



**UNIVERSITY of the  
WESTERN CAPE**

**UNIVERSITY OF THE WESTERN CAPE**

**Faculty of Community and Health Sciences**

**MASTER'S DEGREE RESEARCH THESIS**

**Title:** Experiences of Stakeholders of a Handball Club on Club  
Development in the Western Cape

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**Date:** March 2023

## DECLARATION

I hereby declare that “*Experiences of Stakeholders of a Handball club on Club development in the Western Cape*” is my own work, that it has not been submitted before for any other degree in any other university, and that the sources I have used have been indicated and acknowledged as complete references.

Ruth Saunders



Signed 14 March 2023



## DEDICATION

I dedicate this research work to my late mother, Mirriam Nontembiso Saunders; my daughter, Sisipho Saunders, my family and my late father, Harold Mbongeni Saunders. Thank you all for continuing to love and support me through this journey of life. Your strength, wisdom, understanding, and guidance motivates and encourages me to be the best version of myself. Thank you for investing in me academically, and for providing me with a life filled with opportunity, love, and support.



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successful completion of this thesis involved many other benefactors; although it is not possible to mention the names of everyone, I appreciate and love them all.



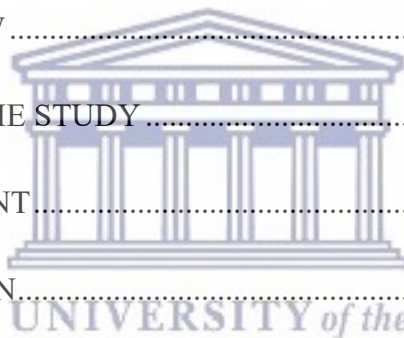
## **ABSTRACT**

Sport participation, especially team sports such as Handball, can be extremely beneficial. Continuous sport growth relies on club development, and club development strengthens the club's social responsibility. Sports codes are reducing their club development programmes, and Handball is one of the sports that are hardest hit due to limited government funding and development programmes. The aim of the study is to explore the experiences of stakeholders of a Handball club in the Western Cape. An in-depth qualitative case study of a selected Handball club was conducted, with participants. These included club officials (chairperson, secretary, and treasurer), provincial federation official, and government official responsible for club development. Document reviews, observation, and semi-structured interviews were used to collect data. Thematic analysis using inductive techniques was used to analyse data. The study findings revealed three main themes: knowledge of the programme, access to resources, and implementation. The study also revealed that challenges such as limited financial resources, lack of communication and awareness hamper the club development programme. For ethical consideration, information sheet outlining the purpose of the study, procedures of data collection, confidentiality and anonymity including consent form was utilised. The study is significant to strengthen club development programmes in a cost-effective and sustainable manner, this study will inform policy at the provincial and national levels.

**Keywords:** club development, sport and development, handball, skills development, community development, experiences, club, case study, guidelines

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## LIST OF ACRONYMS AND ABBREVIATIONS

CBO	Community Based Organisations
CDP	Club Development Programme
CSD	Community Sport Development
DCAS	Department of Cultural Affairs and Sport
MDGs	Millennium Development Goals
NGOs	Non-Governmental Organisations
NSRP	National Sport Recreation Plan
SDGs	Sustainable Development Goals
SDP	Sport for Development and Peace
SRSA	Sport and Recreation South Africa
SAHF	South African Handball Federation
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations International Children's Emergency Fund
WC	Western Cape
WHO	World Health Organization



## DEFINITION OF TERMS

**CASE STUDY:** Research involves the intensive study of a specific case, a case to a specific instance (Jones, 2015), or association example, you could undertake case study research on:

- An organisation
- A sport team
- A school
- An individual

**CLUB:** A club is defined as an association dedicated to a particular interest or activity (Oxford Dictionaries, 2015). In this case, the particular interest would be sport. In terms of sport, a club is a structured organisation constituted base for participation in sport and serves as a vehicle for long-term participant's development as well as mentorship programmes to cater for high performance (National Sports Recreation Plan, 2012).

**CLUB DEVELOPMENT:** UNICEF defines club programme as a youth-led grassroots movement rooted in a belief that high school and college students in the United States have a vital role to play as a voice for children everywhere. It is a programme implemented in line with the White Paper and the National Sports and Recreation Plan. It is a system that aims at assisting sport clubs within the Western Cape to become self-sustainable (SRSA, 2015).

**COMMUNITY DEVELOPMENT:** is the planned evolution of all aspects of community well-being (economic, social, environmental and cultural). It is a process whereby community members come together to take collective action and generate solutions to common problems. ccednet-rced.ca.2021/11/5.

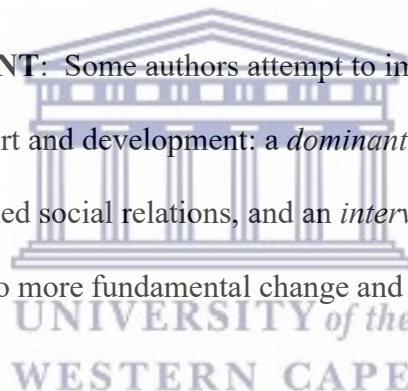
**EXPERIENCES:** From the aspect of the economic demand and the consumer, experience is defined as the result of encountering, undergoing, or living through situations that provide sensory, emotional, cognitive, behavioural, relational, and functional values (Schmitt, 1999).

**GUIDELINES:** World Health Organization defines guidelines as systematically developed evidence-based statements which assist providers, recipients, and other stakeholders to make informed decisions about appropriate health interventions (World Health Organization, 2003).

**HANDBALL:** Handball, or team handball, is an Olympic summer sport, which is played across the world, but is especially popular in the European countries. It is one of the most popular sports in the world and is considered one of the fastest-paced sports (Karcher & Buchheit, 2014).

**SKILLS DEVELOPMENT:** is globally considered as key for productive employment. Hence it is an important means for increased productivity, private-sector development inclusive economic growth and poverty reduction. It is generally used to refer to the productive capabilities acquired through all levels of learning and training, occurring in formal, non-formal, informal and on the job settings (Sida, 2018).

**SPORT AND DEVELOPMENT:** Some authors attempt to impart clarity by distinguishing two different approaches to sport and development: a *dominant vision*, in which sport essentially reproduces established social relations, and an *interventionist approach*, in which sport is intended to contribute to more fundamental change and transformation (Journal of Sport & Social Issues, 2011).



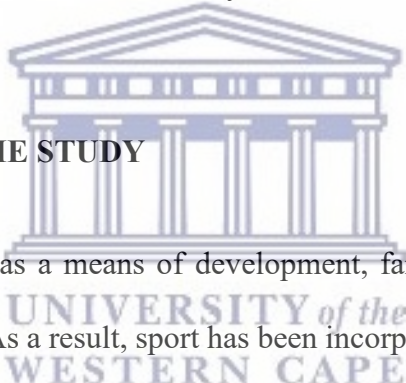
## **CHAPTER 1**

### **INTRODUCTION**

#### **1.1 CHAPTER OVERVIEW**

The purpose of this chapter is to provide a brief overview of the background of the study and the role of the Club Development Programme in promoting Handball. An examination of Handball club experiences is specifically presented from the perspective of the Western Cape Province and the South African country. An overview of the problem, the research questions, the research aim and objectives, and the significance of the study are presented. An overview of this thesis' chapters is presented, along with definitions of key terms.

#### **1.2 BACKGROUND OF THE STUDY**

The logo of the University of the Western Cape, featuring a classical building facade with columns and a pediment, with the text 'UNIVERSITY of the WESTERN CAPE' below it.

Increasingly, sport is regarded as a means of development, far from its past role as a leisure activity (Van Eekeren, 2006). As a result, sport has been incorporated into various international and national development organisations (e.g., United Nations, World Health Organization, etc.) for the purposes of promoting education, health, and economic development in various parts of the world. Several Millennium Development Goals (MDGs) can be achieved with sport, according to United Nations (2003). More recently, sport can contribute to the Sustainable Development Goals (SDGs), including MDG 3, which promotes healthy lives and well-being for everyone. A sport-related programme, also known as Sport for Development (SfD), looks at the use of sport for the purpose of developing a healthier nation, a peaceful political structure and a strong economy (Forrester, 1999), at the individual level or at the community level (Burnett et al., 1999). Programmes promoting Sport for Development have had remarkable effects on all

spheres of life, including HIV/AIDs prevention (Lindsey & Banda, 2011), social change (Lindsey et al., 2017), and social capital creation (Burnett et al., 1999). Furthermore, sport-based interventions, particularly team sports (such as Volleyball, Handball, etc.), can improve health and self-esteem (Kirkcaldy, Shephard & Siefen, 2002).

Sports organisations, however, are responsible for executing these programmes effectively. As part of its Club Development Programme (CDP), Sport and Recreation South Africa (SRSA) introduced the Club Development Programme in 2006 with the aim of promoting sport participation, physical activity, talent identification and development among community clubs. Aside from representing the interests of many sub-organisations, the body ensures that recognised National Federations (NFs) benefit from the scarce resources available for growth and excellence at all levels of participation, thereby enhancing the socio-economic indices that improve the living conditions of all South Africans. In order to speed up these developments, the Club Development Programme was developed and implemented in line with the White Paper and Sport Recreation South Africa (SRSA, 2015). As part of the programme, clubs within the Western Cape are assisted to become self-sustainable, supported in developing their structures, and strengthened as a part of the sport continuum (Bailey, 2015). As part of the Club Development Programme (CDP), many recognised sports are available, including Football, Volleyball, Cricket, Netball, Athletes, and Handball. In accordance with the South African Sports Confederation (SASCOC's) priority, Handball is recognised as a minor sport.

There is no doubt that Handball is an exciting, modern, dynamic Olympic team sport with all of the characteristics that are appropriate for attracting young people and a population that is sports oriented. As an Olympic sport since 1936, the Handball championships is held every two years by the International Handball Federation (IHF) for different age categories and for both sexes (South African Handball Business Plan, June 2010). A major component of the South African Handball Federation's programme is its club championships in the country. In 2014, more than

20 clubs participated in the club championships (SAHF Report). It is the individuals nominated for the operations of the Handball club who determine the progress of the club. However, although non-governmental organisations collaborate and attempt to provide opportunities through sport (SRSA, 2013), there is less focus on developing Handball compared to other sports. As a result, sport structures in South Africa are in a state of disarray.

### **1.2.1 PROBLEM STATEMENT**

South Africa's club culture is rapidly eroding, according to reports and personal experience. The South African Sport System is built around the clubs, which are the fundamental building blocks. A good club management is essential for clubs to succeed (ThinkSport Seminar, 2015). The development of clubs requires the recording of such experiences and the establishment of a research base. As a result, it is anticipated that the Club Development Programme will be implemented in all provinces. The majority of sport and recreation clubs are run by volunteers who need current information about a number of topics in order to manage their clubs effectively. There is an inadequate understanding of how Handball club development is implemented at the moment. How can existing guidelines for club development in this sport be improved based on these experiences? There is a need for this since current guidelines are insufficient and lack clarity in several areas, among them finance, administration, and roles and responsibilities. A good practice guide for Handball clubs may be derived from these guidelines in the future. In the Western Cape, the Department of Cultural Affairs and Sport (DCAS) encourages excellence and inclusivity. Handball clubs that fall under the Club Development Programme (CDP) structure do not seem to benefit from the current programmes implemented by DCAS. In the CDP, there are some clubs that receive more attention and support than those in other sports codes. Accordingly, it is evident that there is a gap between the current guidelines in use and what they should contain.



Furthermore, this study may identify further shortcomings besides those related to finance, administration, and clear roles and responsibilities for office bearers. It is anticipated that this gap will be filled through research, in which details regarding these three areas will be identified, and recommendations will be made as to how to improve the existing guidelines.

### **1.3 RESEARCH QUESTION**

- How did Western Cape stakeholders experience the Club Development Programme?

### **1.4 RESEARCH AIM AND OBJECTIVES OF THE STUDY**

This study explored the experiences of Handball stakeholders in Western Cape in regard to club development.

The objectives of the study were to:

1. To explore the experiences of Handball stakeholders of the Club Development Programme in the Western Cape.
2. To explore stakeholders' perspectives on guidelines for the development of clubs.



### **1.5 SIGNIFICANCE OF THE STUDY**

It is hoped that the study will benefit not only the development of Handball clubs, but also their sustainability. As a result of this study, more awareness can be raised about the lack of knowledge associated with club development, as well as the government could be informed with regards to club development. In addition to gaining experience in education and training programmes, club stakeholders contribute technical and administrative skills offered by DCAS. As a result of a

partnership with DCAS and Sports and Recreation South Africa, handball clubs will gain more exposure and publicity.

## 1.6. OVERVIEW OF CHAPTERS

This thesis is presented in the following structure:

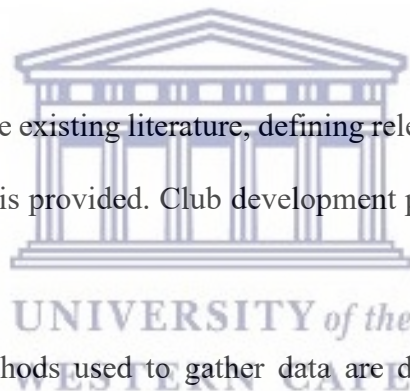
**CHAPTER ONE** explains the background of the study, focusing on the role of Club Development. From the South African and Western Cape Region contexts, the Handball club development experiences were explored. An overview of the problem is provided, followed by an explanation of the research question, the study aim, and the objectives, and the significance of this study. The key terms used in this thesis are defined, and an overview of the chapter content is presented.

**CHAPTER TWO** examines the existing literature, defining relevant concepts for this study. An overview of club development is provided. Club development programmes are reviewed in the following section.

**CHAPTER THREE**, the methods used to gather data are discussed to address the study's objectives and aims. This chapter also discusses research design, data collection instruments, and data analysis.

**CHAPTER FOUR** presents the study's findings. Findings are categorised into themes and sub-themes. For each finding, interpretations and discussions are provided based on the literature.

**CHAPTER FIVE** contains a summary, conclusions, and recommendations for future research. In addition, a reflection of the qualitative research experience is provided by the researcher. This chapter concludes with references and appendices.



## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1 INTRODUCTION**

The literature review in this study aims to gain a better understanding of Club Development and experiences that clubs encounter. Multiple sources of literature were consulted, including Internet websites, journals, and other published materials. It was related to understanding the processes and procedures of club development. This chapter examines the role of various actors in promoting sports development in South Africa and reviews concepts of sports development. As a result, it is important to clearly define the concept of sport for development and peace; different definitions of sport can result in different, and sometimes conflicting, views about how it fits into the development process and its benefits.

In this study, the theory of translation of neo-institutionalism is used to frame the research. In essence, central policy elements influence local implementation through active importation, interpretation, and implementation. Since local sports clubs rely primarily on volunteers, they are autonomous from central policy (Skille, 2008).

#### **2.2 SPORT IN THE CONTEXT OF DEVELOPMENT**

Using sport as a tool for development and for establishing sustainable peace is seen as a key component of community-based initiatives (UN Interagency Task Force, 2002). According to the United Nations (2003:2), sport is defined “as all forms of physical activity that contribute to physical fitness, mental well-being and social interaction.” A variety of sports are included in

these categories, including play, recreation, sports organised for competition, and indigenous games (United Nations, 2003:2). Over the past decade, the relationship between sport and development has grown, gaining even more legitimacy with the inclusion of sport in the post-2015 Sustainable Development Agenda. There is therefore an opportunity for governments to make the concept better known and use it more effectively. In order to achieve this goal, sports and development actors must show leadership, as well as cooperation and coordination. Organisations seem to be interested in positioning themselves at the moment, in order to gain a competitive advantage. It is very important that the sector is able to practice what it preaches - which are values that extend beyond sports.

According to the UN, sport plays an important role in achieving the eight Millennium Development Goals. To leverage the power of sport for development and peace, it established a variety of bodies and mechanisms. With regard to the Sustainable Development Goals, the UN stated: "Sport is also an effective enabler of sustainable development." As a result of its promotion of tolerance and respect, sport makes a growing contribution to the realisation of development and peace, and it contributes to empowering individuals, communities, women, and youth, and to health, education, and social inclusion objectives. (United Nations, 2015). As a result of sport's wide-ranging benefits, many development initiatives have integrated sport into their programmes. In spite of this, sport does not automatically result in positive outcomes. As a result, the SDP movement must be treated with caution with regard to its broad, absolute claims. For the programme to be truly effective, it must overcome certain challenges and be implemented in a certain manner. Sport can have positive micro-impact on individuals, but this does not necessarily lead to greater meso or macro level outcomes. A number of theorists have asserted (Darnell, 2007; Coalter, 2007; Coakley, 2015; Sugden, 2010) that deep-seated macro issues such as poverty and inequality cannot be effectively solved simply by building social capital (referring

to the value of social networks and relationships among people in society) at a local level. The next section will examine the limitations and adverse effects of sport.

It is expected that the South African Government will develop sports clubs in disadvantaged communities, including rural areas, while providing training to local enthusiasts in club administration, refereeing, and coaching skills (Government Communications and Information Systems, 2007:22). Since the effects of sport are not always as tangible, or as easy to measure as the rhetoric suggests, claiming that sport can solve large-scale problems on its own is short-sighted, naive, and dangerous. Furthermore, Sanders (2012) argues that most SDP actors do not confront the underlying structures and systems that create and reinforce macro issues (such as poverty and inequality). According to the President of South Africa, the Sustainable Development Goals (SDGs) provide the opportunity to collaborate more sharply, more effectively and more deliberately in “leaving no one behind” (MDG, SDG, Country Report, 2019). In addition, to eradicate poverty and create conditions for our people to resonate with the programmes of Government including sports as well as trust the objectives of multilateral fora of governance and international organisations like the United Nations and the African Union. As the SDGs are interlinked, their realisation requires an integrated policy response (MDG, SDG, Country Report, 2019).

According to Coalter (2010: 1), one of the major weaknesses of SDP programmes is that they seek global experience within governments and sports NGOs and are using sport as a tool for development. Sport and recreation have become popular in national and local plans so that global recognition of sport and recreation as a fundamental right is gained. In accordance with the human rights framework, children have the right to participate in sports and to receive physical education. There are a number of UN and UNESCO policies and declarations that recognise these rights. The UN Inter-agency Task Force on Sport for Development and Peace has

concluded that sport and recreation are viable and practical tools to support the achievement of the Millennium Development Goals (MDGs) (SRSA, 2009).

SRSA (2009:10) provides a specific analysis of the contribution sports makes to the Millennium Development Goals (MDGs). UN Interagency Task Force stressed the importance of sport and the Millennium Development Goals, specifically the right of children to play, engage in sport, and to receive physical education. Some of these benefits can be expanded through sports. Sports have a greater potential for development in low-income settings such as South Africa with increased health issues. Moreover, sport is a relatively cheap investment, particularly when considering the high number of volunteers (Coalter, 2010), making it a tool with high development impact at low cost. In addition to having positive effects on participants, sport-based programmes have also been shown to benefit implementers, such as coaches, administrators, and managers (Grassroot Soccer, 2014).

The challenge is optimising the value that every sports system brings to society and/or the economy. For every rand invested in sports, numerous social benefits are realised, such as long-term health benefits, stronger and safer communities, increased cohesion, crime reduction, psychological well-being, productivity gains, and employment opportunities where skills are developed and improved. In addition to making marginalised groups feel empowered, sports programmes can also promote inclusion (SRSA, 2011).

It may be possible in the future to examine how community sports trusts (or charities) attract sponsorship income to minimise the impact of austerity on their operations. It has been shown in some studies that sports are not just about playing sports for the sake of playing sports (Giannoulakis, 2017). Instead, the sport sector contributes significantly to the growth of the economy, the creation of jobs, and the expansion of investments on a national and international scale. In addition, sports and recreation contributed to the flow of goods and services related to the sports industry. The benefits of sport and recreation to overall health are also evident from a

social perspective. In addition to improving trust and social relationships, sport and recreation also contribute to community mobilisation and organisation. Furthermore, it has been discovered that sport is not only an activity that involves physical activity, but also an industry that involves business (Ratten, 2017). A similar observation has been made about how sport-related entrepreneurial ventures can be beneficial to community development (Massimiliano et al. 2020).

It has been shown in the Case for Sport study that various sporting types have significant potential for future growth and social development, and a deeper analysis of the various economic sub-systems involved is needed (Case for sport, 2014). There is a critical mass of minority sport types that hold substantial economic power and potential, other than the large and popular spectator sports such as rugby, cricket, and soccer. Several types of sports and recreation, such as Motorsport, Golf, Deep Sea Fishing, and Racing Pigeons, have significant financial value, and emerging sports and recreation, such as online computer gaming, social networking, and music and cultural festivals, are growing rapidly. It has a positive impact on health, education, human capital, and particularly the youth when it comes to sport and recreation. Researchers in the area have shown that increased activity improves health and reduces health care costs (Malm, Jacobsson, Isaksson, 2019).

Youth skills training and education can be significantly enhanced through sport and recreation. Various non-governmental organisations (NGOs), community-based organisations, and Mass participation, Opportunity and access, Development and growth (MOD) centres are also making a big difference in this regard. In the Case for Sport study (Laattoe, Keim, 2015), it was found that sports and recreation have a profound impact on young people. A considerable amount of effort is being made to develop talent and massify the youth, according to the report. Numerous NGOs have devoted time and effort to this cause, and the MOD Programme has had some success. In this regard, the Behavior Change and Longitudinal Evaluation Study conducted by

the Department of Cultural Affairs and Sport (DCAS) between March and June 2013 provides valuable results-based information on the MOD Programme. Results from this report demonstrate that the MOD Programme is achieving its objectives in terms of increased participation in sport and recreation at schools, that a significant number of MOD participants are receiving special support and opportunities, and that there are measurable behavioral changes on both psychological and psycho-social levels as a result.

### **2.3 LAND AND FACILITIES IN THE PROVINCE**

Public and private facilities serve a variety of functions, including providing an economic base, social and safe spaces, and serving as nature-based and environmental zones. A proper audit of land and facilities concerning land use has been recommended. As a result, complementary areas such as health, education, tourism, and community safety will be explored. Sports and recreation are significant assets that contribute to socio-economic development by occupying large amounts of land, facilities, and other assets. A large amount of qualitative evidence exists those sports have a major impact on development, however quantitative and statistical information on sport's socio-economic benefits needs to be collected and interpreted in a systematic manner. Currently, national statistics do not provide accurate information (Sanders, 2012). Community safety is enhanced by sport because it is often a vehicle for training and education. Sport is also regarded as an important factor in building bridges across boundaries created by race, language, religion, colour and creed in a country (SRSA, 2009). Similarly, sport serves to build bridges across racial, language, religious, colour, and creed boundaries in a country (SRSA, 2009). Communities that are divided may be able to build bridges through sport. It can serve as a powerful tool and incentive to harness unity in a country when individuals take pride in a national, regional or local team's accomplishment. It may be possible to develop strong bonds



between people with different backgrounds and views based on similar experiences. This could have a positive impact on the social cohesion of the community.

It is the primary responsibility of the Sport and Recreation Plan (SRSA) to prepare legislation, regulations, national policies, and guidelines for sport and recreation in the country. A number of effective partnerships will be established between SRSA and other implementers of sport and recreation, including provinces, municipalities, as well as SASCOG and national federations. Sport organisations need to be well managed and well governed in order to thrive and develop in a highly competitive and challenging environment (SRSA, 2012).

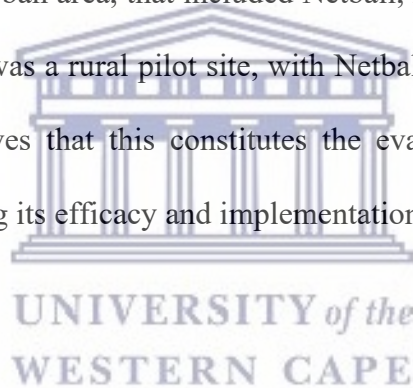
## **2.4 PROCESS OF CLUB DEVELOPMENT**

A White Paper on Sport and Recreation in South Africa reports that sport has the ability to bridge social, economic and cultural divides and foster a sense of fellowship and identity among groups that may otherwise be inclined to threaten one another (SRSA, 2011). According to Moroe et al (2019) Club development was designed in such a way that sport clubs from the previously disadvantaged communities become part of the CDP with the intent to receive support and assistance (such as, capacity building on club management, provision of transport, first aid kit, clothing & equipment) from SRSA for only a period of three years. It is stated that after this period, all the CDP clubs are expected to be self-sustainable and exit the programme and at the completion of a three-year cycle, a new cycle is opened for new clubs to be included in the programme and also to receive similar support and assistance as the previous clubs. Since the existence of the programme, more sporting codes including Handball were added by SRSA and DCAS to be part of the CDP (Moroe et al, 2019).

## 2.5 OVERVIEW OF HANDBALL

In the Western Cape, handball is one of the codes included in the Club Development Programme. Handball has the potential to become a major sport for all in South Africa with appropriate guidelines for club development. In addition to being a popular school sport for both sexes, Handball is also played in more than 196 countries with 25 million registered players.

The Club Development Programme is implemented in accordance with the White Paper and the National Sport and Recreation Plan (NSRP). This system is designed to help sports clubs in the Western Cape become self-sufficient. Moreover, it strengthens the links between clubs within the Sport Continuum by supporting their development of structures and participants. It was in 2013 that Sport and Recreation South Africa (SRSA) began a pilot programme based on franchising in eThekweni, an urban area, that included Netball, Football, and Athletics. Mopani District in Limpopo Province was a rural pilot site, with Netball and Football being part of the programme. The SRSA believes that this constitutes the evaluation process, after which a decision will be made regarding its efficacy and implementation. Support for this pilot included the following:



- Assistance with start-up and administration costs to ensure the sustainability of their sport.
- Assistance with office space to operate from; and
- Basic office equipment, sport specific equipment and training to the clubs (SRSA, 2014).

As a result, governments are becoming increasingly open to sport, as well as its potential to serve as a malleable policy tool for achieving social objectives related to welfare states (Coalter, 2007; Henry and Bramham, 1993, Houlihan and White, 2002). Sport has gained increasingly popular support from people who view it as a vehicle to integrate and cohere socially (Keech, 2003).

Robson states, “To make our shared vision a reality, we must speak with one voice in making the case for sport and share a common commitment to achieving it” (Sport England, 2004). Further, he stated that many people find it difficult to work with others in both professional and organisational settings. For the most part, the relationship between sport and development has been ignored in the field of development (Beacom, 2007; Levermore, 2008). In a recent UN document (United Nations Report, 2013), conceptualisations of the sport and development relationship have begun to emerge.

The nature of sport and development work, however, is such that organisations can no longer function and thrive alone. Many joint ventures have been successful, and many individual pursuits have failed, emphasising the importance of partnerships. Pettinger (2002) confirms that sports organisations are increasingly required to work together to gain cultural, financial and political support. According to Coalter (2005), sport plays a significant role in building and facilitating social inclusion and active citizenship. More specifically, sport has been used as a practical tool to attract young people to volunteering and engaging them at the community level. Specifically, sports have been used as a tool to engage young people in volunteering and community service. According to Eley & Kirk (2002, cited by Coalter, 2005), such programmes resulted in increased levels of altruism, community orientation, leadership, and self-awareness among young people. According to Girginov (2008), sport coordinators fail to build on what has already been accomplished and cannot provide clear pathways or progressions, which results in an excellent sporting programme failing to achieve its developmental goal. When developing community sport, sports leaders must be clear about their core roles, policies, and strategies. Sport and recreation networks can play a crucial role in combating exclusion, fostering community cooperation, and making it easier for communities to address challenges together (SRSA, 2013). The words of Nelson Mandela are appropriate to conclude this perspective: “Sport has the power to change the world. It has the power to inspire. It has the power to unite

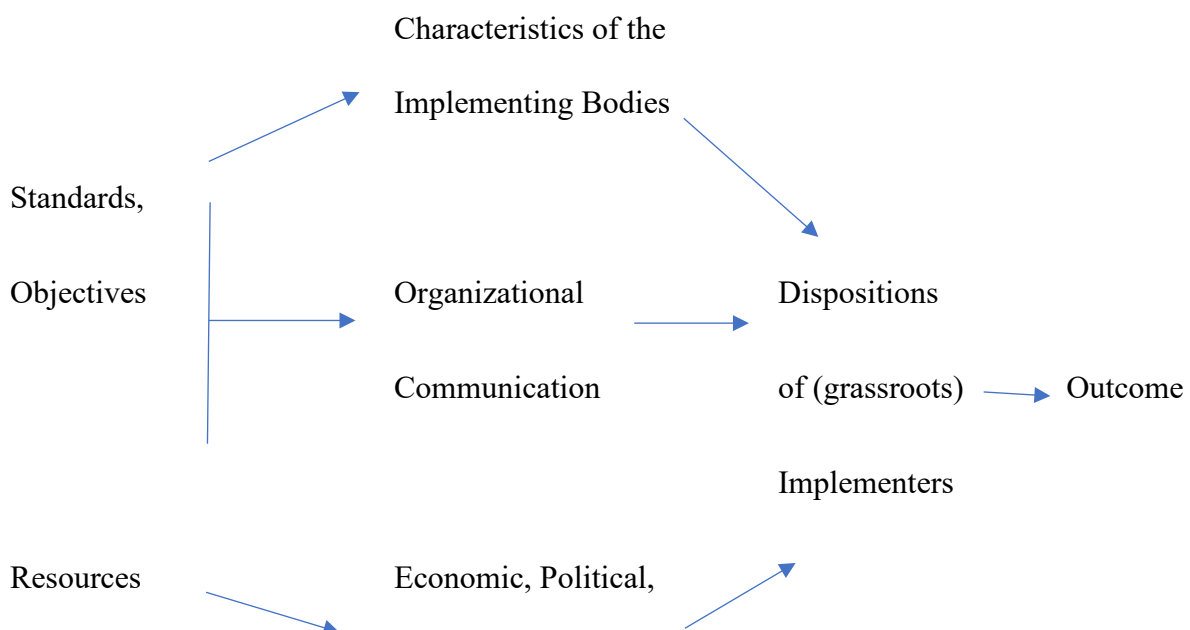
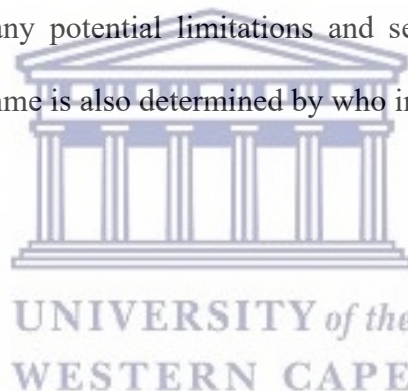
people in a way that little else can. Sport can awaken hope where there was previously only despair” (Nelson Mandela, Laureus World Sports Awards Ceremony, 2000).

## 2.6 THEORETICAL FRAMEWORK

According to Skille (2008), it takes a long time and a lot of effort to implement national policies at the local level. Furthermore, the author believes there is very little theoretical development in the area, despite the fact that all parts of the process can be examined using different theories. Here are two models/theories to consider:

### 2.6.1 Implementation Model of van Meter and van Horn (1975)

Van Meter and van Horn's (1975) model has two main characteristics. Firstly, the long road to policy implementation has many potential limitations and several options to consider. The outcome of a policy or programme is also determined by who implements it on the ground.



and Social/Cultural

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### **2.6.1.1 Figure 2.1:** The Implementation Model of van Meter and van Horn (1975: 463).

Figure 2.1 illustrates the Implementation Model, which demonstrates that implementation depends on grassroots implementers' abilities and can lead to a bottleneck. According to Skille (2008), those individuals considered to be "implementers" might not necessarily share the objectives of the implementing bodies, and therefore "the line between policy-making and implementation is at best blurred."

### **2.6.2 The Theory of Translation (Enjolras & Seippel, 2001)**

Enjolras and Seippel (2001) found that representatives of sports clubs tend to focus on what is directly related to their jobs. Due to regional sport competitions, these clubs are only connected to their regional sport associations. Out of several theories about club sports, the translation perspective of neo-institutionalism is the only one that begins at the local level Skille (2008). In order to analyse institutional change, the theory of translation can be used. A local sports club's success depends largely on how the sport policy is implemented and how it is implemented within the club (Skille, 2008).

Campbell (2004) explained that in this theory, novel ideas are combined with existing practices, which are then translated into local practices to varying degrees, similar to the process of bricolage. Using this theory, Campbell (2004) explained that novel ideas are combined with existing practices, then translated into local practice to varying degrees, as in Bricolage. In this way, the theory of translation can provide a framework for analysing the sport club's internal and external institutional integration processes.

## 2.7 CHAPTER SUMMARY

To summarise, there is a lack of knowledge as well as challenges associated with sport development. It is extremely important for different actors to communicate with each other. In the various sections of the literature, the challenges and benefits of involving those responsible for driving the development of sport were discussed in detail. In the Western Cape, the impact of the Club Development Programme has been uneven, and Handball clubs have been neglected. As a result, it is imperative that we raise the standards of these clubs by promoting Club Development. As a result, it is imperative that we raise the standards of these clubs by promoting Club Development.



## CHAPTER 3

### METHODS AND PROCEDURES

#### 3.1 INTRODUCTION

Data collection methods and procedures used to meet the study's objectives are described here. A description of the research setting, the study design, the population and sampling method used to collect data is provided. Finally, the permissions and ethical considerations relating to the study are outlined.

#### 3.2. RESEARCH SETTING

The study was conducted in the Western Cape region. The interviews were conducted at a mutually agreed upon location that was convenient for both the researcher and participants. All interviews were face to face and took place at participant's residence, clubhouses and workplace.

#### 3.3 RESEARCH APPROACH AND DESIGN

An examination of stakeholders' experiences with a Club Development Programme was conducted in the Western Cape. A qualitative paradigm guided the research. According to Creswell (2003), in this type of research, the researcher directly interacts with participants to gain insight into their experiences. Data were collected using individual, semi-structured interviews with an interview guide. In this study individual, semi-structured interviews with an interview guide were used to collect the data. This study used an interpretive single case study design. The design focuses on a specific unit or group of people. A case study, according to Merten (2005), is a study of a group that includes interviews and documentation.

### 3.4 STUDY POPULATION AND SAMPLING TECHNIQUE

During the study period, there were eight Handball clubs in the Western Province region, and six of those clubs participated in the Club Development Programme. Two of these clubs were located in previously disadvantaged communities. The club selected for this case study is one of only two clubs from previously disadvantaged communities and has won the South Africa Club Championships five times. For qualitative research, Creswell (2003) emphasises the importance of sampling within how participants are selected to augment the researcher's understanding of the research problem. In qualitative research, Patton (1990) asserts that sampling must be purposeful if it is to be considered qualitative. Participants who met the study's objectives were selected through purposeful sampling. Purposive sampling was appropriate for the study because participants were identified as stakeholders in sports clubs. This study included one chairperson, one secretary, one provincial federation official, and one government official who was responsible for club development, who provided insights and relevant information in addressing the study's objectives.



### 3.5 DATA COLLECTION METHODS

A semi-structured interview process was used to explore guidelines for club development in South Africa. As a method of probing their experiences with regards to community reintegration in the human natural setting and their lived experiences, this is a method of probing them for how, when, and where they experienced challenges in the process Tewksbury (2009). The chairperson, secretary, and treasurer of the club as well as officials from the Western Cape's Club Development Department and the Provincial Handball Association were interviewed.

Interview recordings, notes, and probing were catalogued and stored in a safe, yet easily accessible location. Moreover, a number of individual interviews were conducted with Club



Development officials and the chairperson and administrator of the Provincial Handball Federation, in order to assess this club's experience in implementing these guidelines. Participants gave permission for all interviews to be conducted in English. An electronic voice recorder was used to record the audio. Each participant was scheduled for one interview lasting between 20 and 25 minutes.

### **3.6 DATA ANALYSIS**

Thomas (2003) outlines a wide range of literature that outlines the conventions and procedures involved with qualitative data. In practice, these are often associated with specific approaches, such as Grounded Theory (Strauss & Corbin, 1990) or Discourse Analysis (Potter & Wetherall, 1994). However, Silverman (2000) noted that some of the analytic approaches were generic and not recognised, according to a specific tradition of qualitative research.

According to Onwuegbuzie, Dickinson, Leech, and Zoran (2009), a transcript-based approach is the most rigorous way to analyse data. Inductive data analysis is defined by Patton (1980) as drawing patterns and themes from data, rather than imposing them. A manuscript was produced after transcribing the information from the audio tape recordings of the interviews.

Braun & Clarke (2006) describe the process of analysing data, creating initial codes, searching for themes in the coded data, reviewing the codes, identifying themes relevant to the research questions, and finally writing the report. The researcher transcribed the data verbatim so that it could be conveyed as honestly as possible, without modifying findings or setting an agenda. The process is outlined as follows:

- Familiarisations and immersion: The data from the data sets outlined above were read through four times to get an understanding of the entire data base.

- Identification of themes: this process was inductive and the transcripts were read through several times putting an emphasis on the emergence of ideas and themes, and making as many headings as possible necessary to describe all aspects of the contents of the reports
- Coding: The data was marked as relating to one or more of the themes and broad categories were created while the data was examined several times.
- Interpreting themes: The categories were compared and examined for meanings and connections between them.

### 3.7 TRUSTWORTHINESS

In Patton (2015), qualitative research aimed at expressing and elucidating the personal experiences of participants. To ensure an accurate and thorough qualitative research process, data collected should go through a rigorous process (Robson & McCartan, 2016). As a result, reliability is achieved through a quality of research that is trustworthy. During the research period, the researcher remained in the research setting for a prolonged period in order to build trust with the participants. As a result of the researcher's two-week immersion in the experimental setting before data collection, researcher was able to gain an in-depth understanding of the phenomenon under study (Creswell 2009: pg. 192). As a result of this strategy, the researcher was able to gather information that was not readily accessible, which helped her gain a greater insight into the participant's perspective and circumstances (Creswell & Miller, 2000).

To further enhance trustworthiness, the following strategies were used:

1. Credibility (internal validity): During the structured interviews, a comparison was made between the field notes taken and the interviews. Participants were given a summary of the main findings that emerged after the session to verify accuracy. Participants were given time

to comment on whether they felt the data was interpreted in a manner congruent with their own experiences.

2. Transferability (external validity): A detailed description of the target population and setting was described. Furthermore, the data analysis documents were available and to give other researchers the ability to transfer the conclusions of this study to other projects/research.
3. Dependability (reliability): This was achieved by ensuring that the audit trail consists of the methodology, original transcripts, data analysis documents. Field notes and comments from the member checking was transparent so that any researcher that wanted to adapt the process to its own setting could do so.
4. Confirmability, a measure how well the findings are supported by the data collected (Lincoln & Guba, 1985). A colleague was provided with the transcripts, analysis and process notes and summaries of the results for his/her opinion.

### **3.8 ETHICS CONSIDERATIONS**



A Humanities and Social Sciences Research Ethics Committee at the University of the Western Cape approved the study and granted ethical clearance. The selected Handball Club and the Department of Cultural Affairs and Sports were also contacted for permission to collect data within their organisations. Participants were given verbal and written information about the study (Appendix A) once they were identified.

In the information sheet, the purpose of the study and procedures for conducting interviews were clearly explained. Those who consented to participate in the study were screened against the sampling criteria. Participants eligible for the study received a consent form (Appendix B) to sign. The study was voluntary, and participants were informed that they could withdraw from it at any time without any consequences. The participants were informed that confidentiality would

be maintained throughout the study. Anonymity was maintained by transcribing audiotapes using pseudonyms to identify participants when data analysis was conducted. All audiotapes, transcripts, and personal information obtained during the study were kept confidential, and only the researcher and supervisors had access to them. Information about participants was securely stored in a locked filing cabinet in the Sport Recreation and Exercise Science (SRES) Department office until the study report was completed. Sports Recreation and Exercise Science (SRES) will archive all data collected for five years before destroying it. The outcome of the study will be made available to all research participants. The researcher ensured the safety of the participants at all times through ethical, responsible, and professional conduct. The participants were not harmed in any way during the course of the study.

### **3.9 CHAPTER CONCLUSION**

This chapter summarises the explorative qualitative approach taken in this study to collect stakeholder perspectives on Club Development in the Western Cape. An overview of qualitative data analysis has been provided. Additionally, the research setting, and design are described in detail. Data collection methods, sampling procedures, and population procedures were described. The interviews involved five participants, four from the selected Handball Club and one official from the government, who shared their knowledge and experiences of Club Development. Furthermore, trustworthiness, reflexivity, and ethical considerations have been discussed in this chapter. Results of the research are presented in the next chapter.


## CHAPTER FOUR

### RESULTS

#### 4.1 INTRODUCTION

This chapter presents the experiences of stakeholders of a handball club in the Western Cape on Club Development. Here is a summary of the participants/respondents' demographics, followed by the analysis of data collected through document analysis and interviews, and then the findings, presented sequentially. There were five documents analysed: the National Sport Recreation Plan (SRSA, 2012), the Club Development Systems: Lessons Learned from Western Cape (Bailey, 2015), ThinkSport Journal (2015), Club Development Toolkit Hendricks (2015), and the Case for Sport and Recreation (SRSA, 2009).

##### 4.1.1 BIOGRAPHIC DESCRIPTION OF PARTICIPANTS INTERVIEWED



A total of five participants participated in the interviews, as shown in Table 4.1. Four members of the selected Handball Club attended the meeting, including the executive chairperson, secretary, treasurer, and chairperson of the Provincial Federation. The fifth participant was a government official from the Department of Cultural Affairs and Sports who manages Club Development.

**Table 4.1.2 provides information about the study's participants.**

<b>PARTICIPANT</b>	<b>AGE</b>	<b>GENDER</b>	<b>ORGANISATION</b>	<b>POSITION</b>
P1	34	Male	Handball club	Development Officer
P2	39	Male	Handball club	Chairperson
P3	33	Male	Handball club	Provincial Chairperson
P4	22	Female	Handball club	Secretary
P5	45	Male	Provincial Department of Culture Arts and Sports	Club Development Coordinator



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## 4.2 THEMATIC DATA ANALYSIS

Thematic data analysis included a process becoming familiar with the data, generating initial codes, searching for themes in the coded data, reviewing the themes, identifying themes relevant to the research questions, and finally writing the report (Braun & Clarke, 2006). Data was transcribed verbatim to ensure that it was conveyed as genuinely as possible by the researcher, with no attempt to modify the findings or set a certain agenda.

Implementation Model	THEMES	SUB-THEMES
Standards, objectives	Knowledge of club development	<ul style="list-style-type: none"> <li>• Purpose of Club Development</li> <li>• Interest in Club Development</li> </ul>
Resources	Access to resources	<ul style="list-style-type: none"> <li>• Transport and Kits</li> <li>• Funding/Budget</li> <li>• Facilities</li> <li>• Support</li> </ul>
Characteristics of the implementing bodies	Implementation of the Club Development Programme	<ul style="list-style-type: none"> <li>• Capacity to implement</li> <li>• Awareness and visibility</li> <li>• Challenges that hinder effective implementation</li> <li>• Monitoring clubs</li> <li>• The future of Handball in Club Development</li> </ul>



**Table 4.2.1 Implementation model**

Firstly, the long road of policy implementation has many potential limitations and several possibilities to take into consideration. Secondly, the outcome of the policy or programme depends on who is implementing it at the grassroots level, whilst various opinions exist as to the most appropriate approaches to policy implementation in the South African context. It is also stated that various prominent paradigms are debated and practised internationally and South Africans seemed to have adopted their own approaches in executing the vast range of policies in government. The most common meaning of implementation is to carry out, to accomplish, to fulfil or to complete. Furthermore, policy implementation is regarded as the accomplishment of

policy objectives through the planning and programming of operations and projects so that agreed upon outcomes and desired impacts are achieved, Brynard (2005). Joseph Durlak (2010) states that the steps for implementing a programme for children and youth may seem straightforward: identify a need, hire staff and provide the service or product to a target population. He further stated that implementing programmes that work requires careful advance planning, the involvement of multiple stakeholders, and a process that ensures accountability. When programmes are implemented poorly, it not only reduces the potential for helping children and youth in need, but it wastes scarce public resources because poorly implemented programmes are unlikely to be very successful. In addition, when a programme is implemented poorly, we do not know whether or not it works.

High quality implementation is the joint responsibility of multiple stakeholders who typically include funders/policy makers, programme developers/researchers, local practitioners, and local administrators. Although there are many factors that can affect quality of implementation and multiple steps in the implementation process, success is possible, resources are available to help select and implement evidence-based programmes effectively.

The researcher considered the participants' interpretation of Club Development knowledge in this section. The following themes will now be discussed with the Implementation Model: 1) Purpose of Club Development and 2) Interest in Club Development.

Themes were presented along with their sub-themes and supported by document analysis and interview quotes.



### **4.3. Theme 1: KNOWLEDGE OF THE CLUB DEVELOPMENT PROGRAMME**

The purpose of Club Development is well documented in the National Sport Recreation Plan; Strategic Objective 10 which is “...to provide formal sports participation opportunities through an integrated and sustainable...” (SRSA, 2012).

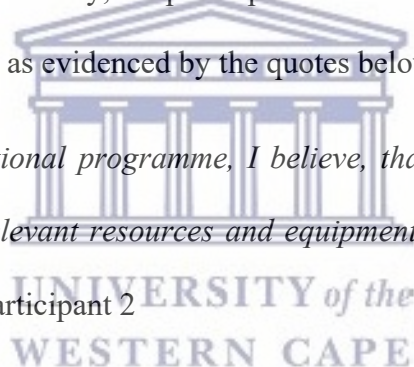
Two sub-themes emerged from this theme and are reported below:

1. Purpose of Club Development
2. Interest in Club Development

#### **4.3.1. Sub-theme 1: Purpose of Club Development**

Stakeholders demonstrated knowledge about the purpose of Club Development, especially in disadvantaged communities. Generally, all participants indicated that Club Development is a national initiative of the SRSA, as evidenced by the quotes below:

“...Club Development is a national programme, I believe, that aims to assist disadvantaged clubs and communities with relevant resources and equipment so that, I believe, for clubs to fulfill their great potential.” Participant 2



#### **4.3.2 Sub-theme 2: Interest in Club Development**

Sports programmes are meant to empower and promote the inclusion of marginalised groups (SRSA, 2011). A positive social environment combined with good social support will favour the development of social competence in youth (Ma, 2012). Interests relates to the participants' perception of the programme. There were mixed feelings about the interests of players about Club Development, for example, Participant 1 stated that:

*“...Yes, the players were interested, but since maybe some of us are coming from disadvantaged families.”* (Participant 1)

While another participant indicated that:

*“...There was a huge interest in the beginning, but after non-compliance, the interest went down.”* (Participant 4)

#### **4.4 Theme 2: ACCESS TO RESOURCES FROM CLUB DEVELOPMENT**

Four sub-themes emerged from this theme, and are reported below:

1. Transport and Kits
2. Funding/Budget
3. Facilities
4. Support



##### **4.4.1 Sub-theme 1: Transport and Kits**

Participants emphasised transportation and kits as they relate to accessing resources. The quote below acknowledges that they received transportation:

*“... they give us transportation to go to matches.”* (Participant 3)

These allowances, however, were not enough for others, as illustrated below:

*“...I think we got the kit from them, and a transport, but it was not enough.”* (Participant 1)

*“We have Handball equipment, but we have lack of transport system.”* (Participant 4)

#### 4.4.2. Sub-theme 2: Funding / Budget

Handball funding and budgets were among the concerns raised by participants. It appears that funding is insufficient, despite its availability:

*“They don’t have funds for transport to get to where we’re supposed to play on, so some of us decided to leave the sport.”* (Participants 1)

*“The funding is there, but it’s not enough.”* (Participant 3)

*“No, it’s not enough. The funds are too little, and those funds, they are for only transport and the petrol has gone up. And then just use that money for two games.”* (Participant 3)

Others however highlighted that:

*“The challenges of funding due to the fact that the Handball is still new in Club Development and to communities.”* (Participant 3)

Another participant agreed and stated the following:

*“What we received from the Department was only transport and the kit.”* (Participant 1)

Several participants expressed concern that handball was not given the same budget as other codes:

*“With due to other sport codes, I can’t say, I can’t compare. But with handball, equal access to budget? Not at all. Not at all.”* (Participant 2)

*“No, other codes, they get better preference than Handball.”* (Participant 4)

*“... the Department doesn’t communicate with us, with clubs that we must organise our transport, but there will be invoices that they require from the clubs. They just go to their system and pick whoever, who is going to charge them. Not knowing, that money is not enough for five clubs in the Programme.”* (Participant 3)

However, the representative of the Department of Cultural Affairs and Sports disagreed with the club's key stakeholders. Handball was not considered a priority sport code, as shown below:

*“... We have sixteen priority codes, which Handball does not fall under... So, when it comes to funding, they'll always give them more...”* (Participant 5)

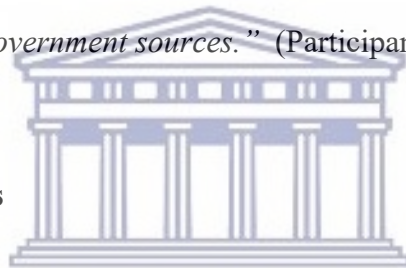
A government official also highlighted the indifference of the club side to issues other than finance:

*“Those are the... challenges that we have. So, their interest is finance. It's money, so... because when you tell them to attend the courses, they don't attend... they won't reply your e-mail. But when you tell them, I got equipment, they will come here. Very fast.”* (Participant 5)

According to the National Sports Recreation Plan, funding challenges were acknowledged:

*“...Government funding is a limited means and considerable effort must be employed to raise the level of funding from non-government sources.”* (Participant 5)

#### **4.4.3 Sub-theme 3: Facilities**



The majority of participants expressed the same concerns about access to facilities. Despite stating that Cape Town is their primary stakeholder, the relationship seemed not strong enough to enable clubs to easily access facilities. Here are a few quotes from participants:

*“...The City facilities is a big challenge for us.”* (Participant 5)

The National Sport Recreation Plan acknowledges the serious problem regarding the building, equitable access and maintenance of sport and recreation facilities. It stated that *“these have far reached consequences for the transformation and development of the sport and recreation sector in South Africa.”* (SRSA, 2012).

#### 4.4.4 Sub-theme 4: Support

The following support services will be provided to the clubs participating in the programme: -

- Transport to and from the venues (meeting, training, etc.)
- Basic sport equipment
- Basic playing uniform, (Club Development Blueprint, 2016)

Participants were dissatisfied with the government's support for handball. Government supports other sports codes such as soccer, and thus should be the same for all sports codes in South Africa, as shown in the quotes below:

*“...lack of information that we get from our Federation to the clubs.”* (Participant 1)

*“There are no workshops, and for a club, if you are in Club Development Programme, you have to have your own research, do your own research, have your own information.”* (Participant 2)

Government officials claimed to be doing their best to assist participants, however, participants reported a lack of support from the government. The members of the clubs, however, sometimes do not avail themselves of capacity building workshops and trainings:

*“... (Club administration) ... is our main priority. We want to assist the club with administering the club. What we do now, we pay registration fee for the clubs, we make sure that the clubs are in compliance in terms of what Sports Council needs, SASCOC needs, so all those things.”*

(Participant 5)

#### 4.5 IMPLEMENTATION OF THE CLUB DEVELOPMENT PROGRAMME

Six sub-themes emerged from the main themes.

1. Capacity to implement
2. Awareness and visibility

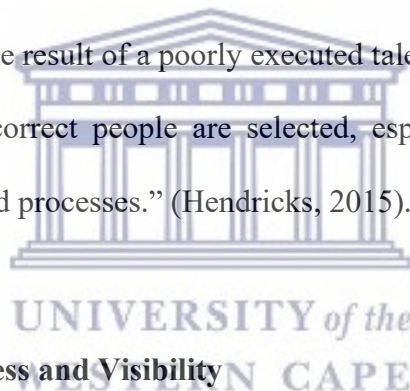
3. Challenges that hinder effective implementation
4. Monitoring clubs
5. The future of Handball in Club Development,
6. Challenges for Handball in Club Development

#### **4.5.1 Sub-theme 1: Capacity to Implement**

Participants expressed the following opinions about the implementation of the Club Development Programme:

*“...I think there’s not enough implementation, in terms of capacity, and the people that are there, they’re not even... have knowledge of the sport, and they don’t even... were not even aware of who is there to help us.”* (Participant 1)

It is also acknowledged that “the result of a poorly executed talent identification and selection programmes could be that incorrect people are selected, especially people without a basic grounding in sport activities and processes.” (Hendricks, 2015).



#### **4.5.2 Sub-theme 2: Awareness and Visibility**

Participants shared the following about awareness and visibility of Club Development:

*“There’s no even visibility in the Department.”* (Participant 1)

However, the government official disagreed with the participants and provided the following information:

*“Yes, we do have. In all the districts. We have the guys in Paarl, which is Cape Winelands. We have the guys in Overberg, we have the guys in West Coast. So, we are there in all the districts.”*  
(Participant 5)

He further quoted:

*“...I think we must still do more awareness about Club Development... like in the Metro, the club knows about Club Development, but then the problem is that the funding is not enough to cover.”* (Participant 5)

#### **4.5.3 Sub-theme 3: Challenges that Hinder Effective Implementation**

Participants shared opinions about the challenges that hinder effective implementation below:

*“I’ll say communication. Communication, communication, communication.”* (Participant 2)

The imbalances in South Africa's past have created disparities in society, and this is evident in the sports arena as well. It should be an essential underlying theme of any Club Development Toolkit to address these disparities. Here are a few points to keep in mind:

- Identification and selection of the people that will receive the Club Development Toolkit.
- Lack of facilities in communities and schools; the level and focus of Sport Education at schools.
- The literacy levels of youth and adults.
- The languages of different Provinces.
- The disparity between men’s and women’s sport.

Hendricks (2015) examines the South African context, the elements in the South African sport sector that impact on sport, and the strategies that organisations should consider when implementing a Club Development Toolkit.

In addition, the government official reported below:

*“...So, if the funding can be improved for transport, I think it can really, really help the Club Development to grow.”* (Participant 5)

#### 4.5.4 Sub-theme 4: Monitoring Clubs

In spite of the challenges faced by participants, most reported the following issues regarding club monitoring:

*“They don’t monitor the clubs because, as I was saying, they have only one Coordinator, which is... I can just say, she cannot run around and see.”* (Participant 3)

“The important aspects to consider are quality of the resource, level of the target market, relevance of the content and which other learning methods can be used to complement the club development toolkit such as mentoring, facilitation, monitoring and evaluation and the lack of experienced mentors at club level,” as reported by Hendricks (2015). As a result, Robin Petersen (2015) states that club sports programmes lack other resources, such as a license that is appropriate to the level the club plays at, becoming more demanding as a club reaches higher levels.



#### 4.5.5 Sub-theme 5: The Future of Handball in Club Development

*“Although government promotes Club Development, participants are of the opinion that government can do more,”* and this is illustrated by the quote below as reported by Bailey (2015) and further reported that “a Club Development Toolkit can therefore be designed to apply to all relevant sports people. The toolkit could be generic, or it can be specific to the type of sport, type of club and the roles that the different people perform. The designers and implementers of the toolkit therefore have to determine who their target people and target clubs are and then develop the toolkit based on those clubs and individuals’ needs.”

Participants responded as below:



*“I would like to see more Coordinators who are sport-related, especially in Handball. Increase funding to fit the needs of Handball. To build outdoor Handball courts. To assist to market Handball, and there must be Handball development for the schools.”* (Participant 4)

*“Create awareness about it and do it at schools. At schools is the best way.”* (Participant 5)

*“So that link needs to be done, so I encourage the Western Province Handball to go to School Sport.”* (Participant 5)

#### **4.6 CHAPTER CONCLUSION**

The findings of the thematic analysis of key informant interviews were presented in this chapter. These themes had been outlined and complemented with verbatim quotes to illustrate their meaning. A discussion of these findings will follow in the next chapter.



## CHAPTER 5

### DISCUSSIONS, SUMMARY, CONCLUSIONS LIMITATIONS AND RECOMMENDATIONS

#### 5.1 INTRODUCTION

Research results are discussed in this chapter in relation to the literature to derive meaningful conclusions. The implementation model, results, and literature are consolidated to engage the study's objectives.

#### 5.2 Purpose of Club Development

The Club Development programme aims to facilitate South Africans' access to sport and recreation. Also, it ensures that those with talent and a desire to exploit it are brought into the mainstream of competitive sports. This project will allow SRSA to play a crucial role in assisting talented athletes in achieving their full potential by empowering their support staff (coaches, technical officials, administrators, and managers) at as low a level as the ward, ensuring the sustainability of the programme together with other stakeholders. The participants demonstrated an understanding of the purpose and benefits of Club Development, particularly in disadvantaged communities. Most participants indicated that SRSA initiated the club development programme as a national initiative.

It appears that most participants understood what Club Development was intended to accomplish; they could not, however, provide an exact definition. The findings are in line with a study conducted in the Metropole Region that found most club officials understood the purpose of the Club Development Programme (Moroe, 2013).

Participants demonstrated an understanding of the purpose of Club Development, particularly in disadvantaged communities. Participants generally agreed that the SRSA initiated the Club Development Programme, as shown in the quotes below.

The purpose of Club Development is well documented in the National Sport Recreation Plan Strategic Objective 10 which is “to provide formal sports participation opportunities through an integrated and sustainable...” (SRSA, 2012).

### **5.3 Interest in Club Development**

It has been noted that sport-based programmes are also beneficial to implementers, whether they are coaches, managers, or administrators (Grassroot Soccer, 2014). An earlier study conducted by Bailey (2015) revealed similar results to what was found in this study.

For many years, sport for development programmes have been studied for their potential to promote social development and promote progressive change (Spaajj et al., 2013). Development programmes for sports have grown rapidly, but concerns about loose, unorganised, and isolated programmes remain (Whitley et al., 2019). As Wheaton et al. (2017) state, sports are increasingly being debated for their positive essence and their ability to change people. Often, tensions exist between donors looking for proof of success and programmes aligned with hegemonic practices and neo-liberal agendas (Burnett, 2015).

### **5.4 Access to Resources from Club Development**

Clubs are involved in the programme for a three-year cycle where attention is given to human resource development. This includes:

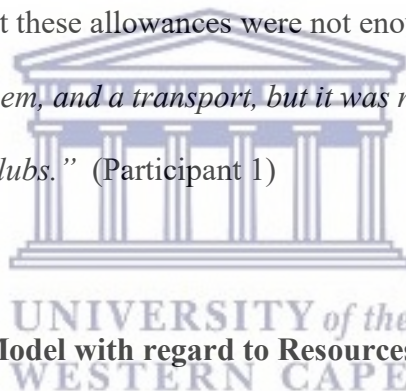
- Sport education and training
- Club support (transport, kit and equipment)
- Facilitating leagues and tournaments

To achieve optimal access and support mechanisms, sport systems must have strategic goals and objectives that define their structure. Sports participation and support are essential to achieving the value of sport to society, but if there is no direction, structure, or inspired leadership, the value of sport to society cannot be realised or enhanced. To access available resources, participants highlighted transportation and kits. The following quote acknowledges that they received transportation:

*“... they give us transportation to go to matches.”* (Participant 3)

Others however highlighted that these allowances were not enough as illustrated below:

*“...I think we got the kit from them, and a transport, but it was not enough, because I think there was a lack of a budget for the clubs.”* (Participant 1)



## **5.5. The Implementation Model with regard to Resources**

### **5.5.1 Funding/Budget**

Many clubs lack the funds to run their clubs, organise events, etcetera. It is therefore necessary to form a fund-raising committee so that they can raise the money they need. As reported by (Hendricks, 2015), the Club Development Toolkit (CDTK) discusses how to set up a fundraising committee, describes the committee's roles and responsibilities, offers some fundraising ideas, and describes how to complete formal applications for funding, among other things.

There were concerns raised regarding funding and budgets for Handball. While funding was available, it seemed inadequate based on the quotes below:

*“The funding is there, but it’s not enough.”* (Participant 3)

*“No, it’s not enough. The funds are too little, and those funds, they are for only transport and the petrol has gone up. And then just use that money for two games.”* (Participant 3)

There was, however, disagreement between the representative of the Department and the key stakeholders. It appears that Handball was not regarded as a priority sport code, as shown below:

*“We have sixteen priority codes, which Handball does not fall under... So, when it comes to funding, they’ll always give them more...”* (Participant 5)

“Government funding is a limited means and considerable effort must be employed to raise the level of funding from non-government sources” ... (SRSA, 2012)

In recent research, Ratten (2017) has suggested that sport should encompass more than just physical activity. Sport-related entrepreneurial ventures can also enhance community development in a similar manner (Massimiliano et al 2020).



### **5.5.2 Facilities**

According to reports, some clubs do have facilities, so the costs of maintaining these facilities must be considered. Among these costs are capital expenditure for maintenance and human resources needed to perform the maintenance. Even though facilities vary from sport to sport, a generic toolkit could cover aspects that are common to all sports. For a toolkit to be more effective, it must include specific guidelines for maintaining different sports facilities (Hendricks, 2015). Historically, South Africa has had an imbalanced society, which is evident in its sports. Creating a toolkit that addresses these disparities should be an important underlying theme. As such, the following issues need to be considered, according to Hendricks (2015):

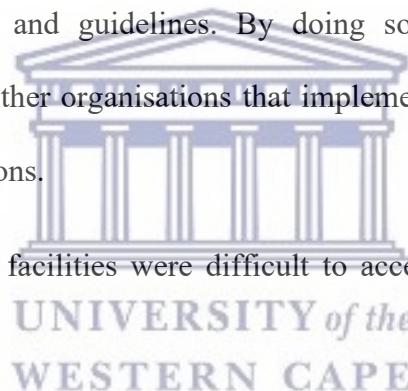
- identification and selection of the people that will receive the club development toolkit.

- lack of facilities in communities and schools; the level and focus of sport education at schools.
- the literacy levels of youth and adults.
- the languages of different provinces; and
- the disparity between men's and women's sport.

In its National Sport Recreation Plan, the government acknowledges that building, providing equitable access to, and maintaining facilities for sport and recreation is a serious problem. It stated that “these have far reaching consequences for the transformation and development of the sport and recreation sector in South Africa.” (SRSA, 2012).

SRSA is primarily responsible for the development of sport and recreation legislation, regulations, national policies, and guidelines. By doing so, it will ensure that effective partnerships are formed with other organisations that implement sport and recreation, such as SASCOC and national federations.

Many participants agreed that facilities were difficult to access. The following quotes were provided by participants:



*“The City facilities is a big challenge for us.”* (Participant 5)

A good management and governance system is essential to the development and growth of sports organisations in a highly competitive and challenging environment (SRSA, 2012).

As Mechant, Griffin & Charnok (2007:112) succinctly put it, physical activity may be impeded in some instances because of “barriers such as poverty, the lack of sport and recreation facilities and safe play areas.”

### 5.5.3 Support

Desai (2010) suggested ways of distributing resources more efficiently to serve a common nationhood while the government remained comatose. As Collin Browning Consulting reports, volunteers with significant administration and compliance responsibilities have a harder time administering clubs. It is imperative that governing bodies and government take steps to reduce the impact on community clubs (2020).

*“They’re not enough support because they have only one Coordinator for many sporting codes.”*  
(Participant 3)

*“Other sport codes are well developed. For instance, if you look at soccer, soccer has got a lot of tournaments, lot of programmes that are happening, and a lot of support from the Department. Even nationally, you can see that soccer is a well-known sport, unlike Handball.”* (Participant 1)

Even though participants indicated that government support was lacking, the official explained that the government is making an effort to assist. It is unfortunate, however, that some club members fail to take advantage of capacity building trainings and workshops. According to the government official, the following comments were made:

*“(Club administration) ... is our main priority. We want to assist the club with administering the club. What we do now, we pay registration fee for the clubs, we make sure that the clubs are in compliance in terms of what Sports Council needs, SASCO needs, so all those things.”*  
(Participant 5)

Club members and government officials exchanging blame is not contributing to a solution. In accordance with SRSA, government needs to improve and maximise support for sports clubs as follows:

*“...regardless of the size of the sports participation and support base, the absence of direction, structure and inspired leadership ultimately leads to failure to realise or enhance the value of sport to society.”*(Participant 5)

Colin Brown (2020) suggests that stakeholders and service providers adopt a support model that is clearly focused on clubs as the end user.

## **5.6 Implementation of the Club Development**

### **5.6.1 Capacity to Implement**

Hendricks (2015) discusses factors influencing the South African sport sector and possible strategies for implementing a club development toolkit within the South African context. Based on the responses of the majority of participants, the following opinions were expressed regarding the implementation of the Club Development Programme:

*“I think there’s not enough implementation, in terms of capacity, and the people that are there, they’re not even... have knowledge of the sport, and they don’t even... we’re not even aware of who is there to help us.”* (Participant 1)

It is also acknowledged that “the result of a poorly executed talent identification and selection programmes could be that incorrect people are selected, especially people without a basic grounding in sport activities and processes.” (Hendricks, 2015).

According to Barry, literacy levels are not taken into account when writing the toolkit, and it is written in such a way that readers are unable to comprehend its concepts and processes; once it has been delivered, individuals who do not belong to proper sport structures simply disappear (Barry, 2015).

The government official participant reported that there are no coordinators specifically allocated to one sporting code:



*“I think it was the basis of looking at what is the community needs... Different sporting activities and that is how we would implement this thing of having Federation Liaison Officers... We don't have that for Handball. The reason why we didn't have, because as somebody who does Netball, he can be coordinating Handball, Netball and Basketball at the same time.”* (Participant 5)

The blame and shift between the members of clubs and government is not bringing any solutions. As indicated by SRSA, it is important for government to improve and maximise support to the sports clubs as stated below:

*“...regardless of the size of the sports participation and support base, the absence of direction, structure and inspired leadership ultimately leads to failure to realise or enhance the value of sport to society”* (Participant 5)

### **5.6.2 Awareness and Visibility**

In the guidelines on sports integrity, an awareness campaign is crucial at the beginning of any project aimed at changing a country's or group's culture, and education and prevention are essential in all policy areas. A successful action will also need to include education and awareness-raising when stakeholders are committed to long-term success. As far as sports is concerned, there is no exception to this rule. In order to achieve total integrity, protect sports, or participate in any other planned activity, it is imperative to consider the educational element that lies underneath every one of these areas.

Participants shared the following about the awareness and visibility:

*“There's no even visibility in the Department.”* (Participant 1)

*“I believe Club Development Programme, Officials, Coordinators, I think what they need to do, they need to visit sports centres run within communities, inform clubs that are in those sports*

*centres what are they all about, because many clubs don't know anything about the programme."*

(Participant 2)

Despite what is shared by the participants, the government official disagreed and shared below:

*"Yes, we do have. In all the districts. We have the guys in Paarl, which is Cape Winelands. We have the guys in Overberg, we have the guys in West Coast. So, we are there in all the districts."*

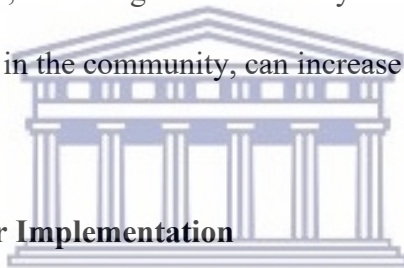
(Participant 5)

He further explained:

*"I think we must still do more awareness about Club Development... like in the Metro, the club knows about Club Development, but then the problem is that the funding is not enough to cover."*

(Participant 5)

According to previous literature, including more advocacy campaigns and increasing publicity of the programme and facilities in the community, can increase participation (Monyeki, 2014).



### **5.6.3 Challenges that Hinder Implementation**

As a result of South Africa's imbalanced past, disparities in society are evident in sports. The issue of disparities must be an underlying theme of any Club Development Toolkit. Taking this into account, there are some issues that should be considered in this general context, such as:

- identification and selection of the people that will receive the club development toolkit.
- lack of facilities in communities and schools; the level and focus of sport education at schools.
- the literacy levels of youth and adults.
- the languages of different provinces; and
- the disparity between men's and women's sport

Participants shared opinions about the challenges that hinder effective implementation below:

*“I’ll say communication. Communication, communication, communication.”* (Participant 2)

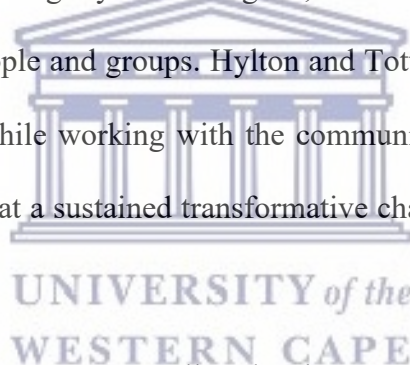
*“They were not always clear and on time. Time was not always clear. Communication, as well.”*

(Participant 3)

*“They just give and then they don’t do the follow-up and see what they... does this Programme help or not?”* (Participant 3)

*“In terms of Club Development, personally, it’s the only code that I struggle to deal with. Purely on administration.”* (Participant 5)

Moroe et al. (2019) revealed that when creating a community sport programme, there are several general considerations that must be made. Nesti (2002) cited a number of characteristics, such as lack of financial resources, ambiguity to be designed, staff competency, knowledge base, and personal attributes for both people and groups. Hylton and Totten (2008) also noted that SPOs would encounter difficulties while working with the community in terms of empowering the community and making sure that a sustained transformative change within communities would be successful.



It is based on the South African context, as well as the elements in the South African sport sector that have an impact on sports, and the possible strategies organisations should consider when implementing a Club Development Toolkit (Hendricks, 2015).

In addition, the government official reported below:

*“So, if the funding can be improved for transport, I think it can really, really help the Club Development to grow.”* (Participant 5)

As a club plays at a higher level, the license becomes increasingly demanding due to the lack of other resources to implement sport. Moreover, the license should match the level at which the club plays. With this stick in hand, it is only possible to drive a carrot of development towards

the people through this process. For instance, it may be necessary for every licensed club to have a good constitution, a management structure, a youth structure with a qualified and licensed coach, and a constitution that describes the guidelines for the club's finances (Robin, 2015).

#### 5.6.4 Monitoring Clubs

Despite challenges experienced by participants, majority of participants reported the issue of monitoring of clubs below:

*"...No."* (Participant 1)

*"They don't monitor the clubs because, as I was saying, they have only one Coordinator, which is... I can just say, she cannot run around and see."* (Participant 3)

In addition, it was felt that:

*"There is no monitoring and evaluation, and lack of capacity building graphs."* (Participant 4)

According to Hendricks (2015), "the important aspects to consider are quality of the resource, level of the target market, relevance of the content and which other learning methods can be used to complement the club development toolkit such as mentoring, facilitation, monitoring and evaluation and the lack of experienced mentors at club level."

The government official expressed the following with respect to monitoring clubs:

*"We encourage the clubs to send a monthly report, so... which we didn't get from Handball."* (Participant 5)

The lack of other resources to implement sport in clubs, for example the license, should be appropriate to the level that the club plays at, becoming increasingly demanding as a club plays at a higher level (Robin Petersen, 2015).

A sport integrity guideline stipulates that monitoring - keeping track of progress toward achieving an objective, in particular inputs and outputs - should be followed by evaluation. An evaluation must begin by assessing whether the situation has changed in accordance with expectations, that is, whether the intervention has had any effect on it. Stronger partnerships between government departments are needed to produce, maintain, and coordinate activities, which includes establishment and monitoring (Mchunu, 2009). Increasing sport personnel is crucial to ensuring the effective implementation of sport and physical education programmes within the Department of Education. The SRSA needed to increase club participation and expand to other provinces as part of its budget review report. Furthermore, the Committee was aware that 20% of provincial transfers were dedicated to club development, so monitoring the clubs receiving those funds was necessary. A progress report had not yet been received on the Club Development Model being piloted in Limpopo and KZN (SRSA, 2015).

### **5.7 The Future of Handball in Club Development**

It is reported that although government promotes Club Development, participants are of the opinion that government can do more, and this is illustrated by the quote below as reported by Bailey (2015) below:

*“A Club Development Toolkit can therefore be designed to apply to all relevant sports people. The toolkit could be generic, or it can be specific to the type of sport, type of club and the roles that the different people perform. The designers and implementers of the toolkit therefore have to determine who their target people and target clubs are and then develop the toolkit based on those clubs and individuals’ needs.”*

This was perceived as a suggestion by most of the participants as they expressed the following:

*“I will suggest that the Department needs to employ people that, they used to play the sport and use them as the mentor to the youth and the upcoming players.”* (Participant 1)

*“I would like to see more Coordinators who are sport-related, especially in Handball. Increase funding to fit the needs of Handball. To build outdoor Handball courts. To assist to market Handball, and there must be Handball development for the schools.”* (Participant 4)

*“Create awareness about it and do it at schools. At schools is the best way.”* (Participant 5)

*“So that link needs to be done, so I encourage the Western Province Handball to go to School Sport.”* (Participant 5)

*“When you adopt a school, the club will grow. But if you don’t adopt a school, the club won’t grow.”* (Participant 5)

Participants shared opinions about the challenges that hinder effective implementation below:

*“Lack of information and implementation.”* (Participant 1)

*“You’ll never know which month they’re going to distribute it for you, so you can go the whole day without receiving anything. So, communication-wise, and other stuff, it’s really not on.”* (Participant 2)

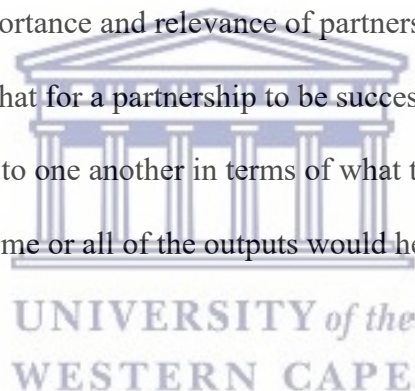
*“I’ll say communication. Communication, communication, communication.”* (Participant 2)

*“They just give and then they don’t do the follow-up and see what they... does this Programme help or not?”* (Participant 3)

It is evidenced that there is a need therefore for well-developed coordination mechanisms and good communication between the key actors involved (Christian Thue Bjørndal, Lars Tore Ronglan & Svein S. Andersen (2017).

It is evidenced that policymakers and practitioners therefore need to strengthen the formal and informal lines of communication between sport school programmes and club teams (Mchunu, 2009).

In order to implement a programme for children and youth, three steps are necessary: identify a need, hire staff, and provide the service or product. In order for programmes to be effective, they must be carefully planned in advance, involve multiple stakeholders, and ensure accountability from start to finish. Poorly implemented programmes not only reduce the possibility of helping children and youth in need, but also waste scarce public resources. It is likely that poorly implemented programmes will have little success. As a result, when a programme is implemented poorly, it is unclear if it succeeds, Durlak (2010). Lindsey and Banda stated that partnerships are “advocated as an effective strategy to attaining policy goals,” endorsing the views on the importance and relevance of partnerships. Additionally, Robson and Partington (2013) emphasised that for a partnership to be successful, the major stakeholders must demonstrate commitment to one another in terms of what they are able to put into the partnership, on the basis that some or all of the outputs would help them attain their overall goals.



## 5.8 CONCLUSION

The findings of this study demonstrated that stakeholders' experiences with the Club Development Projects are related to several factors that can be reduced with the right interventions. There were a number of factors that could be addressed through greater collaboration from all other stakeholders involved, such as the inability to register for the degree of one's choice, limited interactions, a withdrawal of financial support due to a lack of communication and knowledge of what financial aspects were covered in the programme, and a lack of support from the Department of Cultural Affairs and Sports. The Department of Cultural

Affairs and Sports and the stakeholders need to work more closely together for the development of clubs. It is evident that many stakeholders are facing a challenge when it comes to getting support. Stakeholders are in agreement that they prefer a person with previous experience in Handball to be the government's Club Development Coordinator.

## **5.9 CONCLUSIONS RELATED TO THE RESEARCH FINDINGS**

The purpose of the study was to examine stakeholders' experiences of a Handball club's development in the Western Cape Province. It can be concluded from the findings that insufficient funding, support, and awareness are contributing to challenges in club development. It is imperative that all stakeholders work together in a collaborative manner. In order to improve the Club Development Programme, there is a need for improved policies and guidelines, and for monitoring and evaluating.

### **5.9.1 Participants**

Data collection took place during a period when most participants had left selected Handball club or had stopped playing altogether, making it difficult to conduct focus group discussions with ten participants. Also, determining the times and days of individual interview discussions posed challenges.

### **5.9.2 Demographic Area**

A township in the Western Cape Province, was the site of this study. Despite this, the findings of this study cannot be generalised to other South African provinces. It was challenging for the researcher to connect with and engage with participants from the selected Handball club as a member of a neighbouring community.



## 5.10 RECOMMENDATIONS

Considering the findings of stakeholders' experiences of Handball on club development in the Western Cape Province, the following recommendations are made:

### 5.11 Recommendations for Practice

- Women's sports development in low-resource communities should be promoted and encouraged by the Department of Cultural Affairs and Sport (DCAS).
- Municipalities, recreation facilities, and sports clubs should organise frequent club development activities and programmes that are enjoyed by all ages.
- The community of the selected Handball club and surrounding communities are encouraged to collaborate with local sports and recreational facilities to hold mutually beneficial sports festivals, fundraisers, exhibitions and tours/events to raise awareness of the benefits of club development once or twice a year.
- A stricter monitoring policy for club development programmes is suggested and recommended in the Western Cape.
- To develop successful clubs, the government should implement policies that encompass sporting activity at all levels. In addition to these policies, appropriate management and budgeting should be in place.
- To improve Club Development, provincial and national departments of Sport and Recreation should hire more staff. In this way, club development programmes will be mentored appropriately and monitored effectively.

### 5.11.1 Recommendations for Future Research

- There is a need for further research to evaluate the Club Development Programme in more low-resourced communities in the Western Cape, and on a larger scale, in South Africa.
- For a more holistic view of the knowledge and perception of club development in the Western Cape Province, it would be beneficial to increase the number of participants, increasing the sample size significantly, as well as including participants from other low-resourced communities.
- Since this study was conducted qualitatively, it would be possible for future research to combine qualitative and quantitative data. It will help improve the quality and richness of the data provided and help develop interventions aimed at improving knowledge and perceptions of club development among female and male youth in order to prepare them for professional handball.



### 5.12. RESEARCHER'S EXPERIENCE OF THE QUALITATIVE PROCESS

It was necessary to utilise a qualitative research design for this study due to its exploratory nature. As the information sought was intricate and varied, a qualitative approach was undoubtedly the most feasible research method for this study, given its nature and with respect to the participants' knowledge and experience of club development.

Participants' willingness to participate in the study assisted with the facilitation of the data collection. Electronic voice recorders were used to record audio from participants who were interested in contributing to this study. This study's findings are only applicable to a small number of purposefully selected participants. Research has shown that Handball members wish

to gain more knowledge and have positive opinions regarding club development. Additionally, as a researcher, I was eager to understand what participants understood about club development. I found most of the participants spoke freely and openly during the interviews in this study. Participants were given an opportunity to engage in conversation, and their viewpoints were taken into account holistically.

This study provides an opportunity for further research to be carried out in the future. The scope of research and results in this field might have been greatly expanded if more sports activities were centred on players and more initiatives were undertaken. Perhaps one of the limitations of this study is that I, as the researcher, could have collected data from other clubs within the Western Cape Province as part of my research. In this way, richer data would have been provided, and the results and findings would have been broadened extensively. The participants' views could have been challenged further through more focus group discussions to allow for more in-depth discussions. This may allow these stakeholders and governmental departments to create an ideal environment and atmosphere for better participation and to create awareness about club development. I felt that my inexperience in research limited my ability to motivate and probe for answers to questions regarding practical improvements that can be made with the current resources. Although this may have been a missed opportunity, the data collected for this study is extremely valuable and rich.

### **5.13 STUDY CONCLUSION**

According to the results of this study, although club development is a challenging process, there is a clear understanding of what the participants understand and experience in terms of club development, as well as recommendations for future research and practice based on their experiences. To enhance and promote club development participation and create awareness about

club development, government sport departments, sports federations, sports academies and sports clubs within the Western Cape and South Africa can use this study's findings.



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## APPENDICES

### Appendix A – Information Sheet



## UNIVERSITY OF THE WESTERN CAPE

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### INFORMATION SHEET

**Project Title: Experiences of stakeholders of a Handball club on development in the Western Cape.**

#### **What is this study about?**

This is a qualitative research project being conducted by Ruth Noluthando Saunders at the University of the Western Cape. We are inviting you to participate in this research project because you are involved in the field of sport, club development. The purpose of this research project is to assess experiences of club development for Handball in the Western Cape, South Africa.

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

You will be asked to participate in a key informant and focus group interviews to discuss the topic researched. The discussions will be recorded with your permission. All data obtained, transcriptions and recordings will be kept confidential, and you will remain anonymous. Your participation in the study will contribute in the existing club development programme. The interviews for executive members of the selected clubs and players will take place in Western

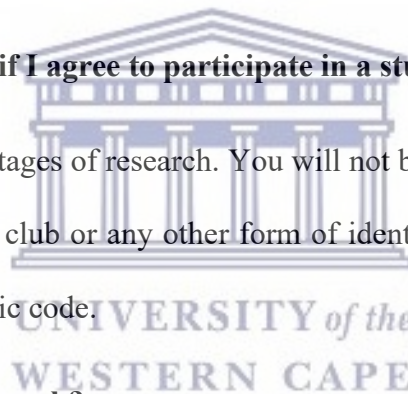
Cape and for approximately an hour. The interviews for federation and club development official will be conducted using telephone/ SKYPE communication.

**Would my participation in this study be kept confidential?**

We will do our best to keep all data obtained and personal information confidential. To help to protect confidentiality your name, surname and name of your club will not be used in the data collection procedure. The data from audio tapes and transcripts will be kept in a locked cabinet at the researcher's office at the university. Only the researcher and the supervisors will have access to it. All data obtained and transcripts will be coded using numeric codes. Disposal of all records of the data from audiotapes and transcripts will be done after three years once the study is completed. If we write a report about this research project, your club's and yours will be protected to the maximum extent possible.

**Why my identity be revealed if I agree to participate in a study?**

Anonymity will be used at all stages of research. You will not be required to submit your name, surname and the name of your club or any other form of identification during interviews. The data will be coded using numeric code.



**What are the risks of this research?**

There may be some risks from participating in this research study. To avoid the risks such as language barrier during interviews, a co facilitator who understands the language will be appointed to conduct the interview. The co-facilitator will be informed about the research ethics policy and the researcher will be present at all times to facilitate the process. In a case where you do not feel comfortable to share certain information, you are under no obligation to answer. You may withdraw from this research study without giving a reason at any time and this will not negatively affect you in any way. Other than there are no known risks associated with participating in this research project.

**What are the benefits of this research?**

This research is not designed to help you personally, but the findings of the study will contribute to the improvement of club development programme. These will benefit the clubs to improve how they run their clubs and understand the club development 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 study, you may stop participating at any time. If you decide not to participate in this study or if you stop participating at any time, you will not be penalized or lose any benefits to which you otherwise qualify.

**What if I have questions?**

This research is being conducted by *Noluthando Ruth Saunders* at the University of the Western Cape. If you have any questions about the research study itself, please contact me Ruth Saunders at: +27 833269434, or 021 460 3541 email: [9316951@myuwc.ac.za](mailto:9316951@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:

Head of Department: Doctor Marie Young

University of the Western Cape

Private Bag X17

Bellville 7535

[myoung@uwc.ac.za](mailto:myoung@uwc.ac.za)

Prof José Frantz

Dean of the Faculty of Community and Health Sciences

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



**Appendix B – Binding Form**



**UNIVERSITY OF THE WESTERN CAPE**

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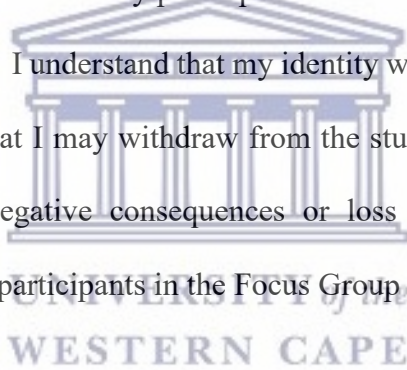
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**BINDING FORM**

**Title of Research Project:** Experiences of stakeholders of a Handball club on club development in the Western Cape.

The study has been described to me in language that I understand. My questions about the study have been answered. I understand what my participation will involve, and I agree to participate of my own choice and free will. I understand that my identity will not be disclosed to anyone by the researchers. I understand that I may withdraw from the study at any time without giving a reason and without fear of negative consequences or loss of benefits. I understand that confidentiality is dependent on participants in the Focus Group maintaining confidentiality.



I hereby agree to uphold the confidentiality of the discussions in the focus group by not disclosing the identity of other participants or any aspects of their contributions to members outside of the group.

Participant's name.....

Participant's signature.....

Date.....

## Appendix C – Informant Interview Questions



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#### INFORMANT INTERVIEW QUESTIONS

#### APPENDIX C: SCHEDULED INTERVIEW FOR CLUB DEVELOPMENT OF HANDBALL FOR CLUB CHAIRPERSON, SECRETARY, CLUB TREASURER CLUB DEVELOPMENT OFFICIAL FROM GOVERNMENT AND PROVINCIAL HANDBALL FEDERATION OFFICIAL

<p><b>OFFICIAL USE ONLY</b></p> <p>Questionnaire #: _____</p> <p>Club area: _____</p> <p>Date: _____</p> <p>UNIVERSITY of the WESTERN CAPE</p>
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#### “EXPERIENCES OF STAKEHOLDERS OF A HANDBALL CLUB ON CLUB DEVELOPMENT IN THE WESTERN CAPE

**In partial fulfillment of the MA (Sport, Recreation and Exercise Science) in the Department of Sport, Recreation and Exercise Science, University of the Western Cape (UWC).**

Thank you for agreeing to take part in the scheduled or focus group interview research study. The overall purpose of the study is to develop effective implementation strategies and methods for the development of community Handball clubs in the Western Cape, South Africa. For the purpose of scheduled interviews, the interview should not take more than 25 minutes and the

focus group interviews will also not take more than 30 minutes. I will write down your responses and you (as the respondent) will not be directly quoted in any report of this research study. Participation in this study is voluntarily and kindly answer as honestly and correctly as possible.

**Are you still happy to proceed with the interview?**

1. Demographic information:

a) How old are you? \_\_\_\_\_

b) Gender:  Male  Female

c) How would you describe your ethnic group (e.g. White, Black African, Indian, Mixed race)? \_\_\_\_\_

d) What position are you holding DCAS? \_\_\_\_\_

2. How many times do you meet with Handball clubs? \_\_\_\_\_

3. How long have you been involved as an official in Club Development Programme?  
\_\_\_\_\_

4. How would you define Club Development Programme?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Does your department assist with club administration for club development?

Yes No

6. Does your department monitor the clubs?

Yes  No



7. What is the interest of the clubs towards the programme?

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8. What are the types of facilities and support available for the programme?

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9. How are the methods employed to implement the programme?

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10. Do you think the programme has sufficient coordinators to drive the programme successfully?

Please motivate your answer:

Yes

No



Because:

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Is there enough support and awareness about the programme?

Yes

No

Please motivate:

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11. What are the major challenges that hinder the effective implementation of the programme?

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12. Does your department have equal access of budget compared with other sports code in the programme?

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13. Please feel free to add any comment(s) what you would like to see happening in future for Club Development:



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**THANK YOU FOR YOUR TIME**