

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

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

4.4.2.2 Work Culture

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

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

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

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

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

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

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

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

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

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

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

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

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

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

4.4.2.3 Access to Resources

a) Financial Capital

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

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

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

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

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

b) Access to Social Capital

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

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

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

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

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

c) Transport

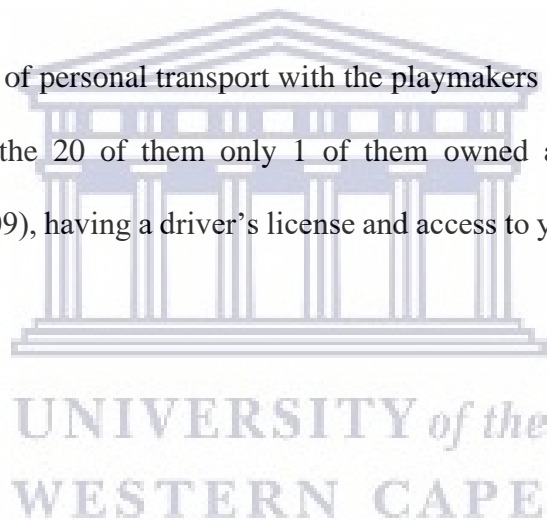
Transport deals closely with the aspect of mobility and accessibility and without adequate means to be mobile can have a devastating impact on an individual's employment opportunities, especially coming out of the townships as mentioned earlier in housing locations (Mcquaid & Lindsay, 2005). When discussing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

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

4.4.3 External Factors

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

Demand factors include local labour market factors which looks at the level and nature of local labour market factors, location issues and various levels of competition for jobs; Macroeconomics which looks at the stability of the economy and the nature of national economic labour demand; vacancy characteristics which looks at the conditions of the



opportunity, remuneration, the type of employment and possibility of growth; recruitment factors which looks at selection process and criteria, possible employers biases and the use of informal networks (Mcquaid & Lindsay, 2005). **Enabling support factors include:** employment policy factors like measures and guidance to assist the school-work transition, the use and accessibility of information technologies, tax benefit incentive systems, the use and credibility of public services from both employers and job seekers, job search counselling; and other policy factors that assist in increasing the chances of attaining employment like a reliable public transport system or childcare facilities when needed (Mcquaid & Lindsay, 2005).

4.4.3.1 Demand Factors

a) Labour Market Factors

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

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

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

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

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

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

b) Macroeconomics

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

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

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

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

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

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

c) Vacancy Characteristics

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

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

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

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

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

d) Recruitment Factors

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

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

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

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

4.4.3.2 Enabling Support Factors

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

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

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

4.5 Chapter Conclusion

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

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

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

CHAPTER 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

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

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

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

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

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

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

- 1) To understand if the designed programmes, offered by the NPO improved the employability of the participants.
- 2) To explore the perspectives of the participants involved at the NPO, specifically relating to the employability benefits offered by the programmes.
- 3) To explore the perspectives of the participants that graduated through the programmes offered by the NPO and how the programme contributed to their employability.

5.2 Summary of findings

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

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

5.2.1 Individual Factors

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

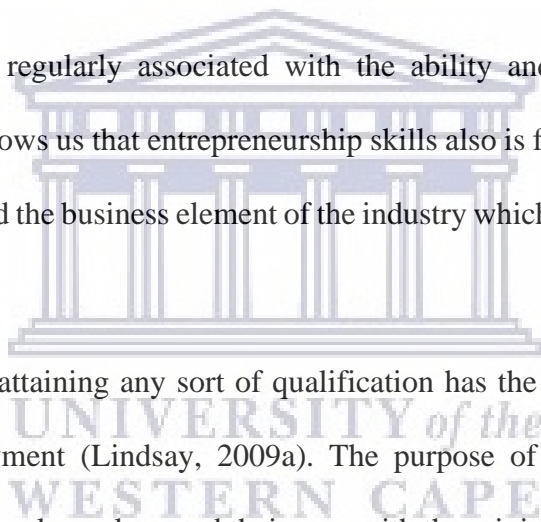
of the organisation. They need to engage with the participants daily and need to problem solve on daily.

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

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

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

General work experience and work-based knowledge is often an important factor in the recruitment of individuals as it generally assumes an understanding of transferable skills (Devins & Terence, 2005). A participant in the focus group explained that *“The purpose is for them to learn on the job while they work as well receiving a formal education from eta. That way when they leave, they have a qualification and work experience.”* Research shows us that



this model encompassing a mix of qualifications and work experience is the most ideal for employment development (Bonnett, 2017). The playmakers are required to commit to a full years learnership programme with Amandla Edufootball which requires them to do the sports administrative course with ETA College, do on the job training as well as be the facilitators with the younger group programmes. This commitment relates to the labour market attachment mentioned in McQuaid and Lindsay (2005). Labour market attachment speaks about the change in the worker's labour market state, ranging from inactive and unemployed to employ with a permanent contract.

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

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

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

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

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

5.2.2 Personal Circumstances

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

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

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

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

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

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

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

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

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

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

5.2.3 External Factors

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

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

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

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

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

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

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

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

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

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

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

5.3 Conclusion related to the objectives of the study

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

5.4 Limitations of the study

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

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

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

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

5.5 Recommendations

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

5.5.1 Recommendations to practice

Individual Factors

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

Personal Circumstances

- Potential burdens faced by youth, which is created by household stresses, like the obligatory stresses of providing financial, emotional and general support for others could be diminished with the implementation of accommodation facilities at the organisation to decrease the risk of negative influences on the participants.
- It was evident in the responses from the individuals in the focus group and the graduate interviews that there were a few individuals that came from very challenging home

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

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

External Factors

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

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

- Career centre or career expos can be a helpful opportunity for the participants to understand how the skills that they have learnt could be transferred into other industries as well.
- With the abundance of talent that we know South Africa has a good addition for an organisation like Amandla Edufootball could consider partnering with is a business incubator to assist the playmakers with entrepreneurial qualities to plan and implement their business ideas.
- An alumni database to track the past participants and their employment journeys could increase the school-to-work networks of the organisation. This could also assist in researching long term employability.

5.5.2 Recommendations for further research

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

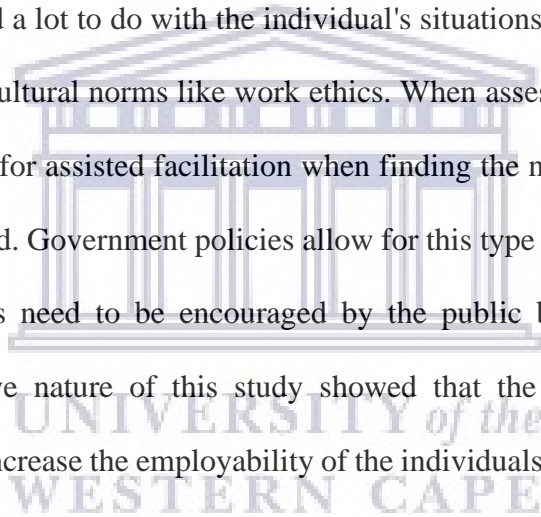
organisations aligned towards solving and rectifying social issues, to implement their programmes in an efficient outcomes-based manner.

- This explorative research looked at identifying the concepts that the individuals in the programmes were impacted by. There is a need to analyse the long-term employability impact that these components have on individuals employment status and the labour market,
- More research needs to be done analysing models of sustainable employment generation and how these models can benefit the Labour Market as well as the corporations who enable them.
- Two important things need to be noted about the current body of knowledge around employability. As previously mentioned, majority of the research around graduate unemployment shows us that tertiary institutions struggle to ensure that students will be ready to enter into the labour force after graduation, and even more so we need to recognise the systemic issues where these institutions are not able to accommodate the masses especially in countries like South Africa. More research must be done to assess other pathways available to the youth to possibly shift the mindset away from aggrandising the traditional universities and institutions to provide the tools for employment. In the same instance, we need to research the role that corporations can play in increasing skills and training for the youth.

5.7 Study conclusion

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

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



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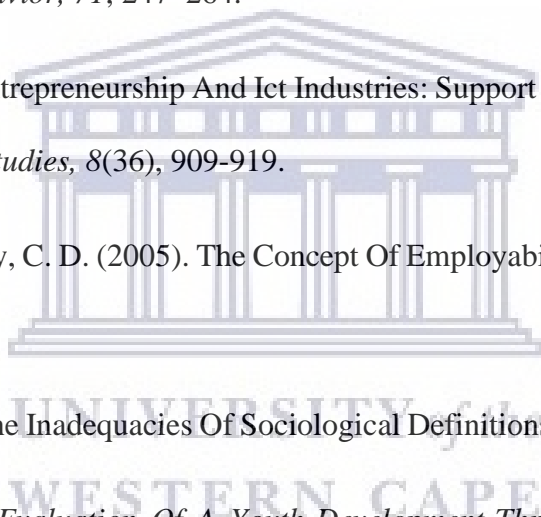
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APPENDICES

Appendix A: Information Sheet

Appendix B: Consent Forms

Appendix C: Interview Schedules

Appendix D: Ethics Committee Letter





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**Master's Thesis Research
Information Sheet**

Cleo Pokpas

Supervisors: Dr M Young & Prof C de Coning

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

What is this study about?

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

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

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

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

Would my participation in this study be kept confidential?

We will do our best to keep your personal information confidential. To help protect your confidentiality, pseudonyms will be used to protect your identity in the data collection

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

What are the benefits of this research?

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

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

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

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

Should you have any questions regarding this study and your rights as a research participant or if you wish to report any problems you have experienced related to the study, please contact:

Supervisor/ HOD: Dr. M Young

University of the Western Cape

Private Bag X17

Bellville 7535

Telephone: (021) 959 2350

E-mail: myoung@uwc.ac.za



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CONSENT FORM: Participants

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

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

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

Participant's name.....

Participant's signature.....

Witness.....

Date.....

I agree to be audio-taped during my participation in this study.

I do not agree to be audio-taped during my participation in this study.

I agree to be video recorded during my participation (for video conferencing interviews).

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

Should you have any questions regarding this study or wish to report any problems you have experienced related to the study, please contact the study coordinators

Study Coordinator Name: Dr. Marie Young

University of the Western Cape

Private Bag X17, Belville 7535

Tel: 021 959 2377

Fax: (021)959-3688

Email: myoung@uwc.ac.za



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**UNIVERSITY OF THE WESTERN CAPE
FACULTY OF COMMUNITY AND HEALTH SCIENCES**

CONSENT FORM: Participants guardian

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

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

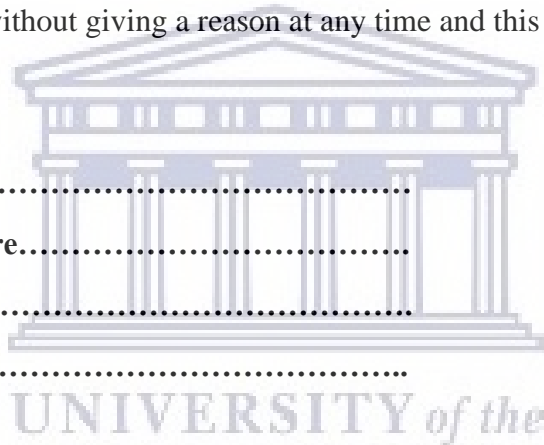
The study has been described to me in language that I understand and I freely and voluntarily agree that my child may participate in the study. My questions about the study have been answered. I understand that my child's identity will not be disclosed and that he/she may withdraw from the study without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

Parent/guardian name.....

Parent/guardian signature.....

Witness.....

Date.....



Should you have any questions regarding this study or wish to report any problems you have experienced related to the study, please contact the study coordinators.

Study Coordinator Name: Dr. Marie Young

University of the Western Cape

Private Bag X17, Belville 7535

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Master's Thesis Research Overview

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

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

Management

Individual Skills

1. Give me an overview of the Programmes at Amandla Edufootball
 - a. What different elements are there?
 - b. What are the general outcomes of the programmes?
 - c. How did these programmes plan the participants for the employ?
2. Directed at the outcomes of the participants
 - a. What type of skills does AEF teach playmakers and participants?
 - b. What type of attributes and values does it instil?
 - c. Skills you can use in the working world?
 - d. Do they learn any Business/ Entrepreneurship skills?
3. What opportunities for advancement does AEF provide?
 - a. How does Amandla Edufootball assist in that process?
 - b. How would you look for jobs?
 - c. What **barriers** to employment does AEF face?
4. What schools did/do participants attend?
 - a. Is there tutoring provided AEF?

Personal circumstances

1. Tell me about where you live?
 - a. Safe? Is there anything AEF can do to impact this
 - b. How does Amandla impact the environment?
 - c. What is the working culture at AEF?
 - d. Family constraints/ providing of social workers?
 - e. What type of environment does Amandla edufootball create?

2. Provision of transport?
 - a. Licence programmes?
3. What type of **social networks** are available to participants?
 - a. (Employment, development, workshops etc.)

External Factors

1. Does AEF assist recruitment agencies?
2. What factors other than employment does AEF provide?
 - a. Training and development, promotion
3. Does AEF assist in participants further their education?
4. What do you know about the sport and development industry? (jobs available)
 - a. If not sports and development then what would you do?
 - b. What type of training do you need?



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Master's Thesis Research Overview

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

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

Focus Group

Individual Skills

5. Give me an overview of the Programmes at Amandla Edufootball
 - a. What different elements are there?
 - b. What is the general outcomes of the programmes?
6. From a personal POV
 - a. What type of skills does AEF teach playmakers?
 - b. What type of attributes and values does it instil?
 - c. Skills you can use in the working world?
 - d. Business/ Entrepreneurship skills?
7. What schools did/do you attend?
 - a. Do you have access to tutorship?
8. Where do you see yourself after this program?
 - a. What do you need to develop to get there?
 - b. How does Amandla Edufootball assist in that process?
 - c. If its not an option, then what?
 - d. How would you look for jobs?
 - e. How much are you willing to get paid
 - f. Training opportunities

Personal circumstances

4. Tell me about where you live?
 - a. Safe?
 - b. What motivates you in your environment?
 - c. How many people work in your house? Does it affect you
 - d. Do you have kids? Or do you support those living with you?

5. Do you have access to transport?
 - a. Do you have a Licence?
6. Do you belong to or know of **social networks** in the community?

External Factors

5. Do you know of recruitment agencies?
6. How do you plan to get a job?
7. Is there any other plans to further your education?
8. What would you want to do?





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Graduates

Individual Skills

9. Give me an overview of the Programmes at Amandla Edufootball
 - a. What different elements are there?
 - b. What are the general outcomes of the programmes?
 - c. How did these programmes prepare you for the employ?
10. From a personal POV
 - a. What type of skills does AEF teach playmakers and participants?
 - b. What type of attributes and values does it instil?
 - c. Skills you can use in the working world?
 - d. Did you learn any Business/ Entrepreneurship skills?
11. What were your plans while being involved in the program?
 - a. What do you need to develop to get there?
 - b. How does Amandla Edufootball assist in that process?
 - c. How would you look for jobs?
 - d. How much are you willing to get paid?
 - e. Are your hours flexible?
 - f. What **barriers** to employment are there?
 - g. Did you receive any training opportunities to increase your knowledge base/skills?
12. What schools did/do you guys attend?
 - a. Is there tutoring provided?

Personal circumstances

7. Tell me about where you live?
 - a. Explain what type of environment you

- b. live in?
 - c. What motivates you in your environment?
 - d. How many people work at your house? Does it affect you
 - e. Do you have kids? Or do you support those living with you?
 - f. What type of environment does Amandla edufootball create?
8. Do you have access to transport?
- a. Do you have a Licence?
9. Do you belong to or know of **social networks** in the community?
- a. (Employment, development, workshops etc.)

External Factors

9. How did you get the job you are currently in?
10. Do you know of recruitment agencies?
11. What factors other than employment does AEF provide?
- a. Training and development, promotion
12. Are there any other plans to further your education?
13. What would you want to do?
14. What do you know about the sport and development industry? (jobs available)
- a. If not sports and development then what would you do?
 - b. What type of training do you need?

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30 April 2020

To Whom It May Concern

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

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

Registration no: 15/7/94

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

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

A handwritten signature in black ink, appearing to read 'Patricia Josias'.

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

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