on the family structure. 75.6% of survey respondents had been brought up by both parents, while 17.4% had been raised by a single parent, 5.2% by their grandparents, and 1.8% by an older sibling. The occupations of the caregivers and/or parents were varied. A few were unemployed, while some were in low-paid jobs (cleaner, domestic worker, general worker, factory worker, driver, taxi driver etc.). A number were teachers, administrators, police officers, and bookkeepers, while a smaller number were in middle-class occupations like architect, IT manager, IT analyst, risk management and PR. The SS4LS programme also comprises a social network of coaches, programme staff and peers (meso level). 89.5 % of the survey respondents indicated that the programme allowed them to grow and connect with others, while 10.5 % disagreed.
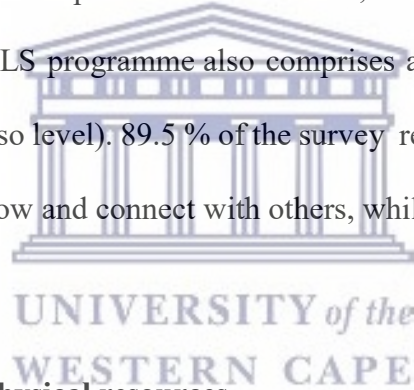
5.4 Resources

5.4.1 Human resources and physical resources

The benefits sought by alumni were overwhelmingly an 'opportunity to play competitive cricket' (84%), followed by academic support (60%), and financial support (60%). Cricket coaching accounted for 53% of the responses in Table 5.2.

Table 5.2: Benefits sought by Sport Skills for Life Skills alumni

Variables	n = 57	%
Opportunity to play competitive cricket	48	84
Academic support	34	60

	34	60
Financial support	34	60
Coaching	30	53

When looking at Table 3 and the various resources the respondents accessed it in important to note that 79% of the survey respondents said they got what they had hoped from SS4LS, while an additional 11% said they were partially getting what they had hoped for. Respondents indicated they accessed the following resources through the SS4LS programme (Table 5.3).

Table 5.3 Resources accessed by respondents through SS4LS

Variables	n = 57	%
Tuition	48	84.2
Accommodation	21	36.8
Food and Nutrition	21	36.8
Transport	14	24.6
Medical	22	38.6
Medical Insurance	10	17.5
Coaching	46	80.7
Skills	38	66.7
Tutoring	19	33.3
Life skills	30	52.6
Mentoring	33	57.9

5.5 Capability Sets

The following capability sets were mentioned by the survey respondents as arising from SS4LS: social inclusion, personal development, play, education, and self-efficacy.

5.5.1. Social Inclusion

For social inclusion the respondents indicated friendship 43% and 57% a place to belong as the list of things they hoped for.

5.5.2 Personal Development

90% of respondents indicated that the SS4LS staff had helped them to grow and develop as a person. Changes attributed to staff included having a better personal understanding and ways of operating; having a better / changed perspective of their lives; having improved social skills and confidence; and appreciating the value of accessible and attentive support. Ten respondents thought they had a better personal understanding and ways of operating because of their contact with SS4LS staff, three thought the staff had helped them improve their social skills and confidence, while seven respondents cited accessing support from staff and fellow respondents.
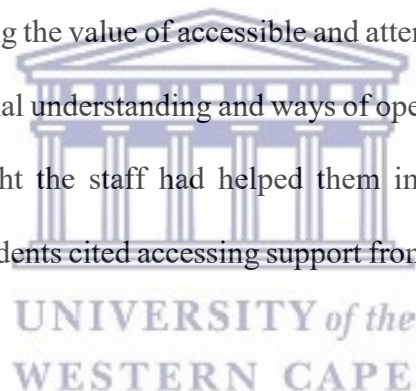
5.5.3 Play

91.2% of the respondents played cricket, while 8.8% were involved as support staff (biokineticists, physiotherapist, scorer, and tutor).

5.5.4 Education

Of the respondents, 75.4% have received qualifications, with 12.3% currently doing another qualification, 3.5% currently still busy studying, and 8.8 % who left the programme without qualification.

5.5.5 Self Efficacy

In terms of self-efficacy, or an individual's belief in his or her own capacity, 86% of respondents described a change in their self-efficacy, while only 14% indicated there was no change in their self-efficacy after being involved in SS4LS programme.

5.6 Agency

5.6.1 Choices

Agency is the capacity of an individual to independently select the capabilities that (s)he values, and then to execute the actions essential to transform those valued aims into functionings i.e. actual beings and doings (Conradie, 2017: 1-3). The choices respondents made ranged from completing their qualifications, gaining employment, and contributing to the community and SS4LS, to purchasing their own homes. Most of the respondents (89%) indicated that they had contributed to SS4LS, while 79% had contributed to another community organisation. Figure 6 shows the various contributions from SS4LS alumni.
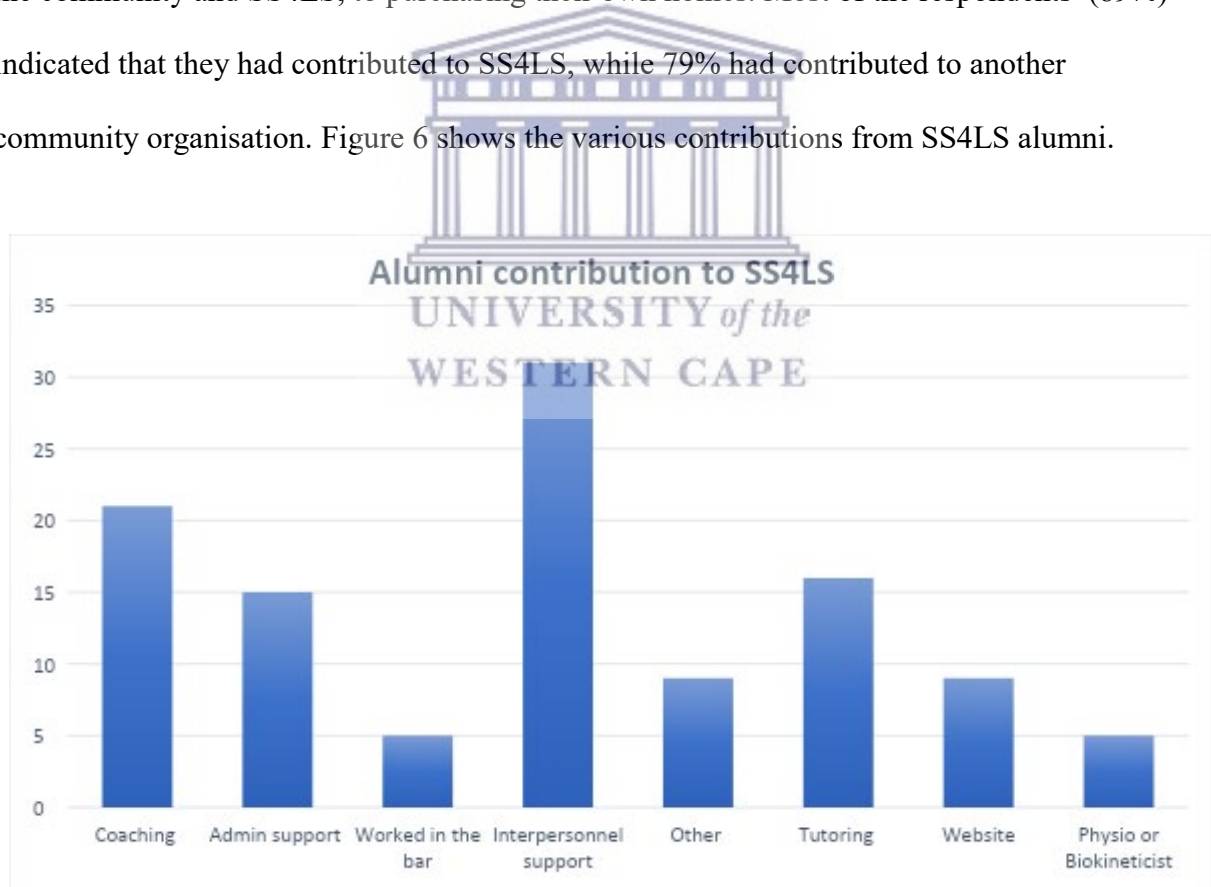
Figure 5.1. Alumni contribution to SS4LS

5.7 Achieved functioning

In terms of achieved functioning, most of the respondents had experienced an improvement in their sports skills, education, social affiliation, life skills and self-efficacy.

5.8 Qualitative results

The main aim of the study was to explore the capability sets that were gained through the SS4LS programme. Data was collected through online semi-structured interviews, and questions in the interviews, and the deductive data analysis, were guided by the capability approach, and the 5 Cs model of PYD.

The participants were purposively chosen for this current study, to collect information for analysis. Thereafter, thematic analysis was used to arrive at the results. The qualitative approach allowed to research to focus on the participants' thoughts and feelings, and to identify differences that would provide a rich description of the data.

As discussed in Chapter 4, the important aspects of the capability approach were: conversion factors; resources; capability sets; agency and achieved functionings, while the 5 Cs were competence, confidence, connection, character, and caring.

5.8.1 Interviews

The section begins by introducing the demographic characteristics of the participants selected for the qualitative phase of this study (Table 4). To protect the identity of the participants, pseudonyms have been assigned.

5.8.1 Demographic characteristics of the participants

Table 5.4 Demographic characteristics of the participants

Participant Number	Gender	Race	Degree	SS4LS role in the programme	Place of birth	Current Location
1A	Female	Coloured	MSc Biokinetics	Biokineticist and Tutor	Cape Town	Cape Town
2B	Male	Coloured	BCom	Cricketer	Cape Town	Dublin
3C	Male	Coloured	LLB	Cricketer	Cape Town	Cape Town
4D	Male	White	PGCE	Cricketer	Cape Town	Kent
5E	Male	Black	BAdmin	Cricketer	Cape Town	Bristol
6F	Male	Black	MCom	Cricketer	Harare	Cape Town
7G	Female	Coloured	Admin	Cricketer and support staff	Cape Town	Cape Town
8H	Male	Black	BCom	Cricketer	Harare	Johannesburg
9I	Male	Coloured	BCom	Cricketer	Oudtshoorn	Oudtshoorn
10J	Male	Indian	MSc Physiotherapy	Cricketer	Durban	Johannesburg

5.8.2 Themes for Exploration and Analysis

The following themes were derived from the capability approach and the 5 Cs model of PYD.

5.8.2.1 Conversion Factors

An individual exercises his or her agency within a particular context. Each unique context is

filled with a distinctive combination of personal- social and environmental conversion factors.

These can either act as an obstacle (constraint) or as an aid (enabler) in exercising one's agency.

There are various types of conversion factors, such as personal, social or environmental.

Personal conversion factors include the participant's age, gender, race, health, ability to learn, matric marks, school background, learning disabilities, mental health, past trauma and individual focus. A young athlete might be talented, healthy, bright with very good marks in matric, but not have access to financial resources to further their education.

Participant 6 (F) highlighted access to further education as important, having received:

> *An opportunity to study which I never had previously, obviously because of financial challenges, and to move to a more stable environment than where I was obviously coming from.*

5.8.2.2 Resources

Resources is a fundamental concept in the capability approach, and can be tangible (e.g. scholarship) or intangible (e.g. opportunity), and utilised to achieve functionings. A university scholarship provided to a student will be seen as a resource. However, the student must be able to transform the resource into an achieved functioning i.e. get a degree. Importantly, the resources made available by SS4LS have the potential to increase the capability sets of participants, i.e. gaining a degree that could improve chances of employment. Participant 9 (I) indicated that being on the programme equipped him to achieve a degree, translating into an achieved functioning:

> *They gave me an opportunity to study while playing cricket.*

Likewise, Participant 10 (J) appreciated:

> *...the opportunity to see the great need and benefits of helping others achieve their full potential. Be it academically, sports, social. Working as a team with one vision.*

Participant 1 (A) stated that:

Working for SS4LS gave me the opportunity to grow as a biokineticist.

5.8.2.3 Capability Sets

Capabilities are the ability to achieve functionings. This concept affects how we view the possibilities of living the life we want. Examples of capability sets would be education, self-efficacy, play, bodily health, and social affiliation.

Participant 8 (H) noted:

> *Their maturity and advice on how to approach my cricket and life, helped me develop as a person.*

Participant 9 (I) explained how the programme helped to improve his health:

> *I was probably suffering malnutrition before I really uh actively form part of that wellness programme. And that, for me personally helped me a lot in just in terms of how eating properly and making sure that I make good choices in terms of nutrition and the food that we eat.*
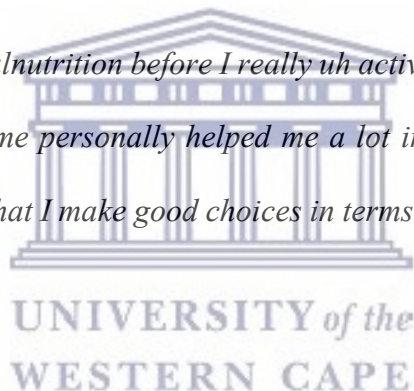
5.8.2.4 Agency

Sen describes agency as 'what a person is free to do in pursuit of whatever goals he or she regards as important'(Sen, 1984: 203). This brings about change in the individual's life, such as good social judgements, decision-making or choices in terms of converting their resources into achieved functioning.

Participant 6 (F) talks of the importance of agency:

> *Mentoring and coaching guided me to make proper decisions in cricket and in life. Overall staff support helped me to grow for life.*

Likewise, Participant 3 (C) described:

> *An environment where you have like-minded people in term of wanting to push and just be better in your life.*

5.8.2.5 Achieved Functioning

A functioning is the state of 'being or doing'. Doing would be something like playing cricket, riding a bicycle, lifting weights in the gym or eating food, while being could be a student athlete being properly nourished, healthy or well-educated. A functioning can be seen as the active realisation of one or more capabilities (Sen, 1999: 75; Nussbaum, 2011: 22-25).

Participant 4 (D) named those who had helped him:

> *They helped me make better choices overall, one of my cornerstones; Chez - spelled his name that way because he was a cornerstone in me developing in both sport and personal since 2005; Ghaleel - He kept my body fit and conditioned, and my mind sane.*

5.8.2.6 Competence

Competence represents a positive view of one's actions in domain-specific areas, such as social skills, decision-making or choice, academic and work ethic, etc.

Participant 6 (F) discussed learning:

> *...skills that enabled me to function with more purpose within a team environment... Furthermore, the competitive nature of individuals at the club/programme encourages healthy competition and this motivates you to work harder than usual. Along with hard work came self-discipline and this had a knock-on effect academically.*

Participant 5 (E) also realised:

...there was a lot more to life and SS4LS gave me life skills that I am still applying today.

5.8.2.7 Confidence

Confidence is an indication of an internal sense of overall positive self-worth and self-efficacy.

Participant 3 (C) discovered:

...how good I was through confidence in performance on the field and in class. This gave me a morale boost. I walked differently after achieving.

Likewise, Participant 9 (I) grew over the period of his engagement with the programme:

Towards the end of my time with SS4LS I was seen as a more senior member of the cricket club. It forced me to come out of my shell and this in turn helped me become a bit more outspoken compared to how I used to be. This helped immensely with my confidence.
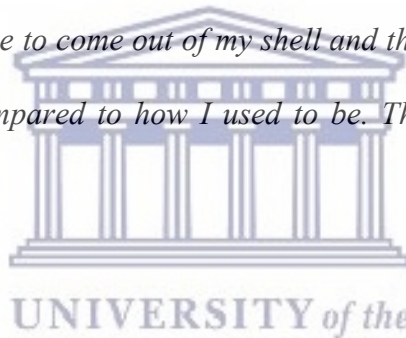
5.8.2.8 Connection

Connection refers to positive bonds with people and institutions. The importance of being able to have that connection is demonstrated by Participant 5 (E):

As I grew older and got to know the other gents in the programme, they became more like family, and I could relate to and with them which made it easier.

Likewise, Participant 8 (H):

Finally understood the saying it takes a village to raise a child. SS4LS was one big family that served to ensure that everyone set up for success in their lives.

Participant 10 (J) described a:

Brotherhood. A place where we could create our own legacy, and grow for life.

5.8.2.9 Character

Character is an indication of an individual's respect for societal and cultural rules.

Participant 3 (C) talks of the importance of character building:

Started to build a strong character. Being around the guys a lot I become very comfortable and outspoken.

Similarly, Participant 4 (D) indicated that being on the programme improved their character:

The individuals that I surrounded myself with at the club, were people with strong characters and this rubbed off on me.
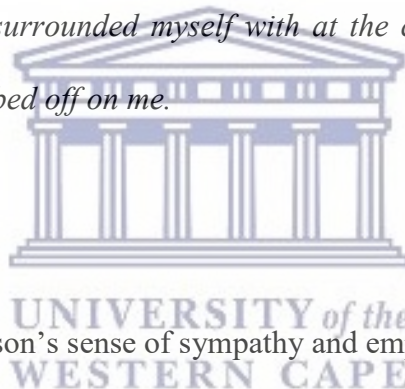
5.8.3.10 Caring

Caring is an indication of a person's sense of sympathy and empathy for others.

Participant 8 (H) talks of the importance of caring:

SS4LS became my lifestyle with amazing support and the rest of the staff. It became a home where all troubles are shock-absorbed, and it allowed me to fully focus on what needed to be done.

5.9 Integrated discussion with findings

5.9.1 Conversion factors

Each scholarship holder who joins the Sport skills for Life skills programme is unique, in terms of their personal and social circumstances and environments (Robeyns, 2005: 99). These

circumstances can either enable the young scholarship holder to convert the resources at his or her disposal into achieved functionings, or it can act as a constraint that prevents a young scholarship holder from converting resources into achieved functionings.

On a personal level, beneficiaries vary: their matric grades are different; their abilities as athletes are different; some athletes may be struggling with an injury such as a stress fracture; some athletes may struggle with a health issue such as diabetes; their mental health differs; and their individual focus is very dissimilar. Therefore, SS4LS medically screens new beneficiaries and provides them with access to healthcare professionals, as some of these conditions could act as a constraint, preventing them from achieving their goals. An example would be to ask the new scholarship holder if they have ever been for an eye test, and if they had, when they last did so. As most beneficiaries did not previously have access to medical aid, they were tested on an annual basis, with numerous athletes found to require reading glasses for class, or contact lenses for participating in cricket. This ensured that this personal conversion factor did not end up being a constraint in either the classroom and on the cricket field (Robeyns, 2005: 99).
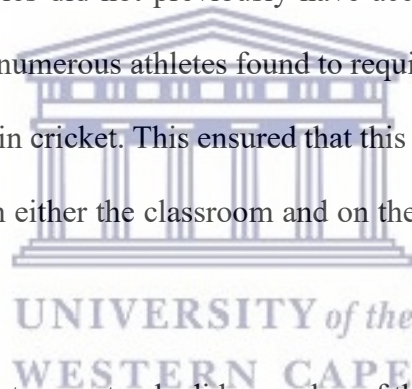
In terms of social conversion factors, not only did a number of the participants and respondents indicate that they are the first generation at university from their family, but the topic of 'black tax' emerged in the interviews.

Black tax is a reference to the financial responsibility carried by black South Africans. This involves some form of remittance or other goods sent home to support their direct and indirect family. Some would argue that this phenomenon emerged due the structural impoverishment of black people in South Africa through colonialism and Apartheid (Msibi, 2020: 92). However, the sending of remittances is a global phenomenon, especially for citizens of poorer countries. Therefore, in the context of social capital, it is where family members leverage their

social bonding to their advantage. These networks can even extend to bridging social capital that is exploited by its members (Carpenter, 2021: 2-3; Sibiya, 2018: 23-24).

According to Matlala (2017: 75), young people in South Africa are experiencing crippling financial and social pressures, by acting as breadwinners for their families. However, this is not something particular to young people in South Africa.

Participant 6 (F), who is from Zimbabwe, notes:

I was the breadwinner for my family.

This results in an expectation that, whilst studying, monies should still flow to the family, which added to students' social pressure. This social pressure has the potential to act as a constraint in the development of internal capability sets.

After moving to the UK, Participant 5 (E) had this to say about extended family responsibilities since leaving the SS4LS programme:

Black tax, I think, to put it in numbers. Um to you mate. I would probably give anything between eighty to two hundred pounds per month. You know.

Recently, beneficiaries of SS4LS experienced environmental conversion factors to a scale never previously seen in the programme. The Covid-19 pandemic impacted society on every level. Apart from cricket seasons being cancelled and training interrupted, 'normality,' in terms of training or playing, came at a huge financial cost due to the need to create safe spaces. Furthermore, the academic programmes at UWC were disrupted, with the university scrambling to get courses online, assessments had to be re-evaluated, students struggled to get access to laptops, and data became essential for students to access their classes from the

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townships. Covid-19 also had a massive impact on a personal conversion factor i.e. mental health, with a number of people struggling with the extended periods of social isolation (Robeyns, 2005: 99-100).

5.9.2 Internal capability sets

The data indicates that the SS4LS programme had some positive influence on the development of internal capability sets of participants and respondents. Four were drawn from Nussbaum's list of ten central capabilities: play, bodily health, social affiliation and education. One, self-efficacy fell outside of Nussbaum's list of central capabilities.

5.9.2.1 Play

According to Nusbaum, play is, 'being able to laugh, to play, to enjoy recreational activities' (Alkire, 2002: 188). Of the respondents, 91.2 % actively played cricket whilst part of the programme, and were therefore engaging in sport, whether competitive or recreational. The remaining 8.8% did not actively participate in cricket, but would have had access to free recreational activities on campus. Universities provide reasonably well-resourced, safe and free of charge recreational spaces to all. The SS4LS programme being based at UWC automatically opened up the institution to all its beneficiaries in terms of being able to engage in recreational activities.

Furthermore, the programme thus far has produced 34 male cricketers who went on to represent the University Sports South African (USSA) cricket team; 24 WP senior provincial female cricketers;15 males cricketers who went on to play for professional teams; 2 female cricketers received national contracts; and five male and female cricketers went on to represent their respective countries on the international stage. It is therefore safe to say that, as an SDM, the SS4LS programme has succeeded in producing sporting excellence in the play space. Therefore, not only does SS4LS comfortably cross the threshold of play, as set out by

Nussbaum; it also clearly develops the participants and respondents' skills sets in relation to cricket.

5.9.2.2 Bodily Health

Bodily health refers to the ability to have good health, including reproductive health, as well as being adequately nourished, and having adequate shelter (Alkire, 2002: 188; Dao, 2021: 4).

A number of respondents' parents are unemployed or employed in low-paid jobs (e.g. domestic workers, factory workers, or taxi drivers), while others are teachers, administrators, police officers and bookkeepers. This indicates that the bulk of respondents' parents find themselves in the vulnerable Living Standards Measure (LSM)1-7 bracket, or at best part of the missing middle. The latter referring to households that earn more than the income threshold to qualify for the National Students Financial Aid Scheme (NSFAS), however still cannot afford the cost of tertiary education for their kids (Ntloedibe, 2020: 1-2; Naidu, 2022: 1). Furthermore, 22.6% of the respondents came from either a single-parent home or were raised by the grandparents. This further erodes the financial security of the immediate familial support structure, and limits their ability to support the respondents financially to access private healthcare, food and shelter.
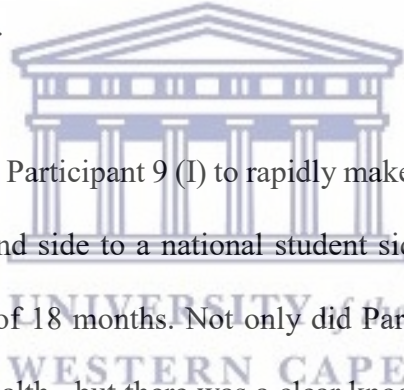
The SS4LS programme provides its beneficiaries access to a range of private healthcare facilities and practitioners that form part of its network, funding permitting. Of the respondents, 38.6% indicated that they have made use of this resource. A further 17.5% indicated that the programme provided them with medical insurance, which makes up with the percentage of foreign students who form part of the programme, who require mandatory medical insurance in order to study in South Africa.

Furthermore, when looking at nutrition and shelter as a component of the bodily health capability set, we see that 36.8 % of the respondents required access to nutrition and shelter

which was provided by the SS4LS programme. Beneficiaries on the nutritional support programme are provided a monthly allowance for nutrition, which they spend on their monthly food shopping trips, accompanied by a nutritionist, enabling them to make healthy choices within their own diverse cultural contexts. Additionally, all beneficiaries of SS4LS also receive nutritional support on matchdays, so as to not single out those on the monthly nutritional support programme.

Participant 9 (I) said that:

> *I was probably suffering from malnutrition before I really uh actively formed part of that wellness program. And that, for me personally helped me a lot in just in terms of how eating properly and making sure that I make good choices in terms of nutrition and the food that we eat.*

Improved bodily health allowed Participant 9 (I) to rapidly make progress in his sport, moving from UWC cricket club's second side to a national student side, and then to a professional cricket team, within the space of 18 months. Not only did Participant 9 (I)'s capability sets improve in relation to bodily health , but there was a clear knock-on effect in relation to play as a capability set, as is evident with his improved performance on the sports field (Dao, 2019: 9-10). This confirms Nussbaum's assertion that bodily health is an important component of human flourishing.

5.9.2.3 Social Affiliation

Affiliation has two components:

> being able to live with and toward others, to recognize and show concern for other humans, to engage in various forms of social interaction; to be able to imagine the

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situation of another … [and] having the social bases of self-respect and non-humiliation; being able to be treated as a dignified being whose worth is equal to that of others. This entails provisions of non-discrimination on the basis of race, sex, sexual orientation, ethnicity, caste, religion, national origin and species (Alkire, 2002: 188; Dao, 2021: 4).

It is interesting to see if the SS4LS programme was able to cross the Rubicon in relation to social affiliation. Apartheid divided South Africa along racial lines for nearly half a century, and before that you had colonial rule, which was not dissimilar in nature. 'Being able to be treated as a dignified being whose worth is equal to that of others' was not possible under colonialism and Apartheid, whose social systems did not recognise people as equal and did not make it possible to 'live with and towards others', especially those who belonged to different race groups. Thus, the question is whether SS4LS can make some contribution to breaking down the social barriers created by colonialism and Apartheid.

Former participant and award-winning journalist, Ronald Masinda, had the following to say (2015: 1):
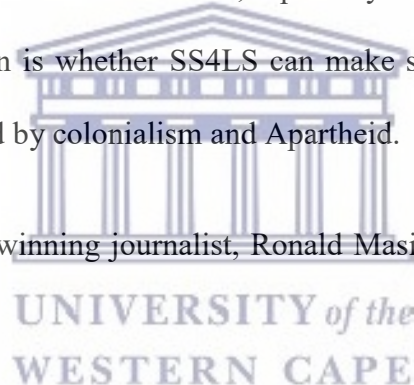
The only time I felt equal to other cricketers was during my time at the University of the Western Cape (UWC). As a scholarship holder there in 2003… the Sports Skills for Life Skills programme (funders of UWC cricket scholarships) taught me a lot about the game and helped take the financial strain off my mom.

Participant 8 (H) indicated that:

I also had amazing teammates who were friends on and off the field, including difficult times such as when we were attacked as international students due to xenophobia.

This illustrates that the participants were able to 'recognise and show concern towards other humans,' to 'imagine the situation of another,' and bond across racial, ethnic, religious and nationalist boundaries.

Participant 6 (F) explained that a diverse team:

... allowed me to gain insight from different perspectives which in turn contributed to my personal growth. I also became more understanding and tolerant of people.

This quote reflects the benefits of the PYD approach infused into SS4LS through Lerner's 5 Cs model, as well as of creating a space where social networks can be formed across racial, cultural, socio-economic and religious lines. The quote from Participant 8 (H) clearly shows the 6th C (caring), in the support he received from fellow beneficiaries during the height of a wave of xenophobia in the Western Cape, while Participant 6 (F) became more 'understanding and tolerant' of other people due to his experience in SS4LS. In the survey, 89% of respondents indicated that they have 'given back' to the SS4LS programme in some form or another, while 79% had in the past or are currently 'giving back' to another charitable organisation. This confirms the emergence of Lerner's 6th C among SS4LS beneficiaries.

The SS4LS skills programme allows beneficiaries from various racial, religious, ethnic, cultural and socio-economic backgrounds to come together and create success on the sports field. This leads to the forging of networks, and the creation of social capital in spaces where it did not exist before, due to the legacy of Apartheid and colonialism (Suzuki, 2017: 153).

Participant 5 (E) said the following:

As I grew older and got to know the other gents in the program they became more like family, and I could relate to and with them which made it easier.

Likewise, Participant 8 (H) asserted:

SS4LS was one big family that served to ensure that everyone set up for success in their lives.

And Participant 10 (J) talked about:

Brotherhood. A place where we could create our own legacy, and grow for life.

These quotes all confirm that indeed the participants see themselves as a close-knit family unit bonded through their shared experience as beneficiaries of the Sport skills for Life skills programme.

Participant 4 (D) indicated that:

They helped me make better choices overall, one of my cornerstones; Chez - spelled his name that way because he was a cornerstone in me developing in both sport and personal since 2005; Ghaleel - He kept my body fit and conditioned, and my mind sane.

These quotes illustrate that the bonding and networks were not limited to the cricketers, but included the staff of the programme. Closer inspection could possibly reveal bonding with classmates, fellow students, lecturers and players on opposing teams. This seems to be a clear indication that the SS4LS skills programme has enhanced social affiliation as a capability set to its fullest extension, building important network bridges that create social solidarity and unique social capital in post-Apartheid South Africa.
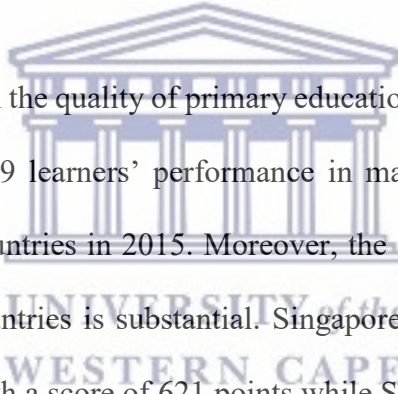
5.9.2.4 Education

Education falls under Nussbaum's fourth core capability, i.e. senses, imagination and thought. Nussbaum asserts that, for one's thinking, reasoning and imagination to be 'truly human,' it

needs to be infused with adequate education. There is a basic threshold for education that includes, but is not limited to, literacy, instruction in basic mathematics, and basic scientific training (Alkire, 2002: 188; Dao, 2021: 4).

It was previously noted that the bulk of the participants and respondents' primary caregivers are between LSM 1-7, and the top end of this group are at best part of the missing middle. Therefore, access to tertiary education is a challenge for these families, especially the missing middle. It is therefore not surprising that the majority (78.6%) of respondents finished their secondary schooling at government public schools, while 21.4% attended more affluent schools (the majority of which were with scholarships). However, all schooling in South Africa has been widely recognised as limited. According to a report by Meoletsi and Mlachila (2019: 19):

> The lagging outcomes in the quality of primary education persist at the secondary level ... South African grade 9 learners' performance in mathematics and science ranked bottom among other countries in 2015. Moreover, the gap between South Africa and the best performing countries is substantial. Singaporean learners topped the list for grade 8 mathematics with a score of 621 points while South African learners achieved 371 points in the second bottom position.

Therefore, it is not surprising that 60% of the respondents indicated that the academic support provided by SS4LS was an important resource that they sought out when joining the programme. This was second only to seeking out the opportunity to play competitive cricket.

Participant 3 (C) explained that the presence of tutors provided him with encouragement:

> *Then on the academic side, you have got mentors, Andrew who runs the academic side of things. You have all these people at your disposal. So, when you are struggling, you*

can get the help that you need. So essentially all you need to do is focus. It made me bring my end of the bargain, you know.

The academic support provided to beneficiaries is crucial, especially in the historical context of South Africa, and how this has segmented the labour market. According to Servaas van den Berg (2006), when one looks at the South African labour market, you will find that a large portion of the working age population is still marginalised in the relatively skills-intensive economy, due to insufficient educational attainment. This marginalisation is largely along racial lines, due to legacies of colonialism and Apartheid. According to Van den Berg (2006: 1-44), 'educational attainment is the main observed determinant of occupational status, which directly influences earnings.' Therefore, in the South African context, people from marginalised communities, who have been structurally deprived of quality education, are excluded from finding work, earning higher wages, and benefiting from upward social mobility. In South Africa, 'there is a strong relationship between an individual's level of education and his or her standard of living, given that unemployment rates are strongly positively related to education levels' (Van den Berg, 2006: 3).

Education takes on an even more important function as a capability set in South Africa for people from marginalised communities. According to Van den Berg, in South Africa, the racial groupings with the least education are people from the black and coloured communities, and the lack of educational attainment is not only a constraint for the current generation, but also for their children and their children's children (Van den Berg, 2006: 23). Hence, it is important to note that 63.2% of this study's respondents are coloured and 26.3% are black, meaning 89.5% of the respondents are from the most vulnerable segment of the population.

However, of the respondents, 75.4% have already received qualifications, while 12.3% were doing another qualification. Thus, only 8.8 % of the respondents left the programme without a

qualification. Along with this, in the latest reports of SS4LS at their Annual General Meeting, it was shown that the overall average of beneficiaries of the programme who studied at UWC in 2021 had increased from 60.96% to 62.9%, whilst UWC's average is 60.65 %, and that the total number of degrees successfully completed by SS4LS beneficiaries is over 350 (SS4LS AGM Report, 2022: 71). This is a remarkable performance that validates the academic support provided to these athletes, and is a clear indication of improved skills sets in relation to education, which amplifies the value of the social capital formation amongst beneficiaries through social affiliation (Putnam, 1999: 1).

Lizaad Williams, a graduate from UWC, alumnus of SS4LS, and who made his international debut for the Proteas against Ireland in Malahide in April 2021, had the following to say:

> *Sport skills for Life skills ensured I had all the resources to succeed, and played a big role in my success as a student.*

5.9.2.5 Self Efficacy

Self-efficacy refers to an individual's belief that they can successfully perform the behaviour required to attain a specific outcome (Weis, 1982: 24; Zimmerman, 1992: 664; Heslin, 2006: 705; Hepler, 2007: 603; Meral 2012: 1143-1144). However, self-efficacy is not included in Nussbaum's list of ten central capabilities.

In the context of SS4LS, the classroom and the cricket field provide wonderful platforms for beneficiaries to develop self-efficacy (Zimmerman, 1992: 663-676; 2000: 82). The SfD component of lived experience is very tangible, with clear outcomes, such as being able to hit a ball (Zipp, 2017: 264). The SDM component focuses this learning process more acutely. The beneficiaries set individual and team goals at the start of each campaign, and then engage in a process of strategising on how to achieve those goals. The outcomes achieved in various local

and national competitions can be clearly measured against the goals that were initially set (Weiss, 1982: 24-36; Hepler, 2006: 609).

Participant 6 (F) asserted that the inherent competition between beneficiaries positively focuses the execution of a participant's agency even more:

> *Furthermore, the competitive nature of individuals at the club/program encourages healthy competition and this motivates you to work harder than usual. Along with hard work came self-discipline and this had a knock-on effect academically.*

In relation to honing self-efficacy through achieving goals on the sports field and in the classroom, Participant 3 (C) stated that:

> *I discovered how good I was through confidence in performance on the field and in class. This gave me a morale boost. I walked differently after achieving.*

Beneficiaries seem to be 'feeding off' one another in their attempt to reach their goals. Participant 3 (C) described it as:

> *An environment where you have like-minded people in terms of wanting to push and just be better in your life.*

Therefore, it is not surprising that 86% of the survey's respondents indicated a positive change in their self-efficacy as a result of being part of the programme.

The honing of self-efficacy does not seem to be only the result of engagement on the sports field or in the classroom. Participant 9 (I) believed that added responsibility towards fellow beneficiaries help grow his self-confidence:

Towards the end of my time with SS4LS I was seen as a more senior member of the cricket club. It forced me to come out of my shell and this in turn helped me become a bit more outspoken compared to how I used to be. This helped immensely with my confidence.

The honing of deep-rooted self-belief amongst beneficiaries permeated beyond their time in SS4LS, as Participant 5 (E) realised:

... there was a lot more to life and SS4LS gave me life skills that I am still applying today.

Currently, the beneficiaries in the SS4LS programme set individual and team goals at the start of each campaign, which is done with an agreed set of values, signed off by all beneficiaries. Thus, during the course of their undergraduate degree, this is done at least three times.

Similarly, the academic goals, and strategies to achieve those goals, are discussed with the participant on a one-on-one basis with the academic manager (SS4LS AGM Report, 2022). Additional check-ins are done via text message to gauge the progress the participant is making during the course of the year. The repetitive goal-setting process eventually gets internalised and, to an extent, automated. Performance therefore becomes more self-regulated. According to Zimmerman (1992), this process can potentially lead to increased perceived self-efficacy (Shuller, 2004: 12 -34).

SS4LS clearly has the potential to have a positive impact on self-efficacy as an internal capability set, and the feedback provided by the participants and respondents confirms that is indeed the case.

5.10 Sport skills for Life skills capabilities framework

The SS4LS capabilities framework proposed in this study is an application of Lerner's PYD model to Robeyns' and Zipp's human capability frameworks, within the context of sport. The Sport Skills for Life Skills capabilities framework is set out in Figure 5.2.

Conversion Factors

Personal (Micro-level)

Physical – age, sex, race, general health, injury history, menstruation, fitness
Cognitive – ability to learn, matric marks, school background, learning disabilities
Emotional - *individual* focus, past trauma experienced, mental health

Social (Micro and Meso-level)

Family (Micro) – *connectedness* to parents, extended family or siblings
Family as primary socialisation agents in athlete's providing support/opposition in sport participation
University (Meso) – integration into campus life connecting with lecturers and fellow students
Community and SS4LS programme (Meso) – connectedness with coaches, programme staff, peers
Goals and objectives of the SS4LS programme

Environmental (Macro-level)

SS4LS programme culture and norms, norms and values of broader community, physical infrastructure on campus and community the participant lives in, access to healthcare, labour market

Human resources: coaches, sport physicians, physiotherapists, strength and conditioning staff, dietician, biokineticist, interns, academic support co-ordinator, alumni mentors, optometrists, dentist, tutors, life skills facilitators

Physical resources: Indoor training facility, gymnasium, outdoor playing and training areas, university as an educational institution, transport, nutrition, equipment

Adaptive preference based on personal experiences

Personal history and mental state

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Real opportunities to develop an individual's internal capability sets related to …
Bodily Health
Social Affiliation
Play
Education
Self-Efficacy

C H O I C E

Improved skill sets in **Sport**

Improved skill sets in **Education**

Improved skill sets in **life skills**

Improved skill sets in **healthy living and behaviour**

Improved social network

Figure 5.2: The Sport Skills for Life skills capabilities framework.   84

Nussbaum's list of central capabilities allows us to identify particular capability sets as a starting point for this study. Merging Robeyns' and Zipp's capability frameworks allows us to look at the interplay between the key concepts, set out in Chapter 3: resources, conversion factors, internal capability sets and development, with the participant as the central focus. Through the SS4LS capability approach framework, we can examine the identified internal capability sets. In this study, we explore how self-efficacy, social affiliation, education, play, and bodily health have been impacted by the programme. Does the SS4LS programme support the development of the identified internal capabilities sets? If so, how? If not, why not? Thus, it allows for a unique analysis of a Global South sports programme, that straddles both the SfD and SDM models, by a Global South scholar.

Zipp's model allows for any of the conversion factors to constitute causal factors, while in Robeyns' model, individual factors are positioned in between resources and capabilities (Zipp, 2017: 259-261). Zipp's model visually illustrates all three categories of conversion factors as having the potential for equal influence (Zipp, 2017: 260).

The emphasis of the SS4LS model is slightly different. It views the individual as the centre of a continuous re-constitutive process, in relation to a context-sensitive framework. Each participant experiences the array of conversion factors in their own specific way, be it sequentially, quantitively or qualitatively, gradually altering their relationship with the resources at their disposal, including those facilitated by SS4LS. This ever-changing relationship is evident in the personalised manifestation of agency, which may or may not lead to the development of the participant's internal capability sets, leading to the reconstitution of the process of exercising agency. This reconstitutive process is in perpetual motion, which continuously produces distinctive and unique outcomes for each individual (Suzuki, 2017: 153). Whilst the application of this understanding of the SS4LS capability model goes beyond

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sport, it can also act as a sensitising device for the potential impact of sport programmes on the development of athletes' internal capability sets.

5.11 Conclusion

This chapter discussed the findings of the research, which explores the impact of a sport and educational intervention on the capability sets of athletes at tertiary level in a developing country, through the lens of a capability approach. The first objective was to explore the capability sets of student athletes who have exited the UWC-based SS4LS cricket project. The second objective was to assess the SDM and SfD outcomes of a sport-focused intervention at a university.

In line with the first research question this research identified five internal capability sets of participants and respondents: play, bodily health, social affiliation, education and self-efficacy. It looked at how the SS4LS programme based at the University of the Western Cape, through the provision of resources by both the programme and the tertiary institution where it is based, assists the beneficiaries to navigate potential constraining conversion factors to negate their impact, or remove the constraint altogether. This resulted in an overwhelming positive impact on the beneficiaries' internal capability sets, allowing former beneficiaries of SS4LS to lead a life they value or have reason to value.

It is evident that, from an SfD perspective, the SS4LS programme has been incredibly successful, with nearly 90% of the respondents coming from the most vulnerable socio-economic groupings in South Africa with the poorest educational attainment. Despite this, over 350 degrees have been conferred upon beneficiaries over a 22 year period. Two graduates are currently representing South Africa on the cricket field for both the men and women's teams. Lizaad Williams was the first player of colour with a degree to play for South Africa in the post-Apartheid period. In fact, he was the only player with a university degree in the whole

Proteas squad when they played in Ireland on the July 2021 tour. It is not surprising, then, that 86% of the survey's respondents reported a positive change in their self-efficacy. Perhaps it is this new-found confidence that led former beneficiaries to start an SS4LS Alumni Network during one of the Covid-19 pandemic lockdowns. This social affiliation signals the organic potential and nature of capabilities as they evolve.

From an SDM perspective, the programme has produced five international cricket players, and 15 cricket players who went on to play professional cricket. This is a throughput rate similar to that of the Western Province Cricket Academy over a 10-year period, whose sole purpose is to prepare cricketers for the professional arena.

When looking at the broader secondary objective of this study i.e. assessing the SDM and SfD outcomes of a sport-focussed intervention at a university we see the results from the surveys and interviews also shows a positive impact on beneficiaries of the programme who did not play cricket. These beneficiaries were involved as support staff in various capacities through the SS4LS internship programme. These beneficiaries not only benefitted from the general resources of the programme that were accessible to the cricketers, but as the interviews revealed that the practical work experience gained by these beneficiaries in their chosen field was greatly valued as part of the career development. Therefore, it is no surprise that the former Protea men's physiotherapist, Craig Govender, came through the programme as well as Francis Lamech (Kenyan men's rugby sevens physiotherapist) and Jude Solomons (Paarl Rock's strength and conditioning coach).

In light of this, not only does the research point to a fertile SfD footprint created by the SS4LS programme, as evidenced by the improved capability sets of the student athletes and non-athletes alike, but the programme's SDM outcomes rival those of a professional sports academy

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CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS

6. Conclusion and Recommendations

6.1 Introduction

The catalyst for this study was the desire to understand whether a sport and educational intervention in a Global South context, for aspiring athletes at a tertiary level had any impact on the development of specifically identified internal capability sets of the athletes. The journey to answering this question is detailed in six chapters.

Chapter 1 set out the background to this study and its significance. Furthermore, the problem statement was identified, along with the research question, and aim and objectives of the study. Importantly, this dissertation discussed what research design was best suited to explore the topic, and what the limitations of the study are.

Chapter 2 presents a deep dive into relevant and current literature on the topic. The chapter commenced with the origins of sport, through to the global emergence of the SfD movement, finally bringing it home to South Africa, where the Sport Skills for Life Skills programme is based. The chapter highlighted the dearth of research on SfD projects located in Global South countries being produced by researchers based in Global South countries. Of the research produced, the vast majority utilise social capital or positive youth development as theoretical frameworks. Very few venture into the capability approach, which acts as a sensitising device for both practitioners and policy makers.

Chapter 3 took a closer look at the Aristotelian roots of the capability approach of Amartya Sen, and described how Martha Nussbaum distilled a list of ten core (central) capabilities from Sen's capability approach, which she argued should be supported by all democracies in order for its citizens to flourish. After unpacking the core concepts of the capability approach, the

chapter took a closer look at Ingrid Robeyns' capabilities framework, and how Sarah Zipp adapted Robeyns' framework to apply it to her SfD study in the West Indies. The chapter then pulled together all these theoretical threads into the SS4LS capabilities framework.

Chapter 4 described the research methodology used in this study. This study is mixed methods in its design, and the data collection and data analyses techniques were presented. Reflexivity and trustworthiness were also described in this chapter.

Chapter 5 gave an in-depth description of the analysis of the findings. The data collected was analysed and structured in a manner that informed the research, and the chapter explained the themes that emerged from the data analysis that aligned with the specific internal capability sets that were identified within the capability approach. Each finding was discussed and interpreted.

The purpose of Chapter 6 is to take the data, findings and discussion presented in Chapter 5, and provide a set of recommendations.

6.2. Overview of the Study

The structural differentiation process that occurred within South African sport in our bid to be internationally competitive post-1992 have had some unintended consequences. In a cricketing context, it meant the creation of cricket academies by Cricket South Africa (CSA), to mould young aspiring players into the best versions of themselves as cricketers. Players were drafted into the CSA-funded provincial academies and, after a period as first-class cricketers, the best will be drafted into the national academy. Unfortunately, this process was not compatible with the holistic development of the athlete, who often had to choose between furthering their education or becoming professional cricketers. This resulted in an over-supply of specialised

cricket players with no other skill sets, leading to a form of structural unemployment for these young players at an early age.

In 1999, the Sport Skills for Life Skills programme was introduced at UWC to address this alarming trend, which was busy widening the poverty chasm created along racial lines by colonialism and Apartheid.

This study sets out to understand whether this sport and educational intervention for aspiring athletes at a tertiary level had any impact on the development of their internal capability sets, as identified in this study. If the answer is in the affirmative, then perhaps CSA should reconsider its existing pathway for young athletes.

The overwhelming conclusion from the data is that the SS4LS programme has had a positive influence on the development of the internal capability sets of participants and respondents alike, such as self-efficacy, social affiliation, bodily health, education and play. It is important for CSA to note that, from an SDM perspective, international and professional cricketers are being produced by SS4LS. From an SfD perspective, these young athletes show increased levels of self-efficacy, improved levels of education, and the formation of new social networks. These SfD outcomes have beneficial spin-offs for CSA, such as the emergence of ex-players as physiotherapists, strength and conditioning personnel, potential provincial and national board members, and other expertise, who all can contribute towards the strengthening of CSA as a national sport organisation.

For Sen and Nussbaum, substantive development implies the preservation, encouragement and augmentation of valued or valuable capability sets, such as nourishment and play (Dao, 2019: 7). Therefore, couched in a capability approach framework, SS4LS definitely contributed and continues to contribute towards development.

6.3. Recommendations

During the course of compiling this dissertation, a number of wide-ranging recommendations emerged. These are summarised below:

6.3.1 Recommendation 1

In relation to the aim of this study this dissertation adds to the limited research currently available on SfD and SDM interventions by Global South researchers using the capability approach. However, a lot more needs to be done to widen the application of the capability approach as a theoretical framework, and as a monitoring and evaluation tool for future SfD interventions (Suzuki, 2017: 157; Dao, 2021: 19). Levine (2018: 271-273) lauds the 'ability of the Capabilities Approach framework to account for local context and to potentially understand SDP at different levels.

6.3.2 Recommendation 2

In relation to the first research question of this study a more in-depth conceptualisation of the conversion factors specific to a SfD setting in a Global South country will assist beneficiaries and practitioners alike to navigate potential barriers to successfully convert resources into achieved functionings. Therefore, leading to the development of internal capability sets. This will allow future beneficiaries of SfD initiatives to improve the exercise of their agency in relation to the resources available to them, which in turn can improve the internal capability sets of beneficiaries.

6.3.3 Recommendation 3

Despite access to interesting longitudinal data, it would be beneficial for future research to include a larger sample size. This will provide greater statistical power for quantitative analysis, and highlight the possible associations or relationships between the concepts central to the capability approach.

6.3.4 Recommendation 4

Darnell's (2019: 14 - 15) recent systematic review concluded that it is reasonable to derive from the current body of research that sport participation and/or sport-based SfD interventions, such as SS4LS, will probably have some benefits for some people in some instances. However, the idea of the 'impacts of SfD interventions' has become conflated with 'benefits of SfD interventions', which flies in the face of evidence-based research. In light of the aforementioned, it is recommended that future research should embrace a more holistic evidence-based understanding of the impact of SfD interventions, be they positive or negative.

6.3.5 Recommendation 5

Several of the participants proposed creative ways to rejuvenate the life skills workshop curriculum to include topics they feel could be useful for the current beneficiaries. Most of these suggestions revolved around finance, such as how to invest, when to start investing, how to do a budget / financial planning, how to purchase property, etc. SS4LS alumnus Steve Fielies (2022: 153) used PYD as the theoretical framework to investigate the programme, and his work showed a need for workshops on nutrition, time management, effective sleep, employment competencies, and ways to nurture the emergence of Lerner's 6th C.

6.3.6 Recommendation 6

In relation to the second research question potential research should focus on the applicability of a hybrid SfD and SDM model based at tertiary institutions in Global South countries, as opposed to the current sports academy system that potentially can lead to the deskilling of athletes. This study has shown a hybrid model can not only achieve sporting excellence, but also promote important social imperatives. These include the promotion of diversity, social inclusion and the creation of a skilled local labour force familiar with the sporting code.

Therefore, further research must look at other sporting codes (male, female and disabled athletes) and their place at institutions of learning.

6.4 Conclusion

Since the early 1990s, we have seen an increase in sport for development research, as the SfD approach gained popular traction as a vehicle for positive social change. However, a recent integrated literature review found that, despite the vast majority of SfD projects being located in Global South countries, around 90% of the authors of the 437 peer-reviewed journal articles were from Global North countries.

Furthermore, despite the surge in research around sport for development, there remains a scarcity of SfD researchers, from the Global North and Global South, who employ the capability approach (CA). This is particularly the case when utilising this approach in a South African sports context for research, policy and practice. This dissertation explored the impact of a sport and educational intervention that successfully straddles both the SfD and SDM. The intervention allowed aspiring young athletes to pursue their dreams to represent their country on the sports field, whilst also holistically evolving their internal capability sets, enabling them to lead a life they value or have reason to value.

The case study of SS4LS based at UWC showed how such an initiative can serve as a resource for young athletes to achieve their dreams, and turn them into achieved functionings. The research findings have shown positive impacts on all the identified internal capability sets: play, bodily health, social affiliation, education and self-efficacy. Nearly 90% of the respondents of the survey came from the most vulnerable socio-economic groupings in South Africa, yet they have produced the bulk of the over 350 degrees completed at UWC. Along with this, 86% of respondents indicated an improved level of self-efficacy due to their

participation in the Sport Skills for Life Skills programme, positioning these previously marginalised members of society as highly qualified and confident agents of change for their communities.

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APPENDIX A:

INFORMATION SHEET

Project Title: The Impact of Sport Skills for Life Skills (SS4LS) on the development of capability sets of student athletes: A case study approach

What is this study about?

This is a research project being conducted by Nicolas Kock at the University of the Western Cape. The purpose of this research project is to explore The Impact of Sport Skills for Life Skills (SS4LS) on the development of capability sets of student athletes. We are inviting you to participate in this research study, because you could provide us with meaningful information regarding the influence of a cricket development programme.

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

You will be asked to fill in and sign the consent form to participate study questionnaire. The questionnaire will focus on your perception of SS4LS programme and the impact the programme had on your development.

Would my participation in this study be kept confidential?

The researcher undertakes to protect your identity and the nature of your contribution. To ensure your anonymity, your name will not be included for any purpose in this research project. A code will be used to differentiate different transcriptions of respondents. Only the researcher will be able to link your identity and will have access to the identification key, especially for the information verification. To ensure your confidentiality, the questionnaires will be kept in a password-protected folder that will be known to the researcher only. The transcriptions will be identified with codes

and stored in a lockable filing cabinet for five years before being destroyed. The research findings will not include any of your personal details.

What are the risks of this research?

There may be some risks from participating in this research study. All human interactions and talking about self or others carry some amount of risk. We will nevertheless minimize such risks and act promptly to assist you, if you experience any discomfort, psychological or otherwise during the process of your participation in this study. Where necessary, an appropriate referral will be made to further assistance or intervention.

What are the benefits of this research?

This research is not designed to help you personally, but the results may help us to understand and inform the SS4LS programme on the impact of the programme.

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

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

Is any assistance available if I am negatively affected by participating in this study?

All possible precautions will be taken to protect you from experiencing any harm during the research process. If, however, you are or feel that you are being negatively affected by this research, suitable professional assistance will be sought for you. Where necessary, an appropriate referral will be made to for further assistance or intervention.

What if I have questions?

This research is being conducted by Nicolas Kock in the Institute for Social Development (ISD) at the University of the Western Cape. If you have any questions about the research study itself, please contact Nicolas Kock on 083 246 2529 or on 9235407@myuwc.ac.za. Should you have any questions regarding this study and your rights as a research participant or if you wish to report any problems you have experienced related to the study, please contact:

Department Chairperson
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Humanities and Social Sciences Research Ethics Committee
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APPENDIX B:

LETTER OF CONSENT: INTERVIEWS

Letter of consent: To participate in a semi-structured Interview for the study conducted by Adv Nicolas Kock entitled: The Impact of Sport Skills for Life Skills (SS4LS) on the development of capability sets of student athletes: A case study approach

I, …………………………………………………………………………………………,
have read and understood the information sheet regarding this research.
I have had the opportunity to ask any questions related to this study, and received satisfactory answers to my questions and any additional details I wanted.
I understand that my participation in this study is voluntary, I am free not participate and have the right to withdraw from the study at any time, without having to explain myself.
I am aware that the information I provide in the [semi-structured interview] might result in research which may be published.
I understand that any written output resulting from this [semi-structured interview] will never use my name, that is my identity will not be revealed in any form.
I agree to answer the questions to the best of my ability.
I may also refuse to answer questions that I don't want to answer.
I understand agree that this [semi-structured interview] may be voice recorded.
By signing this letter, I give free and informed consent to participate in this [semi-structured interview].

Date: ……………………………………………………………………………………
Participant Name …………………………………………………………………….
Participant Signature……………………………………………………………………..
Interviewer Name …………………………………………………………………….
Interviewer Signature………………………………………………………………………

This research project has received ethical approval from the Humanities & Social Sciences Research Ethics Committee of the University of the Western Cape, Tel. 021 959 2988, E-mail: research-ethics@uwc.ac.za

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APPENDIX C:

LETTER OF CONSENT FOR AUDIO RECORDING

Letter of consent: To participate in an interview for the study conducted by Adv Nicolas Kock titled: ***The Impact of Sport Skills for Life Skills (SS4LS) on the development of capability sets of student athletes: A case study approach***

I … ………………………….have read and understood the information sheet regarding this research.

I have had the opportunity to ask any questions related to this study, and received satisfactory answers to my questions and any additional details I wanted.

I understand that my participation in this study is voluntary, I am free not participate and have the right to withdraw from the study at any time, without having to explain myself.

I am aware that the information I provide in the interview might result in research which may be published.

I understand that any written output resulting from this interview will never use my name, that is my identity will not be revealed in any form.

I agree to answer the questions to the best of my ability.

I may also refuse to answer questions that I don't want to answer.

I understand agree that this interview may be voice recorded.

I agree to keep the insights and stories shared by other respondents in this focus group confidential and I will not disclose any personal details of other respondents after this focus group has ended.

By signing this letter, I give free and informed consent for this interview to be audio recorded to improve the quality of the research.

Date: …………………………………………………………………………………
Participant Name …………………………………………………………………….
Participant Signature……………………………………………………………………..

Interviewer Name …………………………………………………………………….

Interviewer Signature…………………………………………………………………….

This research project has received ethical approval from the Humanities & Social Sciences Research Ethics Committee of the University of the Western Cape, Tel. 021 959 2988, E-mail: research-ethics@uwc.ac.za

University of the Western Cape

APPENDIX D:

LETTER OF CONSENT: QUESTIONNAIRES

Title of Research Project: The Impact of Sport Skills for Life Skills (SS4LS) on the development of capability sets of student athletes: A case study approach

I, ……………………………………………………………………………………………,
have read and understood the information sheet regarding this research.

I have had the opportunity to ask any questions related to this study, and received satisfactory answers to my questions and any additional details I wanted.

I understand that my participation in this study is voluntary, I am free not participate and have the right to withdraw from the study at any time, without having to explain myself.

I am aware that the information I provide in the [Questionnaire] might result in research which may be published.

I understand that any written output resulting from this [Questionnaire] will never use my name, that is my identity will not be revealed in any form.

I agree to answer the questions to the best of my ability.

I may also refuse to answer questions that I don't want to answer.

By signing this letter, I give free and informed consent to participate in this [Questionnaire].

Date: ……………………………………………………………………………………
Participant Name ……………………………………………………………………….
Participant Signature…………………………………………………………………..
Interviewer Name ……………………………………………………………………….
Interviewer Signature…………………………………………………………………….

This research project has received ethical approval from the Humanities & Social Sciences Research Ethics Committee of the University of the Western Cape, Tel. 021 959 2988, E-mail: research-ethics@uwc.ac.za

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APPENDIX E:

Survey Questionnaire

Project Title: Impact of Sport Skills for Life Skills (SS4LS) on the development of capability sets of student athletes: A case study approach

Thank you for taking part in this survey which will be used to better understand the impact of SS4LS on the development of capability sets in student athletes. Please complete this questionnaire following the link to google forms, and indicate your appropriate answer to the questions.

Part 1: Demographics

Your name			
Year of birth		**Gender**	Male
			Female
			Other
Nationality	South African	**'Race'**	Black African
	Zimbabwean		Coloured / mixed race
	Other (*please specify*)		White
			Other (*please specify*)
From what high school did you matriculate?		**Where did you live when you were at high school?** (e.g. 'Retreat, Cape Town')	
Who raised you when you were in high school?		**What work did they do?**	
Where do you live now? (again, please be specific)		**Do you own your own house?**	Yes
			No
Education			
Have you completed a post-school qualification?	Yes		
	Yes – but am doing another one		
	No – I am still studying		
	No – I left without completing a qualification		
	No – I never started a post-school qualification		
	Other (*please specify*)		
If yes, name of qualification(s) completed			
Institution you study/ied at while with SS4LS	UWC	**Total period at college/ university (dates)** (*indicate when you were not with SS4LS*)	**from**: **to**:
	CPUT		
	UCT		
	Northlink		
	School (*which one?*)		
	Other (*specify*)		
	I did not study while with SS4LS		

If you are still studying				
Where are you studying now?		UWC	What course are you currently registered for?	
		CPUT		
		UCT		
		Northlink		
		School (which one?)		
Undergrad / postgrad			Current academic year of study	

PART 2: YOU AND SS4LS

2.1 **In what years did you:**

join SS4LS?	
Leave SS4LS?	

2.2 **How did you find out about SS4LS?** *(Choose as many as you need to)*

	I heard from a friend
	I heard from an SS4LS member / coach
	I was approached directly by SS4LS
	I heard through a member of the UWC Cricket Club
	I heard through WPCA
	Other: *(please specify)*

2.3 **What did you hope to get from SS4LS?** *(Choose as many as you need to)*

	Cricket coaching
	Opportunity to play competitive cricket
	Friendship
	A place to belong
	Financial support
	Academic support
	Other: *(please specify)*

2.4 **Did you get what you hoped for?**

	Yes
	Partially
	No

Please explain in some detail:

2.5 **Which of the following did you receive from SS4LS?** *(please tick as many as apply to you)*

	Tuition fees paid
	Contribution towards accommodation costs
	Contribution towards food costs
	Contribution towards transport
	Some medical costs paid
	Medical insurance paid
	Other costs paid *(please specify)*
	Cricket coaching
	Cricket skills workshops
	Tutoring support
	Life skills workshops
	Personal mentoring / support
	Referral to other services *(please specify)*
	Other *(please specify)*

2.6 **How would you describe the relationship you had with SS4LS?** *(Choose as many as you like.)*

It felt like:

	being part of a family
	hanging out with friends
	being a member of a sports club
	a place where I could fulfil my potential as a cricketer
	a place where I could fulfil my potential as a person
	other: *(please specify)*

PART 3: CRICKET

3.1 **Did you play cricket when with SS4LS?**

	Yes
	No

3.2 **If you did not play cricket, what was your role in SS4LS?**

(If you did not play cricket, skip the rest of this section.)

3.3 **How much do you think you improved as a sportsperson as a result of being part of SS4LS?**

	Very little
	A bit
	Quite a lot
	A lot
	An enormous amount
	Other: *(please specify)*

3.4 **Did you play cricket after leaving SS4LS?**

	Yes
	No

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3.5 **If yes, with which clubs / teams?**

PART 4: YOUR STUDIES

If you did not study at a college/university when with SS4LS, please skip this section.

4.1 **Would you have gone to college/university if SS4LS did not exist?** *(choose only one)*

Yes	
Possibly	

Not sure	
No	

If 'yes' or 'possibly' skip the next question.

4.2 **If 'no' or 'nor sure',** **what did SS4LS do to assist you to access college / university?**
(Choose as many as you like)

	SS4LS suggested that it was possible to go to college/university when I did not think it was possible
	SS4LS helped to finance my studies
	Other: *(please specify)*

4.3 **Which of the following supports for your academic work did you get through SS4LS?**
- *Please tick all of those that apply to you*
- *As you tick them please also rate their value to you*

	√	Not valuable	A bit valuable	Valuable	Very valuable
Assistance with registering at college/ university					
Vocational guidance / course selection					
Tutoring					
Individual debriefing re academic progress					
Peer mentoring					
Workshops (study skills etc)					
Fees paid					
Books / equipment paid for					
Other: *(please specify)*					

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4.4 **Were there times when you wanted to leave college/university without completing your degree/diploma?**

	Yes
	No

If 'no', skip the next two questions.

4.5 **If yes, why did you want to leave?** *(choose as many as you need to)*

	Personal relationships
	Academic performance
	Being in the wrong course
	Situation at home
	Not fitting in / feeling lonely
	Worried about debt
	Ongoing difficulty paying my way – including getting food
	Other: *please specify*

4.6 **If yes, what <u>stopped</u> you leaving** *(choose as many as you need to)*

	The thought that I have survived difficulties in my life before
	The promise of a future that having a degree might offer me
	The thought of disappointing my family/ friends
	The thought of failing to live up to my own potential
	The support I got from another SS4LS member
	The support I got from SS4LS staff
	The support I got from a college/university service
	The support I got from a member of academic staff
	The support I got from a friend
	Other: *(please specify)*

PART 5: LIFESKILLS PROGRAMME

SS4LS hopes to support members' personal growth through individual consultations and the workshops.

5.1 **When you started at SS4LS, how do you think other SS4LS members would have described you?   (e.g. 'confident'/ 'keeps to himself' / 'adventurous' etc)**

| |
| |
| |

5.2 **Did you change in any ways as a result of participating in the SS4LS?**

Yes
A bit
No

5.3 **If 'yes' or 'a bit', what changed? What caused this?** *Please give as detailed a response as possible.)*

If 'no' what effect did being in the SS4LS have on you? (*Please give as detailed a response as possible.)*

| |
| |
| |

5.4 **Did your contact with various SS4LS staff help you to grow and develop as a person?**

Yes
A bit
No

5.5 **If 'yes' or 'a bit', how did contact with various SS4LS staff help you to grow and develop as a person?** *(Again, please give as detailed a response as possible.)*

| |
| |
| |

5.6 **Did you attend any life skills workshops offered by SS4LS (e.g. on time management, academic writing)?**

	Yes
	No
	Not sure / can't remember

5.7 **If 'yes', how useful were the workshops to you?**

	They were not very useful
	Some were useful, some weren't
	Most were useful
	Other: *(please specify)*

PART 6: YOUR CONTRIBUTION

SS4LS promotes values that encouraged you to contribute to whatever community you belonged to.

6.1 **Did you contribute to SS4LS while a member?**

	Yes
	A bit
	No
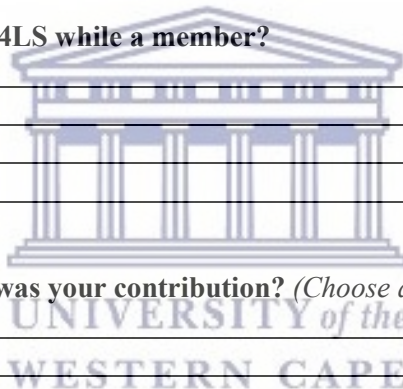
6.2 **If 'yes' or 'a bit' – what was your contribution?** *(Choose as many as you need to.)*

	Tutoring
	Coaching
	Physio/biokineticist etc
	Interpersonal - I supported friends in difficulty
	Worked at the bar
	Admin etc – i.e. helping in the office / clubhouse
	Website
	Other: *(please specify)*

6.3 **Are there any ways in which you would like to contribute towards SS4LS now?**

	Yes
	Maybe
	No

6.4   If so, in what way?

6.5   Since leaving school have you worked with/ contributed to a community/organisation?

Yes
A bit
No

6.6   What form does/did this take? *(Choose as many as you need to.)*

	financial
	donations in kind
	offering skills
	helping with organising
	other *(please specify)*

PART 7: OCCUPATION

7.1   What are you currently doing?
If you are playing professional cricket, choose the option that best describes the terms of your employment (i.e. are you contracted ('formally employed')? And do you play full-time or part-time?)
If you are playing professional cricket and also have another job, please choose more than one of the options below.
(By 'formal employment' we mean having a job for which you are paid a regular monthly/ weekly salary/wage.)

	I am formally employed, full-time
	I am formally employed, part-time
	I am self-employed
	I am casually employed
	I am not employed
	I am studying
	Other: *(please specify)*

If you are working

7.2 **What work do you do?**

7.3 **Who do you work for?**

7.4 **What is your current annual income?**

	less than R122 000
	R123 000 – R350 000
	R350 000 – R600 000
	more than R600 000

7.5 **How long after leaving college/university did you find your first job?**

	0 – 3 months
	3 – 6 months
	6 – 12 months
	over a year

7.6 **Did SS4LS play any role in your finding your first job?**

	Yes
	A bit
	No

7.7 **If 'yes' or 'a bit' which of the following did someone at SS4LS do for you?** *(Please choose as many as apply)*

|	
	They advised me on work seeking strategies
	They advised me to apply for the job that I ended up getting
	They introduced me to someone at the organisation where I am now working
	They helped me make important decisions about work
	They acted as a referee for me
	They encouraged me when I was feeling uncertain
	Other: *(please specify)*

PART 8: THE VALUE OF SS4LS TO YOU

8.1   **Overall, how much difference did being part of SS4LS make to you?**

	very little
	a bit
	quite a lot
	a lot
	an enormous amount
	other: *(please specify)*

8.2   **Other than financial support, what was the thing you <u>most valued</u> about being an SS4LS member?**

8.3   **Was there anything else you would have liked to get from your participation in SS4LS?**

	Yes	
	Maybe	
	No	

8.4   **If 'yes' or 'maybe', what was this?**

Thank you for your time

APPENDIX F:

Semi-structure Interview Questions

Project Title: Impact of Sport Skills for Life Skills (SS4LS) on the development of capability sets of student athletes: A case study approach

1. Before joining the Sport skills for Life skills programme, what did you want to achieve in your life? What were your main goals for the next 10 years when joining?

2. What did you envisage as "a good life" for you when you started with the programme?

3. Do you feel you have achieved these goals you set out at the beginning of your journey with Sport skills for Life skills?

4. What have you done up to now, since leaving the SS4LS programme, to achieve your goals?

5. What choices have worked, and what choices have not work?

6. What do you think were the main reasons for the unsuccessful choices you have employed to achieve your goals?

7. Other than choices what were the factors that prevented or assisted you in achieving your goals?

8. What could make it difficult for you to achieve your future aspirations?

APPENDIX G:

Ethic Clearance

13 December 2021

Adv N Kock
Institute for Social Development
Faculty of Economic and Management Sciences

HSSREC Reference Number:	HS21/10/15
Project Title:	Impact of Sport Skills for Life Skills (SS4LS) on the development of capability sets of student athletes: A case study approach.
Approval Period:	**25 November 2021 – 25 November 2024**

I hereby certify that the Humanities and Social Science Research Ethics Committee of the University of the Western Cape approved the methodology, and amendments to the ethics of the above mentioned research project.

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

Please remember to submit a progress report by 30 November each year for the duration of the project.

For permission to conduct research using student and/or staff data or to distribute research surveys/questionnaires please apply via:
https://sites.google.com/uwc.ac.za/permissionresearch/home

The permission letter must then be submitted to HSSREC for record keeping purposes.

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

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

NHREC Registration Number: HSSREC-130416-049

FROM HOPE TO ACTION THROUGH KNOWLEDGE.