



IMPACT ASSESSMENT OF ALTUS SPORT PROGRAMMES

DECEMBER 2022
PROFESSOR CORA BURNETT

TABLE OF CONTENTS

Page numbers

LIST OF ACRONYMS	3
EXECUTIVE SUMMARY	4
LIST OF FIGURES	9
1. BACKGROUND TO THE STUDY	10
2. THE ORGANISATION AND PROGRAMME	11
3. RESEARCH	
3.1 Research methodology	16
3.1.1 Research design and approach	16
3.1.2 Methods and data collection	17
3.1.3 Sample	17
3.1.4 Data analysis	17
4. KEY FINDINGS	
4.1 Participation across programmes	18
4.1.1 Participation in regular programmes	18
4.1.2 Participation in sport/fun community events	21
4.2 Profiling youth leaders	22
4.2.1 Personal employment histories	22
4.2.2 Entering the world of work	24
4.2.3 Local embeddedness	26
4.3 Programme benefits	27
4.3.1 Benefits for the individual	27
4.3.2 Benefits for the household	38
4.3.3. Benefits for the community	39
4.3.4 Benefits for the organisation	39

4.4	Good Practices	40
4.5	Challenges	41
5.	RECOMMENDATIONS	42
6.	CONCLUSION	43
7.	REFERENCES	44
8.	APPENDICES	45
	Appendix 1: Data Collection Instrument	45
	Appendix 2: Informed Consent Form	50

LIST OF ACRONYMS

CV	Curriculum Vitae
DBE	Department of Basic Education
ECD	Early Childhood Development
EET	In education, employment or training
HDI	Human Development Index
ILO	International Labour Office
IT	Information Technology
M & E	Monitoring and Evaluation
MEL	Monitoring, Evaluation and Learning
NEET	Not in education, employment or training
NGO	Non-Government Organisation
NPO	Non-Profit Organisation
NSFAS	National Student Financial Aid Scheme
PES	Presidential Employment Stimulus
PYEF	Presidential Youth Employment Intervention
SAFA	South African Football Association
SASCOC	South African Sports Confederation and Olympic Committee (renamed to Sport South Africa)
SDGs	Sustainable Development Goals
SDP	Sport for Development and Peace
SfD	Sport for Development
SSCNA	Sport for Social Change Network Africa

EXECUTIVE SUMMARY

Background. Altus Sport (hereafter ALT) has since the establishment in 1994 as an NGO in the field of sport for development, taken a leadership role in the field. For nearly two decades, the organisation has implemented sport, educational and recently agricultural programmes through youth leaders as their key human resource. This report provides information on the reach and impact of the structured programmes and reflect on cross-cutting thematic issues such as employability, leadership and capacity-building associated with multiple funding agencies as strategic partners. The numbers or reach reported in terms of direct (programmes) and indirect (events) are ascribed to the input of six main funders namely, UEFA, FIFA, Laureus Sport for Good, SOL, UNICEF SA and Women Win. All programmes are implemented in the Johannesburg Metropole (Soweto townships) or in the Tshwane Metro (mostly townships in Mamelodi) at lower quintile schools, orphanages and community sport grounds.

The research. This evaluative study is explorative and follows a descriptive and strategic design to generate pragmatic recommendations. The impact assessment utilised the integration of quantitative and qualitative data to constitute a case for programme effects on different cohorts of beneficiaries. Evidence reported by the latter is verified through the triangulation of different methods and difference ‘voices’ (beneficiaries reporting over time). Good practices, challenges and recommendations inform an agenda for sustainable and impactful change. Qualitative data were collected through thematic document analysis, interviews with key decision-makers (three at different intervals), the analysis of posters (24) through photovoice methodology, and five different focus group sessions in which 21 youth leaders participated. Quantitative data entail the analysis of a resilience survey completed by 14 youth leaders and 177 participants as respondents.

Main findings

Profiling youth leaders

- Many youth leaders failed to complete their studies or schooling before entering in the informal economy due to the lack of longer-term employment opportunities and need to contribute to household survival.
- Sport offers a time-filler and represents a transition from unemployed into formal or informal employment.
- Most youth leaders that passed the threshold of ‘youth’ (35 years) find themselves ‘unemployable’ and had to leave the organisation due to their age.
- Youth leaders face multiple challenges to enter the labour market and as relatively socio-economically vulnerable individuals from households that are mostly dependent on social grants (welfare).
- A typology of work emerged that show three main and six sub-markers on a continuum between NEET to EET (youth Not in Education, Employment or Training compared to those who are).
- ALT training, programme implementation and experiences contribute to youth forming a working identity and entry into the world of work.

- Local embeddedness saves costs and provides access to local stakeholders and their resources.
- Many youth leaders face mental fatigue having to deal with their own psychological issues and those of participants.

Programme benefits for the individual

- Professional or vocational development is associated with the acquisition of technical (hard) skills such as record keeping, data capturing (including Most Significant Change [MSC] stories and case studies), report writing, event management, managing groups and facilitation.
- Personal development reported by youth leaders, relates to an improved level of confidence, leadership, self-efficacy, acting responsible and resilience (soft or flexible skills).
- Increased access to education and training during Covid-19 entailed an average of four virtual (on zoom platform) trainings and one face-to-face training per month – up from once a month in-person training before the pandemic.
- 42% youth leaders who joined ATL during the last three years, exited the programme into relatively stable and prestigious employment – up from about 5% from previous years.
- The time management of youth leaders improved due to a rigorous performance-based digital monitoring and evaluation tool and system.
- Respect and trust remained the cornerstones for employer-employee and inter-personal relationships.
- The programme afforded participants and youth leaders access to peer-support, problem-solving, improved social relationships, social skills, spiritual strength, positive identity formation and role modelling.
- Valuable mentorship existed between different layers of management and between managers and youth leaders as per request of the latter or as targeted approach from a particular manager.
- Youth leaders increasingly connected with other stakeholders and potential employers (e.g., schools and teachers).

Benefits for the household

- Most youth leaders stated that they were able to ‘put food on the table’ or contribute to the most essential material needs of their households – including sibling support.
- Relieve the burden of household care by offering safe spaces and supervision for participants.
- Youth leaders acted as significant others in the lives of their participants who shared their personal stories and, in some cases, reported abuse.
- Setting goals and focus on the future rather than present a ‘live-for-the-moment mentality’.

Benefits to the community

- A total of 10,081 participants regularly attended weekly programmes at 95 sites:
 - 9,589 participants taking part in a well-structured weekly programme that entails health-optimising physical activities/sport and educational support (Reading Corners).
 - 225 participants regularly engaged in chess (funded by UNICEF SA) and 267 participants regular participated in gardening (funded by Women Win)
 - 3,115 (30.9%) boys and 6,996 (69.1%) girls attended regular ALT programmes – a female bias exist due to the Lead (Goal) programme in which only girls participated.
- Of the 23,227 participants who attended community-based events during 2022, a range of 10.9% to 35.5% added numbers exist for non-regular participants' attendance across all sites - tallying 10,214 (44%) boys and 13,013 (56%) girls.
- The total gender representation of overall participation in community events (excluding Laureus as outlier of 2.2% male participation, represents a rather equal or slight female bias (48.8% male and 51.2% female participation).
- Between the 68 youth leaders who facilitated 14,702 (regular and non-regular) participants in programmes and events, the ration of 1:216 exists. This indicates that one youth leader managed, facilitated, and captured data of an average of 216 participants in 2022.
- Youth leaders spread an ethos of caregiving and acting as positive role models, provided safe (and active) spaces as counter measure to anti-social behaviour.
- ALT provided meaningful activities that counter the idleness and sense of hopelessness being unemployed.

Benefits to the organisation

- The local presence of youth leaders and being able to reach and influence vulnerable youth and children.
- An increased capacity for the organisation through regular capacity-building of youth leaders from local communities.
- Increase the reach and effect of ALT to deliver on its mandate and reach an increased number of participants through diversified and well-structured programmes with a ratio of one youth leader delivering on average to 216 participants.

Main good practices

- Access to a virtual monitoring and evaluation tool to manage youth leader performances and enhance time management, as well as serve as a diagnostic tool for determining non-compliance.
- Good governance, effective leadership, and meaningful capacity building (inclusive of regular trainings).
- Decentralised management and tasking youth leaders with planning, implementing, and reflecting on event management within their local communities.
- A structured programme, a standardised model for delivery with hands-on mentorship.

- Contextual responsiveness, innovation, and multi-stakeholder engagement.
- A positive multiplier effect (1:4) as a cost-benefit trade-off for funders.
- Increased opportunities for children at schools to take part in sport, gardening, and educational support sessions.

Main challenges

- Uncertainty of multi-year funding to aid strategic planning and implementation of impactful programmes.
- The manifestations of poverty linked to high levels of resource-dependency and in some cases, the challenge of food security.
- Managing of expectations within the potential and realist parameters of what a sport-for-development initiative can deliver.
- Systemic fault lines evidenced in the lack of resources and poor public service delivery.
- Lack of access to equipment at schools having to provide for active participation in a variety of sports in challenging circumstances.
- Youth leaders requested quality sport/work uniforms as a professional dress code.
- Certification of training, roles and duties, as well as skills and competencies to enhance youth leaders' chances for transitioning into other forms of employment.
- Easy access to specialist psychological support for youth leaders and participants on a regular basis.
- The age factor of youth leaders (over 35 years) who could not transition into employment or find pathways to employment in ALT.
- Lack of access to scholarships and opportunities for studying at tertiary institutions or obtain accredited qualifications for career-advancement.

Main recommendations

For ALT

- Increase direct (management level) engagement in regular consultations and respond to emerging and anticipated local needs.
- Invest in accredited training and issue a certificate as part of a testimonial and CV building.
- Provide a platform for knowledge sharing among different stakeholders and investigate entering mutually beneficial collaborations.
- Negotiate access to possible job opportunities and internships in local communities, as well as support (including bursaries) for formal studies.
- Coordinate campaigns (e.g., community clean-ups) across all sites.
- Establish guidelines for mentorship offerings within and between different levels of management and amongst youth leaders.
- Consider providing access for youth leaders to regular psychological support - particularly in cases where individuals must deal with trauma.
- Recruit and attend to the attainment of male youth leaders to counter the female bias of 69.1% among this total cohort.

For youth leaders

- Have an open mind and positive attitude to learn, show passion and dedication that demonstrate an aptitude for an interest in becoming more employable.
- Engage in and contribute to teamwork and explore possible collaborative ventures.
- Focus on personal and career development by goalsetting and targeted actions.
- Develop supporting relationships with one another to negotiate difficult times and optimise peer-to-peer learnings.
- Explore avenues for further education and training in technical skills that may advance successful employment in different sectors.

LIST OF FIGURES	Page numbers
<i>Figure 1</i> <i>Location of local communities where youth leaders worked</i>	14
<i>Figure 2</i> <i>The proportional distribution of weekly programmes of ALT</i>	20
<i>Figure 3</i> <i>Typology of employment on a progressive employability continuum</i>	25
<i>Figure 4</i> <i>Responses by youth sport leaders on personal skills (N=14)</i>	31
<i>Figure 5</i> <i>Responses by youth sport leaders on peer support and social skills (N=14)</i>	32
<i>Figure 6</i> <i>Responses by youth sports leaders on physical and psychological support (N=14)</i>	33
<i>Figure 7</i> <i>Responses by youth sports leaders on spiritual, educational, and cultural aspects (N=14)</i>	34
<i>Figure 8</i> <i>Responses by participants on personal, peer support and social skills (N=177)</i>	35
<i>Figure 9</i> <i>Responses by participants on psychological and spiritual welfare (N=177)</i>	36
<i>Figure 10</i> <i>Responses by participants on educational and cultural contextual factors (N=177)</i>	36
<i>Figure 11</i> <i>Comparison responses of youth sports leaders (N=14) and participants (N=177) across seven individual items</i>	37

LIST OF TABLES	Page Numbers
<i>Table 1a</i> <i>Number of weekly participation of boys and girls in two sport-related structured programmes of ALT</i> <i>Weekly participation of boys and girls in three structured programmes of ALT</i>	18
<i>Table 1b</i> <i>Number of weekly participation of boys and girls in the Reading Corner programme of ALT</i>	18
<i>Table 2</i> <i>Number of boys and girls taking part in holiday sessions/events per funder resource allocation</i>	21

1. BACKGROUND TO THE STUDY

In Africa, more than 60% of most countries' populations are under the age of 25 years featuring a 'youth bulge' particularly in sub-Saharan Africa. This presents developing countries with a demographic liability and stressor that contribute to the increase of vulnerability, high levels of youth unemployment and potential political instability (Meagher, 2016). In addressing youth vulnerability and unemployment, scholars propose 'resilience thinking' and a focus on innovative ways of coping with adversity (Tutu & Busingye, 2018). Governments that cannot deliver on their national mandates related to 'youth development' are increasingly reliant on partnerships and different stakeholders, such as NGOs to provide services and opportunities to hard-to-reach and the most vulnerable populations and communities.

The sport for development sector has a significant role to play in addressing gaps in service provision and provide poverty relief interventions. Unemployed youth flock to opportunities in this sector. In 2006, impact study showed that 43.7% of youth coaches working in the community-based sport mass participation programme (*Siyadlala*) contributed to their households' survival of 43.7% (Burnett & Hollander 2006). A recent study by Mxekezo-Lallie and Burnett (2022) reported a 65% employability rate for their youth coaches in three sub-Saharan African countries where they operated (Mxekezo-Lallie & Burnett, 2022).

ALT played a leadership role in the formation of the Sport for Social Change Network (SSCN) and implemented youth empowerment projects associated with the 2010 FIFA World Cup in South Africa. By then, the focus changed from sport development to sport-for-development, although the organization continued to develop community sport structures in impoverished township. The organisation continued implementing a structured programme delivered by youth leaders at schools and community centres (ALT, 2022). ATS delivers a gender-focused programme, inclusive of entrepreneurial skills and focus on building resilience at the individual and institutional levels (Burnett, 2022). The youth leaders were placed with the structured sport-for-development, educational support (Reading Corners) and garden programmes. ALT kept its mantra for the holistic development of individuals through different sports and activities, rather than go with the 'fads' for development work of the time. Community-based interventions, such as the Life's a Ball programme thus fills a gap for young unemployed and underemployed youth to access opportunities for personal and work-related development, whilst ensuring positive change amongst young participants within local communities.

Based on scientific evidence and decades of experience in local communities, ALT prioritised outcomes that would relate to poverty relief, addressing abuse, violence (including gender-based violence), fragmented family structures, weak educational structures, and the absence of opportunities to participate in sport, physical activity, and empowering opportunities for children from lower quintile schools and poorly resourced communities. In providing opportunities for active participation, learning support and life skill education, youth leaders act as role models and deliver value-informed education that triggers behavioural change. It provides a counterculture and options for youth who strive to shape their lives and attempt to improve the quality of life and close the revolving door associated with a lack of opportunity. The organisation thus provides pockets of good practice and influence in creating positive change for people, their households, schools and in the broader community environments.

2. THE ORGANISATION AND PROGRAMME

2.1 ALT

ALT, established in 1994 is a registered non-profit organisation in South Africa. This impact assessment focuses on Life' a Ball programme of ALT which is designed, regularly revised, and implemented in alignment with the vision of making a difference in the lives of beneficiaries within the context of extreme poverty. The mission is to utilise sport to unlock the compassionate and positive energy and optimally develop the capabilities of each person through the promotion of personal development physical literacy, healthy lifestyles and informed (responsible) decision-making to enhance individual development and growth. The focus is on building resilience and providing an enabling environment that will meaningfully contribute to an improved quality of life of individuals, enhance the employability of youth leaders and equip participants with the knowledge and skills to reach their potential within challenging circumstances.

As a sport for development organisation with a focus on multiple empowering and educational learnings, ALT provides gender-specific programmes to ensure that girls know and exercise their rights. Rather than being dictated by a global crisis agenda (e.g., HIV/AIDS or Covid-19), the organisations followed a holistic approach directed by the core values of respect, excellence, fair play, responsibility, and peaceful co-existence. These values underpin a human justice framework and ensure a ripple effect of influence from the individual to the household, school, and community level. Having been deeply involved in community structures and an

organisation that is a preferred partner in community sport-related programmes, ALT expanded and diversified its services to address community needs and leveraged impact from their different but interrelated programmes. The strength of the organisations lies in good governance, a well-structured programme, and the regular upskilling of youth leaders on their pathway to socio-economic independence, self-reliance, and improved employability.

2.2 THE PROJECT

The project consists of Life's a Ball programme has the following five pillars through which positive values, personal development, physical activity, literacy, girl, and socio-economic empowerment are promoted through the medium of sport. The five pillars express the focus of different sub-programmes:

- i) Let's Coach focuses on personal development, leadership, the mastery of sport skills, enhanced resilience, and value education with youth leaders as key facilitators in the socialisation and learning processes for children.
- ii) Let's Move focuses on the mastery and application of sport skills, participation in structured physical (inclusive of rhythmic activities and dancing), health-enhancing fitness, the experience of the joy of movement through a value-infused curriculum.
- iii) Let's Read provides opportunities for reading with insight, the mastery of English (including pronunciation, including acquiring a functional vocabulary, an expanded frame of reference, social communication, and creativity) and life lessons associated with pro-social values.
- iv) Let's Lead focuses on the development and fostering of leadership skills, building self-confidence, resilience, and efficacy. It also includes health enhancement, financial literacy, and active sport participation.
- v) Let's Think focuses on improving cognitive functioning, problem solving, strategic thinking, improved concentration, understanding and applying sport skills, strategies and game concepts in active play and reflection of learnings and values.

Youth leaders are recruited from the Greater Johannesburg and Pretoria township communities and in turn they recruit local schools where they can implement the programme and offer community events to local participants. The programme is implemented during two two-hour sessions offered after school hours at a school and/or community facilities – including sport, educational and agricultural activities. The youth leaders may offer the programme at different schools on a rotation basis to be two days per week at a selected school.

All youth leaders receive regular trainings at monthly workshops at a central venue. Their public transport is paid for by ALT. These workshops are highly valued as ALT staff focus on personal development and provide training for skills and methodologies vital for programme implantation at primary and high schools. External experts are invited for specific content training and share key information. A diversified programme for youth leaders offers ‘reading corners/ as part of the literacy and ‘brain fitness’ programme. They can choose from a selection of 4,000 books to make this weekly programme stimulating and capture the interest of participants during story reading, assist in learning English and comprehension by reflecting on the content and learning. In this way the youth leaders provide additional resources and assist educators in the learning of English vocabulary, and to read or listen with comprehension.

All programmes are diligently monitored and evaluation to collect strategic information for programme renewal, adaptation of curricula and improving methodological approaches and content. The monitoring, evaluation, and learning (MEL) system is aligned with planned short, medium, and longer-term outcomes. The goal is to develop quality and well-capacitated youth leaders that will make a meaningful difference in the lives of local participants through their programme offerings. Supplementary activities such as financial literacy enhances the spectrum of influence in response to local needs and circumstances.

ALT is working with strong public and corporate partners and currently employ 68 youth leaders (21 men and 47 women) presenting a female bias of 69.1% who deliver programmes at 95 of schools/community venues which includes 83 primary schools, five secondary schools, four community grounds and 23 orphanages. The youth leaders deliver regular programmes and community events in the following communities (see Figure 1).

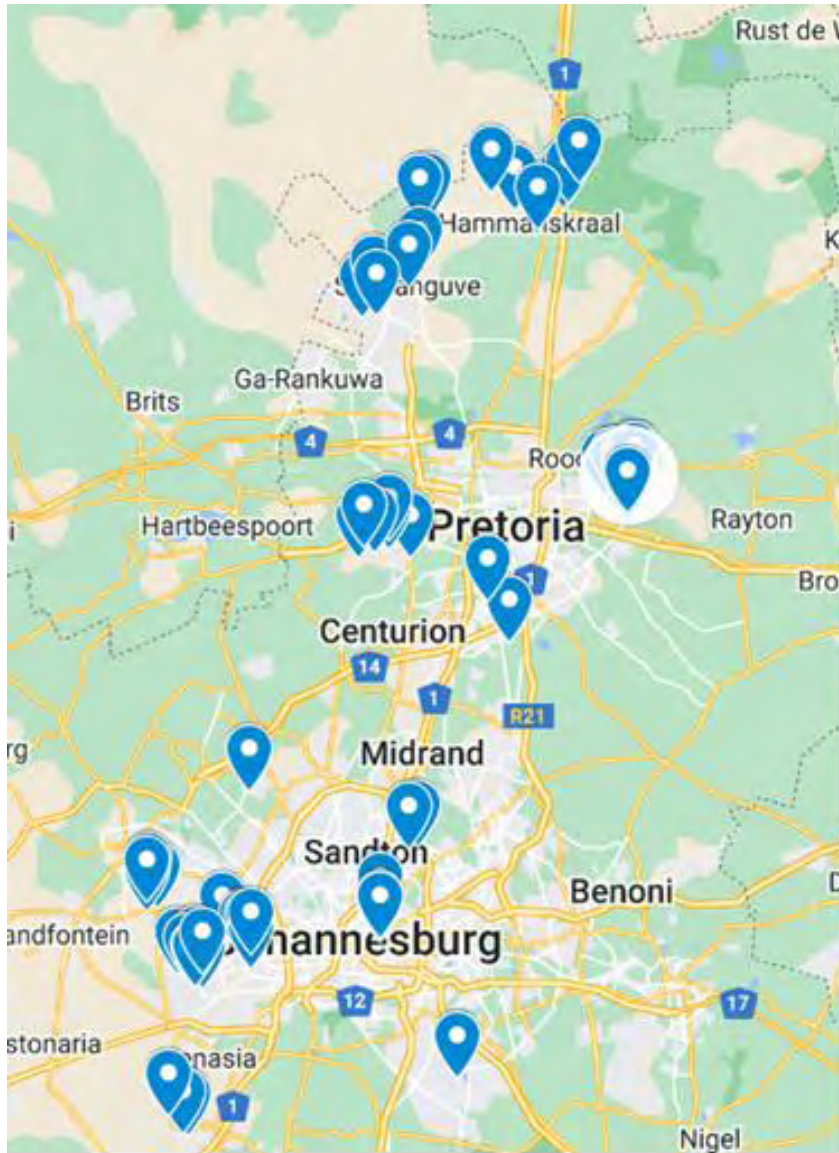


Figure 1. Location of local communities where youth leaders are placed

Since 2019 up to September 2022, ALT hosted 620 events, despite the decline to 34 in 2020 due to Covid-19 restrictions. During this reporting period (2022, inclusive of FIFA 2021 statistics), there were 10,107 sustainable (regular attending) weekly participants, 11,925 events hosted that brings the total to 14,702 participant engagements. The integrated programme approach ensures that funders benefit from resource sharing to show a multiplier effect of 1:4 - so for every R1,000 spent, the return on investment is R4,000.

A recent seminar ALT brought together key role players from the sport sector like the South African Sport Confederation and Olympic Committee (SASCOC), the university sector, experts

in human rights, safeguarding, school principals and teachers, youth leaders and athletes for knowledge exchange, inspiration, and information sharing.

Project activities aim to provide opportunities and guidance that will enhance and direct personal development, youth empowerment, foster resilience and provide opportunities for youth to acquiring technical knowledge (hard skills) and pro-social and enhanced employability levels (soft skills). Youth leaders are trained and provided access to resources for programme implementation. The sport for development (Life's a Ball) programme follows value-based learnings and physical competency through the mastering sport skills from seven disciplines - athletics, hockey, netball, basketball, cricket, football, and rugby. The beneficiary base (participants) is from impoverished communities where unemployed youth are recruited by word of mouth and having to meet the selection criteria and successfully interview for their position.

The Let's Coach programme ensures that the unemployed youth (mostly between the ages of 18 and 35 years old) receive the necessary training, mentoring and support to make a lasting difference in their lives and that of the participants. This age restriction has been adapted to allow for the continuation of 'over-age' youth leaders in the post-Covid era, but there is a refocus to adhere to the recruitment and retention of younger (between 18 and 25 years) age cohort.

The Let's Move and Let's Lead programmes afford youth leaders to select schools in local community of residence and ensure that teachers assist them to attract the most vulnerable children who need the programme. The Let's Move programme sets a target of a minimum of 600 children of mixed gender, between the ages of 8 to 15 years. Parallel to this programme, is the Let's Lead programme targeting 600 girls between the age of 11 and 15 years old. Events for participants aim to engage 1,500 boys and girls between the age of 11 and 15 years old.

ALT is continuing to deliver on cross-cutting opportunities for their youth leaders and participants. In October 2021, the organisation became part of a network of NGOs for the delivery of the Presidential Youth Employment Intervention (PYEF) as part of the Presidential Employment Stimulus (PES). The SSCNA (Sport for Social Change Africa) was awarded the contract for implementation through selected NGO members of which ALT was a preferred partner. The programme provided additional training for managers which for ALT cascaded into their youth leaders' training and capacity building. In this approach lies the strength of ALT as they offer cross-curricular learnings and opportunities. The PYEF training was

incorporated into the existing training sessions where all 68 youth leaders benefited from a more focused approach towards employability. Previous trainings entailing programme implementation, CV writing, financial literacy ('money savvy') and entrepreneurship were augmented by the provision of mentorship. This initiative was thus integrated in the existing Life is a Ball programme but added a focus on employability.

3. THE RESEARCH

3.1 Research methodology

3.1.1 Research design and approach

The evaluative study is explorative and follows a descriptive and strategic design to come up with meaningful recommendations. Data collected on the different activities implemented by ALT constitute a case study whilst the most valuable learnings on programme delivery and uptake are informed by the different contexts or settings where the youth leaders and beneficiaries make sense of the programme and integrate the learnings into their everyday lives (Lune & Berg, 2017). Understanding the effect of programmes, the research follows a Participatory Action Research (PAR) approach (Hayhurst et al., 2016). For insights and being able to find meaningful solutions the co-creation of knowledge and insights are important to inform decision-making and actions.

The triangulation of different methods produced different data sets obtained from multiple research cohorts (e.g., managers, youth leaders and participants), thematic document analysis and data obtained from multi-sites at different times (Kimchi et al., 1991).

3.1.2 Methods and data collection

The interviews and focus group discussions firstly established the context, profile of the organization (managers) and then asked for the experiences of different types of research participants. The two interviews with managers and three focus group discussions were conducted by an external researcher in July and August 2022. The ATS evaluator collected data via photo voice methodology and shared the posters for interpretation in September 2022. Of the 24 posters. The narratives (picture descriptions and suggested actions) were captured for interpretation. Perceived benefits for the individual, organization, households (representative of the wider community) and relevant stakeholders allude to programme outcomes. An assessment of quality, coupled with identified 'good practices' and 'challenges' set the scene for recommendations.

The interviews and focus groups conducted on-site, took between 60 and 120 minutes depending on the level of knowledge sharing and size of the focus groups. All research participants signed informed consent and gave written permission for the recording of interviewees or discussions.

The external researcher piloted a validated questionnaire on resilience that was distributed as an online survey as part of the monitoring and evaluation programme of ATS. Fourteen (14) with a 50:50 gender split of youth leaders, as well as 117 participants (39% male and 61% female) completed the online survey. The evaluation report thus draws on qualitative and quantitative data sets.

3.1.3 Sample

The researcher interviewed a purposive sample of two managers (both female) and selecting eight men (38%) and 13 women (62%) (N=21) for five different group discussions spread over six weeks to ensure that they would be able to reflect and report on programme-related experiences and effects (Gentles et al., 2015).

3.1.4 Data analysis

Probing of issues during data collection contributed to in-context thematic development (by asking for clarifications and offering reflective summaries) to ensure semantic coherence (Best et al., 2022). All interviews and focus groups were transcribed verbatim as well as the narratives of selected posters produced by five youth leaders were captured as part of the qualitative data sets.

The following standardised coding procedures that entail line-by-line open coding to determine the semantic units that would convey the key meaning and perspective of a person. This was followed by collapsing the different semantic units into sub-themes where the meanings correspond in the expression of similar perceptions. The latter entailed a process of axial coding and theme-generation based on a grounded-theory approach. The final stage entailed the generation of main themes as part of the inductive approach and linking these constructs with that of the deductive thematic areas that formed part of the questions.

4. KEY FINDINGS

Key findings first provide the numbers and descriptive statistics of actual structured programme participation and participation figures split by gender of participants from communities who also attend the holiday sessions and/or events. The proportional representation of participants

and participation opportunities offers a profiling of the different programmes calculated by the percentage representation or proportion of the total offerings by ALT. Other ratios and descriptive statistical analyses focus on data that could inform strategic decision-making.

4.1 Participation across programmes

4.1.1 Participation in regular programmes

ALT implemented multiple programmes funded and reported under six different external funders for 2022. Table 1a and 1b include the numbers of participants implemented as structured activities under the three generic (centralised) programmes, namely: The Move Programme, Lead (Goal) Programme and the Reading Corner.

Table 1a: Number of weekly participation of boys and girls in two sport-related structured programmes of ALT

Boys and taking part in Move and Lead (Goal) programmes indicated by funder																	
UEFA			FIFA			LAUREUS			SOL			UNICEF			WOMEN WIN		
Move Programme		Lead (Goal)	Move Programme		Lead (Goal)	Move Programme		Lead (Goal)	Move Programme		Lead (Goal)	Move Programme		Lead (Goal)	Move Programme		Lead (Goal)
Boys (%)	Girls (%)	Girls (%)	Boys (%)	Girls (%)	Girls (%)	Boys (%)	Girls (%)	Girls (%)	Boys (%)	Girls (%)	Girls (%)	Boys (%)	Girls (%)	Girls (%)	Boys (%)	Girls (%)	Girls (%)
323 (67)	163 (33)	487 (100%)	410 (72)	162 (28)	364 (100%)	0 (0)	0 (0)	492 (100)	587 (70)	251 (30)	806 (100)	816 (61)	521 (39)	2369 (100)	0 (0)	0 (0)	1659 (100)
Total 2022		Total 2022	Total 2022		Total 2022	Total 2022		Total 2022	Total 2022		Total 2022	Total 2022		Total 2022	Total 2022		Total 2022
486		487	572		364	0		492	838		806	1337		2369	0		1659

Table 1b: Number of weekly participation of boys and girls in the Reading Corner programme of ALT

Boys and girls taking part in the Reading Corner programme indicated by funder											
UEFA		FIFA		LAUREUS		SOL		UNICEF		WOMEN WIN	
Boys (%)	Girls (%)	Boys (%)	Girls (%)	Boys (%)	Girls (%)	Boys (%)	Girls (%)	Boys (%)	Girls (%)	Boys (%)	Girls (%)
179 (37)	312 (63)	92 (39)	143 (61)	72 (38)	118 (62)	172 (41)	246 (59)	209 (42)	291 (58)	38 (6.2)	576 (93.8)
Total 2022		Total 2022		Total 2022		Total 2022		Total 2022		Total 2022	
491		235		190		418		500		614	

An additional number of boys and girls participated in the FIFA-funded programmes for 2021:

- Move Programme 2021 -
 - 410 boys and 162 girls (N=572)

- Lead (Goal) Programme 2021
 - 443 girls (N=443)
- Reading Corner 2021
 - 58 boys and 92 girls (N=150)
- A total of 10,081 participants regularly attended weekly programmes at 95 sites:
 - 9,589 participants taking part in a well-structured weekly programme that entails health-optimising physical activities/sport and educational support (Reading Corners).
 - 225 participants regularly engaging in chess (funded by UNICEF) and 267 participants regular participate in gardening (funded by Women Win)
 - 3,115 (30.9%) boys and 6,996 (69.1%) girls attend regular ALT programmes – a female bias exist due to the Lead (Goal) programme in which only girls participated.
- Of the 23,227 participants who attended community-based events during 2022 that includes a range of 10.9% to 35.5% added numbers of non-regular participants across all sites, includes 10,214 (44%) boys and 13,013 (56%) girls.
- The total gender representation of overall participation in community events (excluding Laureus as outlier of 2.2% male participation, represents a rather equal or slight female bias as distribution except of 48.8% male and 51.2% female participation.
- Between the 68 youth leaders who facilitated 14,702 (regular and non-regular) participants, the ration of 1:216 exists indicating that one youth leader managed, facilitated, and captured data of an average of 216 participants in 2022.

The Move Programme across funders facilitated sessions for 3,233 participants (66.1%) boys participating and 1097 (43.9%) girls participating. This shows a male bias of active participants within this programme. Across the different funded programmes, the range of percentage more boys participating, ranges between 61% and 72% showing that on average about two-thirds of participants are male.

The Lead (Goal) Programme across funders features 5,005 girls-only participation across all funding agency sponsored programmes.

The **Garden Programme** accounts for 255 participants of whom 216 (96%) are girls.

The **Chess Programme** features 267 participants of whom 208 (77.9%) are boys.

The latter two programmes demonstrate the successful recruitment of boys or girls for their preferred activities offered across the different sites.

- A total of 10, 077 participants regularly attended weekly programmes at 95 sites:
 - 9,585 participants taking part in a well-structured weekly programme that entails health-optimising physical activities/sport and educational support (Reading Corners).
 - 522 participants regularly engaging in chess (N=267, funded by UNICEF) and gardening (N=225, funded by Women Win)
 - 2,706 (26.9%) boys and 7,371 (73.1%) girls attend regular ALT programmes – a female bias exist due to the Lead (Goal) programme in which only girls participated.
- 4,595 participants attending community-based events during 2022 that includes a range of 10.9% to 35.5% added numbers of non-regular participants across all sites.
- Between the 68 youth leaders who facilitated 14,702 (regular and non-regular) participants, the ration of 1:216 exists indicating that one youth leader managed, facilitated, and captured data of an average of 216 participants in 2022.

The following figure provides and overview of the proportional distribution of participants across the four structured weekly programmes.

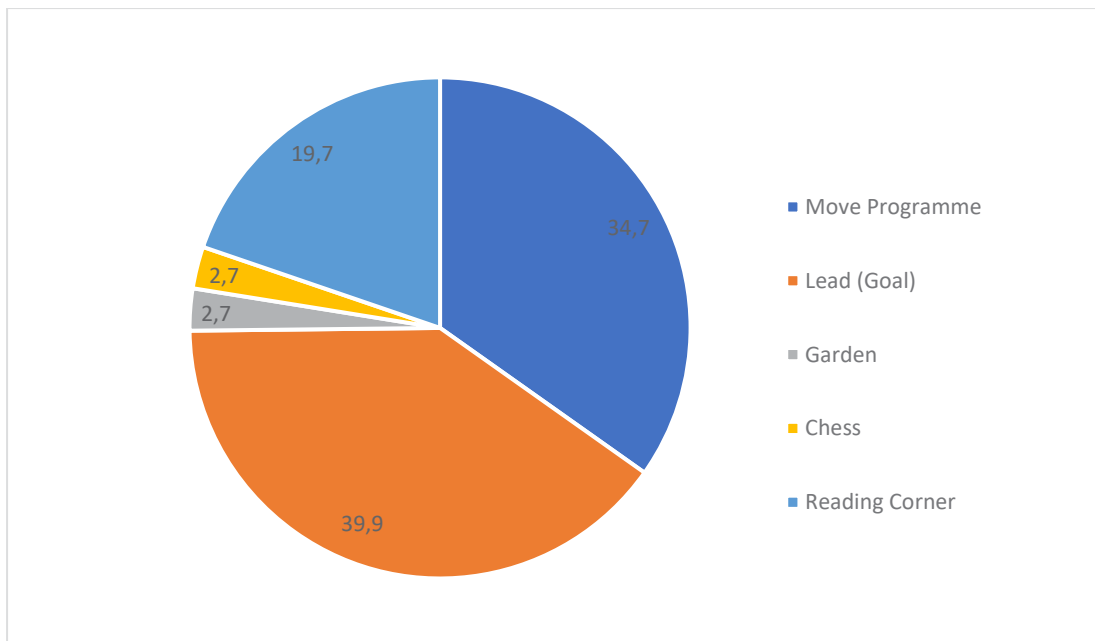


Figure 2: The proportional distribution of weekly programmes of ALT

The Lead (Goal) programme with 39.9% participants and Move Programme with 34.7% of participants form the largest part of the ALT regular programme offerings, followed by the Reading Corner (19.7%).

The diversity of service delivery necessitates regular and diverse trainings as the ratio between youth leaders and participants accounts for an average of 216 participants per youth leader. In addition to trainings for programme implementation, personal development, flexible or soft skills and employability trainings and support contribute to an integrated and comprehensive methodology, resource provision and support from a relatively small, but highly professional management team at ALT.

4.1.2 Participation in sport/fun community events

ALT youth leaders are tasked to offer regular community-based sport events as a progression to the weekly sport and life skill sessions, as well as providing opportunities for active participation in sports and fun activities for children from local communities. Such events are also offered during school holidays as to keep the visibility and momentum of active participation and recreation alive at the community level.

Table 2 provides a record of these numbers and differentiate between regular programme participants and non-programme participants (children from the community who join in sessions and local events).

Table 2: *Number of boys and girls taking part in holiday sessions/events per funder resource allocation*

UEFA		FIFA*		Laureus		Women Win		SOL		UNICEF	
P*Boys (%)	P Girls (%)	P Boys (%)	P Girls (%)	P Boys (%)	P Girls (%)	P Boys (%)	P Girls (%)	P*Boys (%)	P Girls (%)	P Boys (%)	P Girls (%)
1472 (72.6)	1370 (73.6)	1440 (64.7)	1909 (84.4)	357 (89.2)	1366 (92.0)	1123 (83.6)	2888 (87.0)	910 (70.2)	708 (66.6)	2392 (77.4)	2697 (89.1)
C*Boys	C Girls	C Boys	C Girls	C Boys	C Girls	C Boys	C Girls	C*Boys	C Girls	C Boys	C Girls
383 (17.4)	489 (26.4)	786 (35.3)	352 (15.6)	43 (10.8)	118 (8.0)	221 (16.4)	430 (13.0)	386 (19.8)	356 (33.4)	701 (22.6)	330 (10.9)
Boys (P*+C*/%)	Girls (P+C/%)	Boys (P+C/%)	Girls (P+C/%)	Boys (P+C/%)	Girls (P+C/%)	Boys (P+C/%)	Girls (P+C/%)	Boys (P+C/%)	Girls (P+C/%)	Boys (P+C/%)	Girls (P+C/%)
1855 (49.9)	1859 (51.1)	2226 (49.6)	2261 (51.4)	400 (2.2)	1484 (78.8)	1344 (38.9)	3318 (59.1)	1296 (54.9)	1064 (45.1)	3093 (50.5)	3027 (49.5)

*Keys: * P – stands for Programme participants and C* indicates community participants (not in the regular programmes)*

FIFA - indicates the numbers recorded for 2021 and 2022 that had to be included in this year-end report*

The gender and regular (programme-based) versus non-regular (community participants) show that the vast majority of participants are regularly participants (across programme in the range of 64.7% to 92% of participants from the holiday programmes are also regular participants. Relatively more boys (54.8%) than girls attend community sport/fun events.

The ripple effect of programme participation indicated by the community-based participation of children not in the weekly programmes, ranges for boys' participation between 10.8% (Laureus-funded programme) to 35.3% (FIFA-funded programme). For girls as non-regular participants, the additional percentage of participants from local communities' ranges between 8% (Laureus-funded programme) and 33.4% (SOL-funded programme). The events and holiday sessions thus show an increased reach of an average of 17% more participants attending from local communities. Following the locality placement of schools, this may lead to identifying host schools for future programme expansion. Reasons for the success of increased participation may also allude to successful strategies and mechanisms to follow for increasing participation numbers.

The total gender representation of overall participation in community events (excluding Laureus as outlier of 2.2% male participation, represents a rather equal or slight female bias as distribution except of 48.8% male and 51.2% female participation.

4.2 Profiling youth leaders

4.2.1 Personal employment histories

Recently 16 of the 38 youth leaders who joined Altus in the past three years, found employment which represents a 42% rate of transitioning into employment. Some found relatively decent employment. For instance, one became a bus conductor for the school where he offered the programme, other became teacher assistants whilst others were appointed as 'front assistants' at prestigious shops like Woolworths and Truworths.

Employability training thus benefited all youth leaders and is highly valued as evidenced by the 80% year-to-year retention rate. However, most (about 60%) of all youth leaders who took part in the study could not find employment in all the years they have been looking for jobs or opportunities to earn sustainable income. This is a predicament of youth leaders older than 35 years that 'feel the age-discrimination' and see themselves as 'unemployable' due to the preference for younger workers.

Even having successfully completed formal studies does not guarantee employment. The following testimonial demonstrate the lack of employment and how youth leadership and local sport initiatives have become meaningful fillers. A male youth leader with a degree in public administration, explained:

‘I am now involved in running the lady’s soccer team, from 2011 to 2018. I can do the administration and roll out the project plan. Maybe I can get a job with my qualification. If a wage job comes my way, I still apply for jobs, but I am no longer eager as before. It is more about if you want to have a job it is about who you know and not about how good you are. I joined Altus this year because I also worked for Grassroots soccer as a coordinator. This is what I know. Then I am not at grassroots as coordinator but link with them through my lady’s soccer team.’

Many youth leaders who studied at formal educational institutions dropped out due to financial constraints, personal issues or found the coursework too difficult. After having given up on searching for employment in the formal sector, several opted for self-employment in the agricultural arena (running community gardens), education (starting a pre-school or offering private homework lessons) and entertainment (e.g., singing, music or drama) on demand. There is a high level of despondency observed after having failed to gain access to the formal employment market or earning a regular wage. Some still live in the hope of getting access to the formal labour market as evidenced in the narrative below:

‘It is more about implementing the programme and the question is about expectations. So, I’m still not having too many expectations and to provide for my family. Making sure that we do what we need to do for ALT. We want them to see us doing well. We would like to get a testimonial to introduce us to other work.’

Some of the youth leaders optimally utilised training received to start their own small enterprises in response to the needs of the community. Many also want to create employment opportunities for others in their communities. One female intern underwent six months, level four Early Childhood Education training at a school where she worked for two years, but due to irregular income (‘they only paid me sometimes’), she left. Then she opened her crèche and an after-care (homework) and educational programme where she employed a teacher to assist with teaching mathematics. She expects this current programme to increase her employability and capacity to bring more services to her community and for her to generate a steady income.

Personal circumstances such as having to take care of a sick mother or only finding employment that required a three-hour journey twice a day or temporary contracts (e.g., flag bearer at road works) pose difficulties despite the efforts of youth to enter the labour market. For many, formal employment or securing scholarships for further education and training is not obtainable.

However, some youth leaders are particularly resourceful. In one case, a female youth leader from Mamelodi was appointed as assistant soccer coach at a local university, started her own support group in the local community and is currently registering an NGO to:

‘...start my own thing and help damaged kids who are abused in sport and also to provide a space for them to be safe. I will be their mentor and role model. I understand what they are going through. Currently I have 10 kids that need psychological help. ... I am [also] taking care of five kids who live with their grannies, some of them are from broken homes. Then I organise events for them and L* helps. I want now to start my own NGO like Altus and coach there.’

This narrative demonstrates the level of commitment and initiative from a youth leader who responded to the plight of the most vulnerable in her community and feel she is ready to simulate Altus as an organisation to take care of the special needs of children in need. She offers a social home to those who suffer abuse, having had similar experiences as a youth soccer player. For this and other youth leaders, there is a high level of commitment to ‘give back to the community’ and ‘give children opportunities to participate in sport as a way out of idleness that may lead to anti-social behaviours’ (Focus group participants recorded in December 2022).

4.2.2 Entering the world of work

ALT provided a valuable opportunity to enter ‘wage employment’ as all youth leaders earn a stipend based on their performance of delivering regular session. In this way they enter an environment that mirrors professional conduct associated with quality programme delivery, good time management, teamwork, acting as role models in their communities and showcase the meaning of an ‘engaged and working person’. The introduction of a virtual platform for reporting sessions caused challenges due to the lack of data, unfamiliarity with technology and not having access to a smart phone. However, all agreed that it contributed to their improved work ethic, time management and compliance as they came to understand clearly – ‘no work no pay’. A manager said that the use of technology increased the effectiveness of monitoring and evaluation as it was difficult to catch people out in the past as they had to appear unexpectedly at sessions to confirm programme delivery. The following narrative explain the application thereof:

‘A good thing that came out was the time management of the youth leaders. The fact that they had the app was the main positive thing that came out of the programme. The fact that you could follow up with them and check up on them. After a while they realised that if they do not do their sessions or a certain number of their sessions, they will not get paid. And that you check up on them.’

Such a performance-based strategy enhanced the trust between the youth leaders and management of ALT. It also contributed to youth leaders forming an identity of ‘a working person’ and see the stipend as a ‘salary’. For many youth leaders, the technical coaching, reporting, administrative and management skills set a path for transition into other types of employment. When receiving training on presenting a CV and writing a motivational letter for an employment application, they realised that they would need additional (accredited) qualifications such as coursework in information technology (IT) or a coaching certificate in a sport offered by schools such as in netball, soccer and/or athletics.

The following continuum (Figure 3) plot the pathway from NEET of youth (not in education, employment, or training) to EET youth (in education, employment, or training) with the current programme representing a pivotal influence and shaft from the one to the other. However, the different markers showing progress on a journey to ‘wage employment’ has been informed by real-life occurrences in the lives of the current interns or placements.

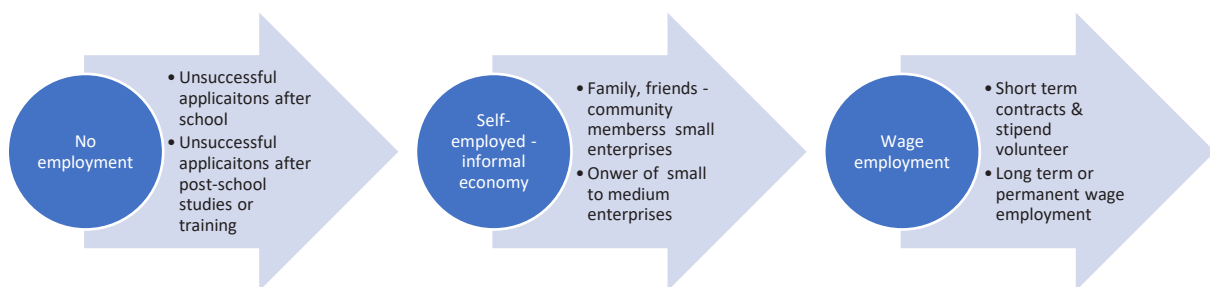


Figure 3. *Typology of employment on a progressive employability continuum*

This continuum has been developed from observations and the level of security of employment experienced by youth in the programme. Within the three identifiable types there are some differential experiences that present a small but significant shift from the top to the bottom categories within each component. For instance, in terms of ‘no employment’ (on the left of the continuum), some youth did not do well enough at school or did not have the means or access to bursaries to enter formal, informal, or non-formal education or training.

The second component on the continuum is presented by youth who engaged in entrepreneurial activities. This may be facilitated by a household, family member, friends, or other community members with whom they acquainted or who recruited them for ‘working’ in a small business

setting. The latter is within the informal economic sector and may range from selling products within the community or providing services such as offering homework or early childhood development (ECD) training. In one case, an ex-youth leader found a successful enterprise of selling branded clothing.

The third component of employment represents the wage economy and although ALT is dependent on external funding, they offer a contract to workers (including ‘stipend volunteers’). Training, mentorship, and experiences contribute to the building of a work-related portfolio to strengthen the employability profile of youth leaders.

In some cases, youth leaders are ‘underemployed’ and may take up more job or income-generating opportunities to ‘make ends meet’. An ideal situation for many is to find a second opportunity for sport coaching, offering life skill training and educational support as teacher assistants in the schools where they were already implementing ALT sport programmes.

4.2.3 Local embeddedness

All managers and youth leaders agree about the programme being implemented by local youths in their own environments. Several youth leaders attested to the advantages of them identifying local schools (that they or their children attended) and find the ‘linking easy for us’. A female youth leader said:

‘It is my knowledge that I have about the children and the community. I know the schools and I can recruit the schools for them. I have a network that is quite simple for me but important for them.’

For young women, the family offer a supportive network when they become mothers and, in most households, the pooling of resources (including income and welfare funding) contributed to the survival of the collective (including direct and extended family). Sharing the cost of living enforced local positioning and considering entrepreneurial options within the local community.

By living in close to schools and community sites for programme implementation, contribute to the youth leaders being able to recruit other youth leaders, to organise local events and become known for their ‘coaching and youth work’ in the community. A female youth leader in Soweto said that children will come to her home over the weekend knowing that they can borrow some sport equipment, get her to organise an activity or just to get advice. In some cases, a new role had to be developed for an ‘over-age’ youth leader due to the value ascribed to the person by schools where s/he implements the programme.

Being locally embedded provides youth leaders with key contact, support structures, peer linkages and an understanding of local context so that they can apply lessons and values that will bear fruit in everyday lives of participants. It also ensures that community members and children from surrounding schools can attend community-based events. In this way, more children benefit from participation, and it provides an impetus for other schools to join.

4.3 Programme benefits

4.3.1 Benefits for the individual

Access to opportunities

ALT provides a social home and options to learn, acquire technical and soft skills that will increase their employability status. Many reflected positively on the methodology, well-structured programme, good governance, regular trainings, and the fact that they gained knowledge about different sports. During focus group discussions, all youth leaders commented positively on having a well-structured programme and ‘good methodology to deliver life skills’ to beneficiaries. It provided children with access to opportunities for learning sport skills, making friends and enjoying their childhood under the supervision of a caring adult who they can trust and share their hardships. Sport provides the space for reducing the social distances between individuals and for building positive inter-personal relationships. This is particularly valuable for participants to be able to confide in youth leaders who are able to relate to them and their circumstances.

Several established sport club or teams and applied their learnings to establish and manage community-based vegetable gardens. One female youth leader established such an agricultural project at her local church to the benefit of many members of the congregation. Others establishing a sports club, team, choir, or dance group and as such provide participants with multiple opportunities for active living, healthy and pro-social recreation, and an outlet for their creativity. It also afforded parents and grandparents to become involved in teaching traditional dances to children that they can perform at their schools or at functions to ‘celebrate their heritage’.

In the posters, several youth leaders said that they appreciate the opportunity to ‘empower girls’, organise community events and being able to provide safe spaces where they can offer sports and supervise children.

Income-generation and self-reliance

All youth leaders attested to the value of earning a regular wage. For most it is a matter of contributing to basic household expenses and supporting vulnerable family members. In many instances, it is about reciprocity as ‘it was time to give something back to the family who supported us’ for many years. Being unemployed negatively affects the power and place of the individual in a household which is a dilemma for youth who have young children but do not have the means to establish separate households of their own. Many live their lives being dependent on social grants such as the ‘child support grant’ or having access to grant money as the only household income’. The following narratives convey such sentiments.

Becoming independent and self-reliant:

‘I just have the passion for changing things for children. My mother and father looked after me. I used to live with them, but not anymore. So now I have some money and I can stay on my own. It is not like having some nice money, but I am living in a room that I rent. Here I can start before I can get a house. I am now with the children around to be close to them to change things for them. This is how I live now.

‘I live with my girlfriend and my son. The benefit for them has been about the money. It helps them to towards to get things for the child.’

Household survival:

‘I live with my mom and my sister, and they benefit from me by getting some money. I will give them most of my salary and keep little for myself.’

‘Food is expensive but through my garden, I can bring veggies home and the stipend is to buy fish oil and sugar and now fish oil is very expensive. It brings a change at home.’

‘I live with my mom as a pensioner and my two kids, two brothers - the benefit for me is money. My mom is not working, and I am the breadwinner with this stipend. My mom gets a pension. My brothers are working but sometimes they do not come and stay at the house, so it is on and off.’

Earning a stipend contributes to the direct survival by putting food on the table or looking after most vulnerable family members. Several youth leaders said that ‘having learnt about saving helps us to build a better future for our children’. Most have started saving small amounts of money away for the needs (and future studies) of their young children. In this way, there is a shift in thinking from a ‘living for the moment mentality’ to ‘future planning and goal setting’. Several youth leaders indicated that they save money to pay registration fees that is required before they can apply for a study bursary from the government (NSFAS).

In a poster from one of the female youth leaders, she said that she ‘wants to pursue her dream of becoming a teacher’. As youth leader this was made possible because she experienced a better ‘quality of life and gained confidence’. Several youth leaders also gained access to temporary employment as teacher assistants at the schools where they offer ALT programmes

Personal development

All the youth leaders said that they gained self-confidence, learnt to speak in front of others, had to take up responsibilities and show leadership. For many, conversing in English posed some barriers, but they improved their communication skills and gained confidence. Especially the ‘reading programme helps us to teach English and read aloud’. Being able to teach others brings status and a sense of self-worth, satisfaction and meaning to the individual. The following narrative attest to that:

‘They are very happy about reading. The other reading because some of the children they were not able to read. They do not even can read ‘I’ or ‘they’, but since I am there and teaching them. In the morning when there is no teacher in the class, they give the group of children to me. It is a success, and I am really happy to do this.’

Being called ‘coach’ in the community added to their level of self-confidence and community-level acceptance. During a focus group discussion in Soweto, a female youth leaders expressed her pride by being recognised in the community by parents and felt a sense of achievement when she is approached by community members who seek her advice on several matters.

Several youth leaders explained about the journey or process:

‘...it is also about personal development, and I am ambitious to get a job. We are to make use of personal confidence – to become better. Firstly, we talk about who am I – you need to know yourself and about your goals. It helps us.’

‘But mostly it is about personal development. You get to learn about yourself. You get confidence and to stand in front of children your confidence grows in that way. This is important for finding employment. It should be top of our priorities. For instance, I have one child and I do not want my child to have my life. I want a better life for him and for my wife.’

Having self-confidence is seen as a valuable attribute and may contribute to an improved level of employability. This should be seen against the background of low levels of self-esteem acquired through multiple failures. Several of the youth leaders said that they experienced high levels of rejection, ‘come with a broken spirit’. Some referred to having been ‘knocked down so many time’ that getting another chance may just make the difference in being a ‘failure in life or making it work’. Working in the NGO-space provides a caring and healing environment,

whilst introducing youth within a supportive peer group. An ALT manager confirms that the increase in self-confidence is one of the main observable outcomes and positive behaviours of youth leaders. She said:

‘If you see them start and how their self-confidence is built up through a few months and few years. Also, leadership skills. If you make them feel important and give them roles that they have to do on their own, it empowers them. I think the main two is respect and responsibility.’

The narrative reflects on the integration of value-based formative change of youth sport leaders in ALT – a trait that was observed during focus group discussions as all participated in an enthusiastic, informative, respectful and controlled manner.

Most youth leaders said they wished they had such a programme (especially sport activities) when they were at school and that they felt compelled to improve the lives of children in their communities. For many, a life of service to the community seems to be a calling and ‘changing lives’ has become the narrative within most programmes.

Resilience

Being resilient refers to the capacity of individuals to navigate access to resources to sustain their well-being and support others (family and community members) to do the same. This should be done in meaningful ways and seen against multiple contextual realities. In the photovoice posters, most youth leaders commented on excessive dumping, children playing in the dirt, high levels of drug abuse and public violence. In most cases, they see themselves or collectively (through ALT) to make a difference and organise clean-up campaigns or specific activities to address the local needs.

As part of data collection, 177 participants and 14 youth leaders completed an online questionnaire based on selected items from the Child, Youth and Resilience Measure (CYRM) (https://cyrm.resilienceresearch.org/files/CYRM_&_ARM-User_Manual.pdf). In the following section, the responses by youth leaders, followed by those of participants and some comparisons of similar constructs are discussed within three sub-thematic areas. The latter refer to:

- Personal skills (of the individual and encompass peer support and social skills).
- The role of care givers or significant others in terms of physical and psychological care.
- Contextual issues with reference to spiritual well-being, education, and cultural aspects.

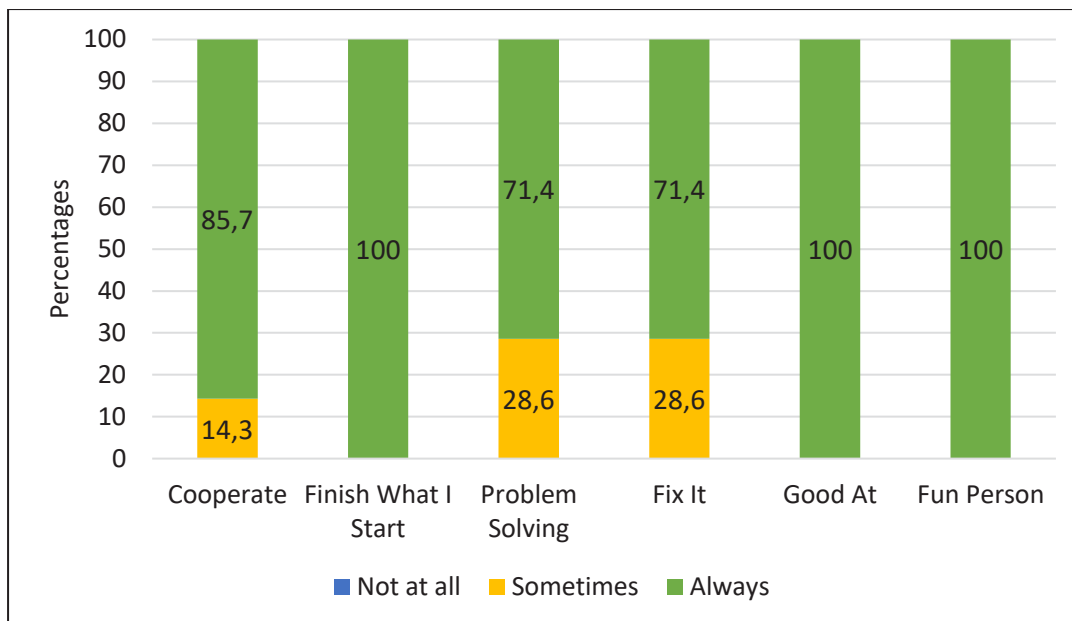


Figure 4. Responses by youth sports leaders on personal skills (N=14)

All youth leaders see themselves as being ‘good at’ some tasks, ‘being a fun person’ and ‘finish what they started’. This indicating a good sense of a self-acceptance, a positive outlook and perseverance. A high percentage (85.7%) indicated that they cooperate and engage in team activities. The value of collective actions was also observed in peer-to-peer bonding and sense of identity of being a ‘youth leader with ALT’. Relatively less (71.4%) youth leaders see problem solving as a strength or ‘fixing an issue’ within their sphere of influence or capabilities.

During focus group discussions, youth leaders reflected on being a ‘family’ and being ‘there for each other’ which contributes to a rather cohesive network of connections when they are requested to recruit new youth leaders or offer local events. They lead highly connected lives and live inter-dependently in the spirit of *ubuntu* (looking out for each other captured in a sense of brotherhood or sisterhood).

Whereas Figure 4 reported on personal skills for the individual, Figure 5 reports on inter-relationships related to peer support and social skills with reference to the perceptions of the individual on these dimensions of personal well-being.

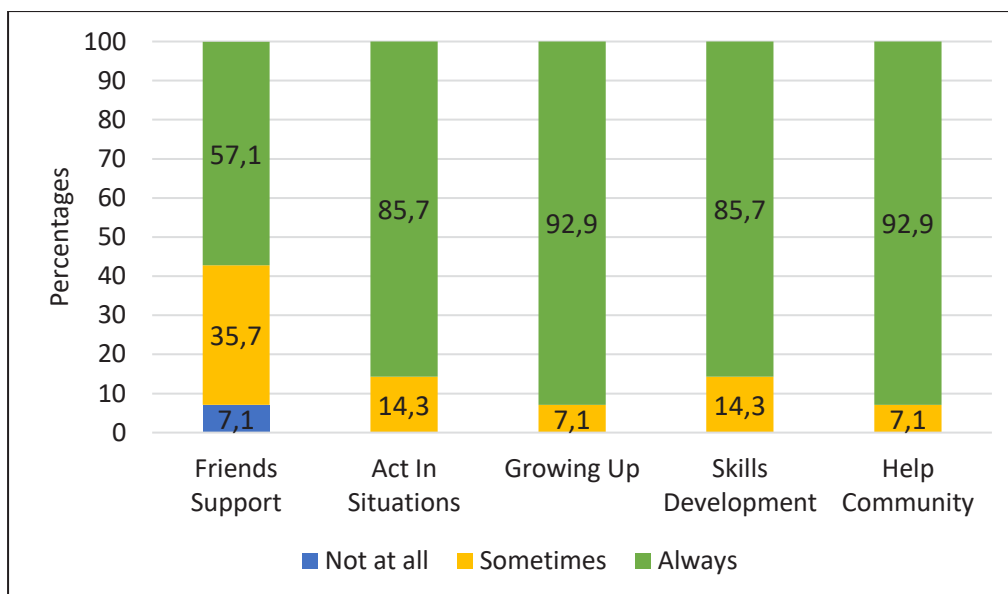


Figure 5. Responses by youth sports leaders on peer support and social skills (N=14)

A very high percentage (above 85%) of youth leaders indicated that they have proven themselves to be responsible adults (‘having grown up’), display an ethos of care towards community members (‘help the community’), have acquired skills (‘skill development’) and can act decisively in different situations (self-efficacy – ‘act in situations’).

Despite the close relationships that they enjoy with fellow youth leaders, only 57.1% felt confident that they can always rely on support from friends within their lives and social spheres that extend beyond that of being a youth leader. This may be indicative of the relatively vulnerability of sharing resources (including time or money) with other youth in the community.

Figure 6 shows responses from youth leaders regarding physical and psychological caregiving with reference to the significant others in their lives. The latter could be a parent, other family or extended family member, spouse, or partner.

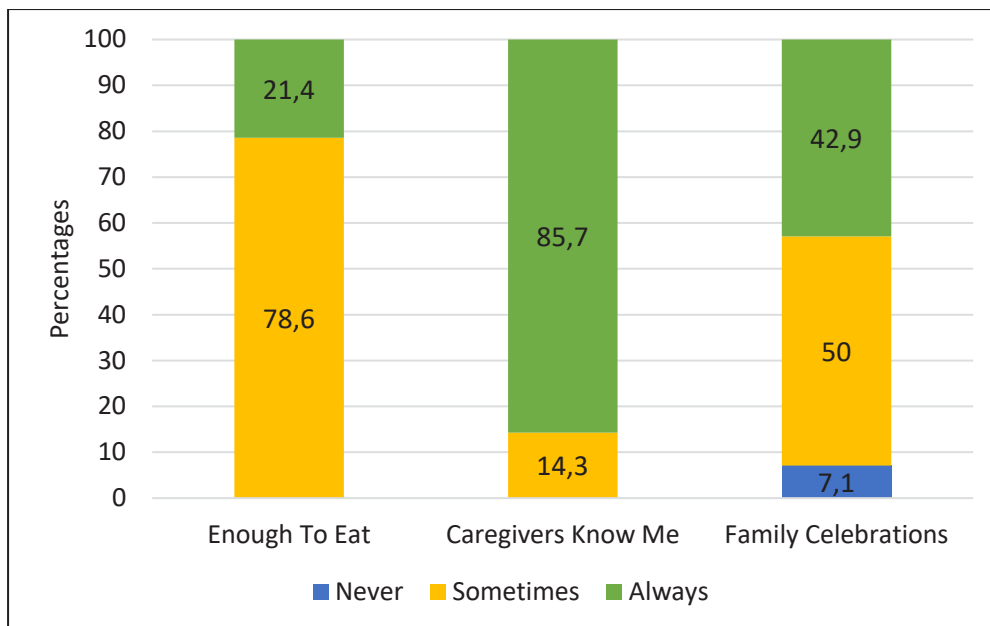


Figure 6. Responses by youth sports leaders on physical and psychological support (N=14)

Of concern is that 21.4% indicated that they always have enough to eat and thus never go hungry, whereas the vast majority (78.6%) do not have access to regular meals or food security daily. Most (85.7%) noted that their ‘caregivers know them’ which indicates that most of them are well integrated in their family or household structures where there they share resources to the survival of all household members. However, there is a specific youth culture where they do not (7.1%) or only sometimes (50%) engage in family celebrations or functions. Peer-to-peer influence and specific activities enjoyed by youth seems to be preferred when they socially engage or attend events.

Figure 7 contains constructs reporting on contextual components with reference to spiritual, education and culture.

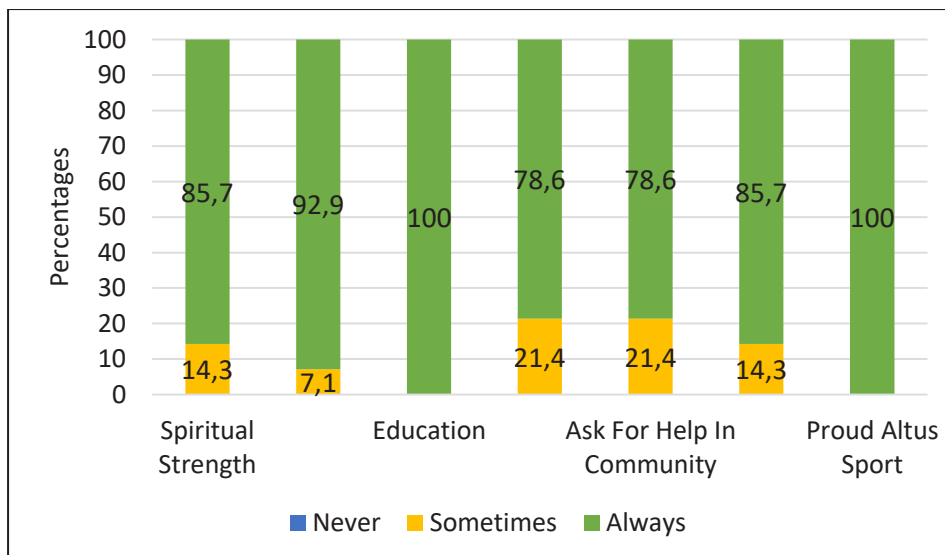


Figure 7. Responses by youth sport leaders on spiritual, educational, and cultural aspects (N=14)

All youth leaders show a high level of resilience related to educational aspects, empowerment and learning associated with their role and identity as belonging to ALT. They take pride in this identity which corresponds with the high score (10/10) allocated to the programme during focus group discussions. It is also linked to the high level of retention (80%), having mentorship (78.6%) and the fact that several indicated that they would like to remain involved with ALT even if they would find stable employment. Also measuring high in frequency relate to offering help (92.9%) asking for help (78.6%) in the community. As previously discussed, the local embeddedness contributes to a sense of belonging (85.7%). Personal development, an ethos of care and belief system translate into ‘spiritual strength’ experienced all the time by 85.7% respondents.

The following figures (8, 9 and 10) represent a self-reflection by participants and report on similar constructs.

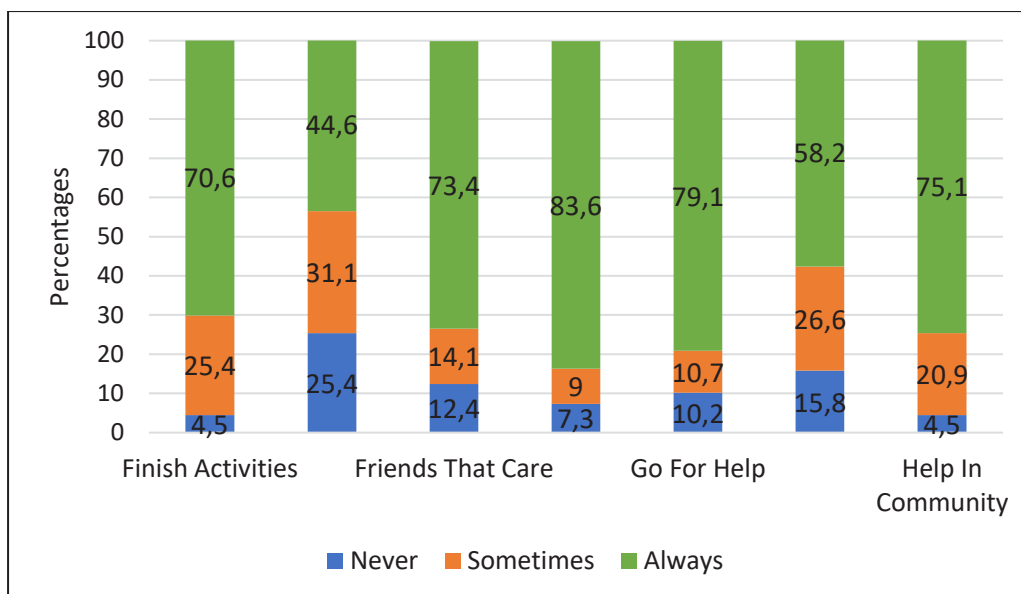


Figure 8. Responses by participants on personal, peer support and social skills (N=177)

A high percentage of participants responded that they always experience the sense of success ('being good at something') which may partly relate to positive feedback and the non-competitive but empowering nature of ALT's activities. Most (79.1%) will always request help when in need ('go for help') or aid others in the community (75.1%) ('help in the community') demonstrating the existence of a caring attitude and compassion which is one of the key valued and lessons within the ALT philosophy and methodology.

As part (and outside) of the programme, 73.4% respondents indicated that they have 'caring friends' that support them. Being able to complete tasks ('finish activities') is a daily habit of 70.6% respondents that transfer into different life spheres – from homework, sport, and domestic activities. Cleaning up after all sessions and being given various leadership roles and responsibilities in different activities (in sport, gardening and reading) contribute to the fostering of such habitual behaviour.

Some challenges exist regarding self-regulatory or problem-solving behaviours exacerbated by the reality that some problems lie outside the capability or influence sphere of the individual and are more system in nature. Only 58.2% and 44.6% of the respondents indicated that they 'always do things for themselves' or 'fix things without hurting others.'

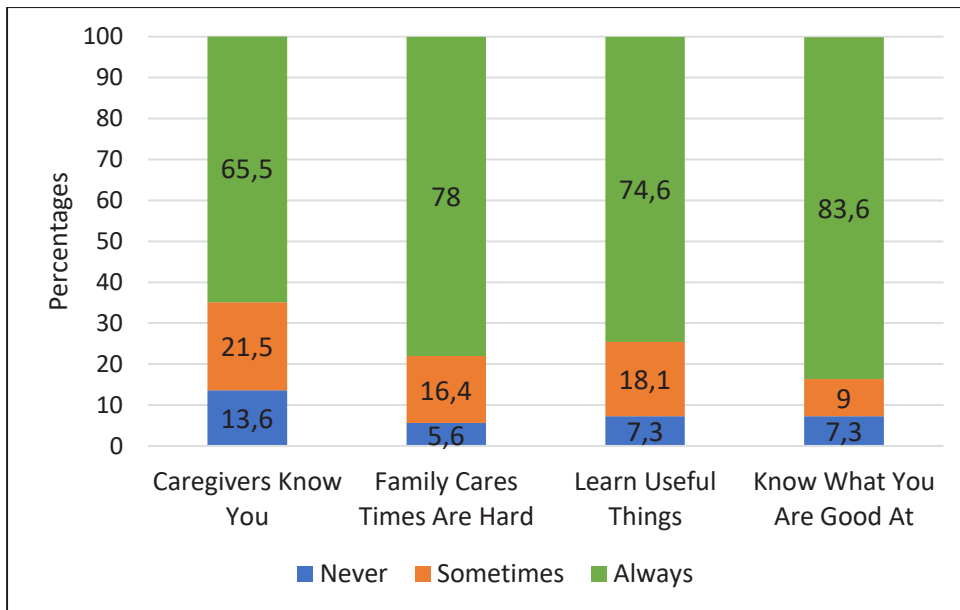


Figure 9. Responses by participants on psychological and spiritual welfare (N=177)

In terms of caregiving, most (83.6%) said that their strengths and talents are known (83.6%), that they learn useful things (74.6%) and their family members care for them when they are in need (‘when times are hard’) (78%). However, it seems that less respondents (65.5%) believe that their caregivers know and understand them. The latter contributes to youth attach themselves increasing to peer groups where they feel understood and validated.

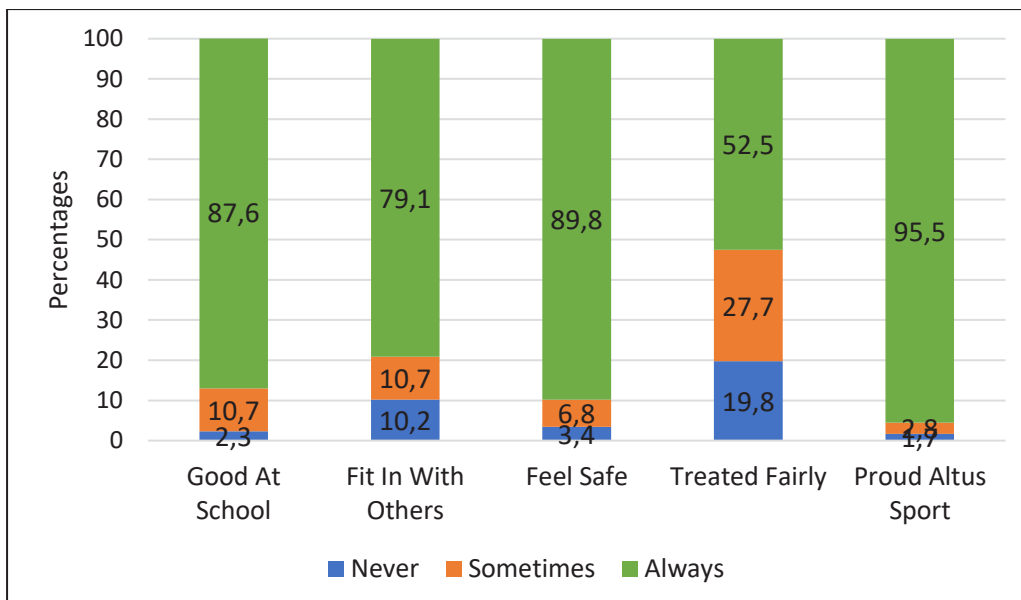


Figure 10. Responses by participants on education and cultural contextual factors

Like the responses of the youth leaders (see Figure 6), most participants (95.5%) show a high level of association and sense of pride being part of ALT’s programmes. The programmes

provide to most a safe space (89.8%), and where they can play and be accepted by others ('fit in') (79.1%). As primary school learners, most (87.6%) indicated that they are 'good at school' and thus academically successful. A possible challenge is the fact that only 52.5% of the respondents felt that they are always 'treated fairly' compared to 19.8% who felt that they are 'sometimes' treated fairly, and 19.8% felt that they are 'never treated fairly'. The latter reflect on possible conflict or feeling to some extent excluded from mainstream activities. It could also be indicative of individual seeking attention or positive feedback that is not forthcoming.

In a focus group discussion in Soweto, one of the youth leaders said that she realises that she has more work to do to be sympathetic, patient and provide encouragement to others. The latter could be an aspect that would improve the influence of caregiving and acceptance within and through the ALT programme.

In Figure 11, seven constructs across the thematic areas are compared through a value-proposition out of an adapted Likert scale of ten. The mean values are compared of those constructs that are similar in both questionnaires.

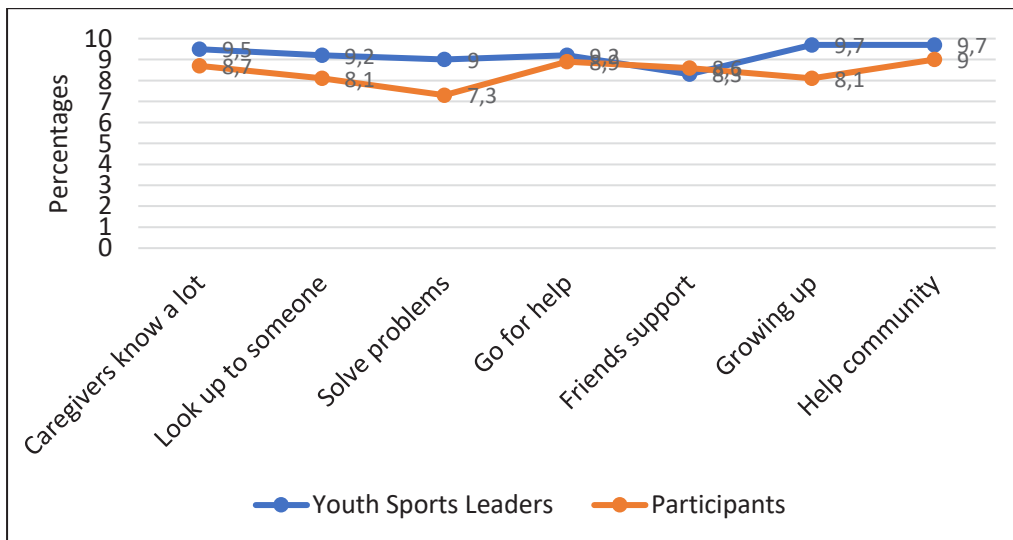


Figure 11. Comparative responses of youth sport leaders (N=14) and participants (N=177) across seven items

Three mean values differ more than the value of one showing a difference between the perceptions of the participants and youth leaders. Role modelling ('looking up to someone') (9.2 compared to 8.1), demonstrating grown-up behaviour (9.7 compared to 8.1) and problem solving (9 compared to 7.3) show differential mean values and correspond with the level of maturity of participants. It also shows that not all participants 'look up' to youth leaders as their

preferred role models in a community where successful people that attract youth follow-ship is not present.

Overall, both youth leaders and participants demonstrate high levels of resilience, and these values and frequencies could serve as a baseline for future in-context comparisons.

4.3.2 Benefits for the household

Putting food on the table

This theme is cross-cutting as a matter for the individual within the household setting and for household members. Earning income is considered as a major short-term benefit and many beneficiaries were able to contribute to the survival of the household by ‘acting as breadwinner’ and relieving the hunger of households. The opportunity to contribute to the essentials for subsistence - children in support of parents and siblings, young mothers and fathers supporting their spouses or partners and small children bring a relief in dire circumstances and a bleak existence. In some cases, mothers attested to be able to buy some warm clothes for their children or be able to look after sickly household members. As previously quoted about the youth leader implementing a community garden. She said: ‘Nowadays it is the only thing to do to get good food and to make money from that.’

Relieve the burden of household care

This is another cross-cutting theme as indicated by the youth leaders that providing a safe playground for children relieve the burden on the caregivers and ensure that children are ‘safe, well-behaved and under the care of somebody reliable’. It also provides an element of safeguarding for open spaces in the community where ‘criminality is pushed back’ and has the potential to clear dumping sites and transform some areas into clean and safe spaces.

Having a future

As previously indicated, setting goals, and striving for ‘a better future’ counter the sense of helplessness and may halt the revolving door of perpetuated poverty in thinking and acting. Changing the focus of youth leaders brought a renewed emphasis on employability and forward thinking. For youth leaders who would like to engage in entrepreneurial activities, continue their studies or search for wage employment, this opportunity contributes to their family members seeing them as potential earners. Most youth leaders stated that they have learnt patience working with children and that they would prefer to find employment ‘where they can work with people’. Several coach sport ‘on the side’, enjoy event management and liaising with community members.

4.3.3 Benefits for the community

Spreading an ethos of care

As part of the narratives and themes provided, as well as relating to some contextual dimensions of the resilience measurement, there is a pronounced emergence of an ethic of care and mobilising community members to assist and be aided. In a myriad of ways, youth leaders act as secondary caregivers for participants and engage communities through different activities and events weaving a net of inclusivity and caregiving.

Providing safe spaces

Play spaces have become safe spaces and in this way, community sport facilities are utilised as social hubs for active and engaging community life. Even events planned to take place in the streets such as awareness campaigns, clean-ups and public events contribute to community safety. The collaboration with community safety forums and networking assist in the generation of safety and positive community living.

Positive role modelling

Youth leaders attest to being recognised as role models and exemplary youths compared to their counterparts that are ‘sitting at home’, ‘doing drugs’ or just living off social grant funding. Not only do they demonstrate that they are serious in trying to find employment, earn a living or on a positive trajectory towards independence, but they teach and demonstrate positive social values and norms. One female youth leader said that she specifically acts as a role model to young girls who suffered abuse in sport and at home as she went through similar experiences.

4.3.4 Benefits for the organisation

Youth leaders said that they recruited schools where they were learners and other ones in their local communities to join ALT. A manager from this organisation said, ‘...to have key relationships with schools and have the right youth leaders and having a structured programme that makes the difference.’

Building a network of schools seems to stem from local knowledge and relationships that youth leaders have within their communities. An intern explained:

‘I link them up with the schools and the teachers know me and I can easily go to the schools and ask them to implement the ALT Programme. I can make it easier.’

In this way, they are the link for the organisation to the schools and other local community networks. It is a partnership of mutual benefit as the structured programme provide them with the visibility to be recognised as potential assistant-teachers and may lead to such a contract from the Department of Basic Education (DBE).

There is a high level of appreciation of ALT as a preferred NGO brand that stands for affording the youth sport leaders with a professional image. It is for this reason, that there is a request for a professional dress code and marketing material.

4.4 Good Practices

Good governance and leadership

- ALT upholds a high level of ethical and transparent governance at all levels of engagement.
- The leadership style supports innovation, transformation, and quality service provision.
- Good communication systems and hands-on monitoring and evaluation tracks change and guides informative decision-making.
- Availability of mentorship by request or as identified by ALT managers.
- Opportunities to travel abroad and represent ALT at different forums.
- Decentralised decision-making for youth leaders when they plan, manage and report on community-based events and programme participation.
- The use of technology for monitoring and evaluation for performance enhancement and professional conduct of youth leaders.

Meaningful training and capacity building

- Monthly trainings and reflections on camps for youth leaders, as well as seminars where experts in the industry provide informative talks are highly valued.
- The content and the methodology of the trainings are well pitched and meaningful to influence behavioural change among the youth leaders and cascaded as example for programme implementation.
- Follow-up on trainings and well-planned sessions with concrete real-life scenarios assist in capacity building for direct implementation and application.
- Online trainings during Covid-19 lockdown period enhanced the frequency of training and capacity building for enhancement of employability.
- Inclusion of expert speakers and professionals (including psychological care) provided key learnings to youth leaders for their personal growth and empowerment.
- Record-keeping and regular reporting (including the capturing of case studies, keeping attendance registers and follow-up with participants) improved the technical competencies for administrative and managerial tasks.

Structured and innovative programming

- A well-structured programme of sports, life skills, financial literacy, homework support, mastery of English (reading) and agriculture provide diversification and options for choice.
- Regular programmes and events provide experiences for progressive growth and development of participants and implementers.
- A standardised delivery model has stood the test of time and are successfully placed at schools and/or community centres that ensure school-community integration and added human resource capacity to schools.
- Providing freedom for contextual adaptations of community-based events allow youth leaders to come up with innovative strategies and problem-solving skills transferable to real-life situations and the working environment.

Mentorship and responsivity to local needs

- Direct and regular communication with youth leaders from local communities ensure a high level of problem solving and addressing local needs and opportunities.
- The mentorship offered by youth leaders are status-conferring and provide participants with a role model and caregiving from a responsible adult.
- Several youth leaders reported that participants preferred to report cases of abuse or parental neglect to them rather than to teachers who are less trusted to keep such information confidential.

Multi-stakeholder collaboration and resource-access

- Multi-year funding from multiple stakeholders (including in-kind contributions) add to the critical mass of interventions and create an enabling environment. For instance, distributing clothing and equipment to schools ensure that the most vulnerable learners may benefit from this.
- Community-level stakeholders in the field of sport, schools and municipalities ensure that resources are readily available to accommodate a highly active programme.
- A multiplier effect of 1:4 exist to constitute a positive cost-benefit trade-off. It is the critical mass of inter-related interventions that contributes to the high impact value and multiplier effect activities.

4.5 Challenges

- The volatility of funding agencies offering shorter term funding put the organisation at risk to employ and train youth leaders without a clear pathway to sustainability of employment.
- Contextual constraints and barriers such as a high level of public violence, vandalism, and a high level of dependency on resource provision by ALT put undue stress on service provision and create issues of safety.
- Managing expectations of youth leaders and households in terms of providing access to employment and hard or technical skills beyond the scope of the programme (e.g., drivers' licence, First Aid training and computer literacy), accredited training and scholarships.

- The lack of opportunities to engage in entrepreneurship training, product and small enterprise development hamper the youth employability trajectory.
- Providing food security for youth leaders and participants as a basic need exceeds the resource pool and put challenges to sustainable services and product delivery.
- There is a high demand for regular psychological care and intervention for youth leaders and participants to assist them in times of adversity and provide essential support to ensure positive mental health.
- Operating in contexts of poverty and in the circumstances of an economic melt-down due to Covid-19 and high levels create unique challenges for sustainable quality service delivery.

5. RECOMMENDATIONS

5.1 For ALT

- Increase direct (management level) engagement in regular consultations and respond to emerging local needs of vulnerable individuals, households, and schools/community sport clubs.
- Revisit the content of the ‘employability training’ to be hands-on and focused on the realities posed by different contexts.
- Invest in accredited training and issue a certificate as part of a testimonial to be completed by their organisation as to acknowledge the acquisitions of skills, knowledge, and competencies of the youth leaders in their quest to find employment.
- Provide a platform for knowledge sharing among different stakeholders and entering mutually beneficial collaborations to the benefit of ALT and other stakeholders.
- Negotiate access to possible job opportunities and internships in local communities, as well as support (including bursaries) for formal studies.
- Providing opportunities for trainings that may enhance the level of employability such as a driving license, computer literacy and seed funding or small enterprise development (including marketing) in a tangible way.
- Coordinate campaigns (e.g., community clean-ups or active/healthy living) across all sites.
- Consider providing access for youth leaders to psychological support in cases where individuals must debrief or deal with trauma.

5.2 For youth leaders

- Have an open mind and positive attitude to learn, show passion and dedication that demonstrate an aptitude for an interest in becoming more employable and ready for the job market (formally and/or informally).
- Engage in and contribute to teamwork and explore possible collaborative future ventures.
- Despite the benefit of earning an income, focus on personal and career development by goalsetting and actions.

- Involve family members in the programme as to manage the expectations that it may lead to a permanent job at a specific organisation.
- Develop supporting relationships with one another to negotiate difficult times and optimise peer-to-peer learnings.
- Continuously strive to become independent, take initiative and increase self-sustainability by optimally utilise the opportunities provided through training, networking, and linking to different stakeholders.

6. CONCLUSION

Systemic fault lines and disjunction of the formal and informal economic sectors remain the elephant in the room when youth negotiate within the ecological parameters to transition into the world of work, adulthood and being a productive citizen. However, ALT has made significant inroads to bring about individual and community-level changes in the lives of youth leaders and participants. However, the programme is yet to receive traction in secondary schools where youth with behavioural problems are possibly less responsive to social change than their primary school counterparts.

The focused, well managed and integrated delivery model stand out as an example for other NGOs in the field of SDP. A visionary role on holistic development and targeted delivery of diverse services and activities places the organisation at the forefront to develop and implement innovative programmes that would carry real impact at the local level. Within its scope of service provision and associated impact, opportunities for tailored initiatives exist that could be addressed through partnerships and operating the ‘Altus way’. ALT is considered a haven for participants and youth leaders where they can learn, grow and take advantage of opportunities for their personal and professional growth in a microcosm and ecosystem that is difficult to negotiate for upward social mobility and self-actualisation.

7. REFERENCES

- ALT (2022). ALT. Available online at: <https://www.altussport.co.za/about-us/> (accessed June 14, 2022).
- Best, P., Badham, J., McConnell, T., and Hunter, R. F. (2022). Participatory theme elicitation: open card sorting for user led qualitative data analysis. *International Journal of Social Research Methodology*, 25(2), 213–231. doi: 10.1080/13645579.2021.1876616
- Burnett, C. (2022). Employability pathways in a sport-for-development programme for girls in a Sub-Saharan impoverished setting. *Journal of Physical Education & Sport*, 22(4), 863–869. doi: 10.7752/jpes.2022.04109
- Burnett, C., & Hollander, W.J. (2006). *The Impact of the Mass Participation Project of Sport and Recreation South Africa (Syadlala)*. Pretoria: Sport and Recreation South Africa.
- Gentles, S. J., Charles, C., Ploeg, J., and McKibbin, K. A. (2015). Sampling in qualitative research: Insights from an overview of the methods literature. *The Qualitative Report*, 20(11), 1772–1789. Available online at: <https://pdfs.semanticscholar.org/3bd0/66b5d7ea4e3a933699576689a855d09f08b6.pdf> (accessed July 8, 2022).
- Hayhurst, L. M., Giles, A. R., and Wright, J. (2016). Biopedagogies and indigenous knowledge: examining sport for development and peace for urban indigenous young women in Canada and Australia. *Sport, Education and Society*, 21(4), 549–569. doi: 10.1080/13573322.2015.1110132
- Kimchi, J., Polivka, B., and Stevenson, J.S. (1991). Triangulation operational definitions. *Nursing Research*, 40(6), 346–366. Available online at: https://journals.lww.com/nursingresearchonline/citation/1991/11000/triangulation__operational_definitions.9.aspx (accessed April 9, 2022).
- Lune, H., and Berg, B. L. (2017). *Qualitative Research Methods for the Social Sciences*. Boston, MA: Pearson.
- Meagher, K. (2016). The scramble for Africans: demography, globalisation and Africa's informal labour markets. *Journal of Development Studies*, 52(4), 483–497. doi.org/10.1080/00220388.2015.1126253
- Mxekezo-Lallie, K.B. & Burnett, C. (2022). The value of volunteering in pursuit of improved employability in the sport for development sector: A case study in sub-Saharan Africa. *South African Journal for Research in Sport, Physical Education and Recreation (SAJRSPER)*, 44(2): 53-62. Doi: 10.36386/sajrsper.v44i2.
- Tutu, R., and Busingye, J. D. (2018). Building resilient societies in Africa for the future: conceptual considerations and possible resilience constituents. *Journal of Futures Studies*, 23(1), 55–75. doi: 10.6531/JFS.201809_23(1).0005

8. APPENDICES

Appendix 1: Data Collection Instrument

Photo Voice Instructions

1. Take a picture of any issue/object of concern for you as youth leader (selfie) and write something about yourself.
2. Take a picture of what you do not like in your community – write something about the picture.
3. What do you think ALT can do about an issue of concern – narrative only.
4. Take a picture of a possible solution - what you can do as a youth leader.

Resilience questions – participants (online survey)

Likert scale – to no extent/never (1); to some extent/sometimes (2); to a large extent/always

1. Do you have people that you want to be like?
2. Is doing well in school important to you?
3. Do you feel that your parents/caregivers know a lot about you? (How to make you happy, what makes you scared)?
4. Do you try and finish activities that you start?
5. When things don't go your way, can you fix it without hurting yourself or others around you? (Bullying, saying nasty things or hitting others)?
6. Do you know where to go for help?
7. Do you feel that you fit in with other children?
8. Do you think your family cares about you when times are hard? (If you are sick or have done something wrong)?
9. Are you treated fairly?
10. Do you have a chance to show others that you are growing up and can-do things by yourself?
11. Do you have friends that care about you?
12. Do you have friends that care about you?
13. Do you know what you are good at?
14. Do you think it is important to help out in your community?
15. Do you have chance to learn things that will be useful when you are older?
16. Do you feel safe with your family/caregivers?
17. Do you feel proud to be part of ALT?

Resilience questions – youth sports leaders (online survey)

Likert scale – to no extent/never (1); to some extent/sometimes (2); to a large extent/always

1. I have people that I want to be like or look up to
2. I share or cooperate with people around me
3. Getting an education is important to me
4. I know how to act or behave in different situations
5. My parents/caregivers know a lot about me
6. There is enough to eat at home when I am hungry
7. I try to finish what I start
8. Spiritual beliefs are a source of strength for me
9. I am able to solve problems without hurting myself or others around me
10. When things don't go my way, I am able to fix it
11. I know where to go in my community for help
12. I have a sense of belonging in my community
13. My friends stand by me during difficult times
14. I am given chances to show others that I am growing up and can-do things by myself
15. I have opportunities to develop my skills that will be useful later in my life
16. I know what I am good at
17. I think it is important to help out in my community
18. I like the way my family celebrate things
19. People think I am fun to be with or like to be with me
20. I am proud to be part of ALT

Managers: Interviews

Introduce research/assessment and ask all to sign the form and give informed consent to take part in the research.

Pre-impact questions

1. Tell me about yourself and why you became part of ALT?
2. What is your role and responsibilities in ALT?
3. Tell me about your community (communities where you implement the programme). What are the strengths and challenges?
4. How does the issues in the community affect youth? (male and female – in and out of school). Please explain.
5. How does the programme(s) of ALT address the issues in the community – what differences can the programme make?
6. How would you rate the programme out of 10? Motivate your rating.
7. What are the main benefits of the programme for:
 - 7.1 The participants
 - 7.2 The youth leaders
 - 7.3 The households
 - 7.4 The community and social institutions (e.g., schools)
8. What works well for you that you would identify as ‘good practices’?
9. What are the main challenges to implement the programme?
10. What recommendations do you have for:
 - 10.1 ALT
 - 10.3 Youth leaders
11. What main lessons did you learn so far?
12. Is there any other issue you would like to mention/discuss?

Questions were adapted in the post-impact phase to reflect (past tense) on learnings, experiences, and perceptions.

Focus group questions: Youth Leaders

Introduce research/assessment and ask all to sign the form and give informed consent to take part in the research.

Questions

1. Tell me about yourself
 - When did you leave school?
 - Workwise, what have you been doing since you left school?
 - Who recruited you for the programme?
2. Why did you join the programme?
3. What are your expectations for the programme? (Outcomes)
4. How is the programme implemented by the organisation? What activities took place?
5. What are your roles and responsibilities in the programme?
6. Currently, what are the benefits for:
 - 6.1 You personally?
 - 6.2 Your household?
 - 6.3 The organisation where you are placed?
7. How would you rate the programme out of 10? Why did you give the programme this rating?
8. What are good about the programme?
9. What are the challenges for you in the programme?
10. What recommendations do you have for:
 - 10.1 ALT
 - 10.2 Youth leaders
11. Are there any other issues you would like to mention or discuss?

Questions were adapted in the post-impact phase to reflect (past tense) on learnings, experiences, and perceptions.

Appendix 2: Informed Consent Form

(To be completed after the researcher explained all aspects of the study and required participation that is voluntary)

Taking Part

Please initial box

The purpose and details of this study have been explained to me. I understand that this research is for educational purposes only.

I understand that taking part in the project will include being interviewed or being part of a group discussion and is recorded.

I have had an opportunity to ask questions about my participation.

I understand that I am under no obligation to take part in the study, have the right to withdraw from this study at any stage for any reason and will not be required to explain my reasons for withdrawing.

I agree to take part in this study.

Use of Information

I understand that all the personal information I provide will be treated in strict confidence and will be kept anonymous and confidential, and I will be treated with respect and would be always safe.

I understand that anonymised quotes (my name will not be mentioned) may be used in publications, reports, and other research outputs.

I agree for the anonymised (my name will not be mentioned) data I provide to be securely archived at the end of the project.

Names of participants for interviews and in group discussions/focus groups:

Name of participant (print) _____ Signature _____

Name of participant (print) _____ Signature _____

Name of participant (print) _____ Signature _____

Name of participant (print) _____ Signature _____

Name of participant (print) _____ Signature _____

Name of participant (print) _____ Signature _____

Name of participant (print) _____ Signature _____

Name of participant (print) _____ Signature _____

Researcher [printed] Signature Date

IMPACT REPORT

EXTERNAL EVALUATOR PROF CORA BURNETT

December 2022

Cora Burnett is a professor at the University of Johannesburg, and the Director of the UJ Olympic Studies Centre and holds a doctorate in Human Movement Studies and one in Social Anthropology.

Since 1998, she was contracted by international agencies such as UK Sport, the Australian Sports Commission (the Australia-Africa Outreach Programme), the European Union, German Development Cooperation (GIZ's Youth Development through Football Programme) and *Terre des Hommes* for multiple year impact assessments across the duration of projects.

She co-designed the Sport-in-Development Impact Assessment Tool that got an international award and traction since it's recognition by UNICEF in 2005. In 2014 and 2018 she was the lead researcher at the Commonwealth Games to design a 'development framework'. The latter served as conceptual framework for the establishment of the foundation of Commonwealth Sport. Since 2006, she designed the methodology and led national research around community sport, school sport, physical education, indigenous games, leadership, and sport-for-development initiatives.

In 2015, she was awarded an IOC Advanced grant to conduct research in selected Southern African countries. In 2017, she received the Universitas 21 award for Excellence in the Internationalisation of Higher Education. In 2020, she collaborated with colleagues from Loughborough University on a similar grant to map SfD stakeholders from Africa and Europe in a comparative way.

She recently completed a study on gender equality in sport for the African Union Sports Commission Region 5. She is also involved in various inter-university studies between the global North and global South on issues of anti-doping education, volunteerism, and sport-for-employability.

She serves as consultant for UNESCO South Africa and did several research projects for UNICEF South Africa in the field of sport and physical education. She has published over 60 impact assessment research reports and 165 scientific papers of which most relates to sport-for-development related research.



128 Glen Eagles Drive | Silver Lakes | Pretoria | South Africa
www.altussport.co.za