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FOOTBALL AS AN AGENT/TOOL TO  
PROMOTE WOMEN AND GIRLS'  
EMPOWERMENT: A CASE STUDY OF  
COACHING FOR HOPE - CAPE TOWN

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**FOOTBALL AS AN AGENT TO PROMOTE WOMEN AND GIRLS' EMPOWERMENT: A CASE  
STUDY OF COACHING FOR HOPE - CAPE TOWN.**

[TEBOGO/CHIYAPO/CHYTEB001]

A minor dissertation submitted in *partial fulfillment* of the requirements for the award  
of the degree of MPhil Development Studies

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University of Cape Town  
Cape Town [2013]

**COMPULSORY DECLARATION**

This work has not been previously submitted in whole, or in part, for the award of any degree. It is my own work. Each significant contribution to, and quotation in, this dissertation from the work, or works, of other people has been attributed, and has been cited and referenced.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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## II) ACRONYMS

<b>AIDS</b>	Acquired Immune Deficiency Syndrome
<b>CFH</b>	Coaching for Hope
<b>CoCT</b>	City of Cape Town
<b>CS</b>	Civil Society
<b>EPWP</b>	Expanded Public Works Programme
<b>ES</b>	Engaged scholarship
<b>FA</b>	The Football Association
<b>FIFA</b>	Federation of International Football Associations
<b>HIV</b>	Human Immunodeficiency Virus
<b>ILO</b>	International Labour Organisation
<b>MDGs</b>	Millennium Development Goals
<b>MITs</b>	Making an Impact through Sport
<b>NPOs</b>	Non-Profit Organisations
<b>SFD</b>	Sport for Development
<b>STATS SA</b>	Statistics South Africa
<b>UN Women</b>	United Nations Entity for Gender Equity and Empowerment of Women
<b>UNFPA</b>	United Nations Population Fund
<b>UNICEF</b>	United Nations Children’s Fund
<b>VAW (AG)</b>	Violence against women and girls
<b>PYD</b>	Positive Youth Development
<b>LCC</b>	Lead community coach
<b>CC</b>	Community Coach

## ABSTRACT

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Football has been used as a tool for empowering women in numerous countries across the globe. This qualitative case study critically assesses the viability of football as an agent for empowering females. The study is based on Coaching for Hope's, "Empowerment of Women and Girls through Football" programme. Coaching for Hope (CFH) uses football as a vehicle to address issues, such as HIV/AIDS, drug and substance abuse, gender equity and other problems facing youth. CFH has partnered with a range of sports organisations which are committed to bring about social change through this programme. These organisations use sport as a means of engaging with, and supporting the upliftment of young people, who live in challenging social circumstances.

The evidence, which has been distilled from numerous interviews, observations and documentary analyses in this study, indicates that women's participation in football activities is hampered by a number of factors. Previous studies note that gender blockages have deprived women and girls from taking an active part in football. Women face social, economic, cultural and educational challenges that ultimately hamper their empowerment process and which need to be addressed. Other challenges faced by women and girls include, social prejudice, religious issues, as well as gender domination. The findings of this thesis support these claims.

The findings also point to the conclusion that participating in football is perceived to have a positive impact in health, community development, team building and problem solving. The respondents stated what they saw as the necessary conditions for sport to have beneficial outcomes. For example, the need for the programme to have clear goals and objectives, as well as effective plans for implementing and monitoring activities were some of the crucial conditions mentioned by the respondents. Their argument is that if you understand what you want to achieve and how you might achieve it, you will be able to design a programme that will yield the desired outcomes. These are the reasons for treating this project as sport for development project. Sport for development is conceptually different to sport development as it focuses more on human development rather than the techniques of the game.

This study also looked at the participants' perceptions of how the programme is contributing to their empowerment. Empowerment is a key area that has a contested

definition in development literature. The women and girls interviewed also have differing views about the nature of empowerment. Some of the most common outcomes were perceived improvements in their self-esteem, self-confidence self-awareness and leadership abilities, and tolerance of social circumstances.

The evidence shows that the programme is not about football or any particular sport, rather, it is about the processes and experiences generated from playing a sport. It is evident from this research that sport for development has the potential to empower women and girls in an informal and fun way that encourages personal growth. Participation in football does not have a causal effect on empowerment; rather, there is a need for systems which facilitate the empowerment process.

## CHAPTER 1-INTRODUCTION

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**Key words:** *Development, empowerment, sport and development, and sport for development.*

### 1.1) Introduction

The marginalisation of women and youth is a worrying international trend that needs urgent attention (RSA National Plan of Action, 2011). For example, in South Africa, unemployment is highest amongst young women aged 18-24 years of age; 63% of whom do not have a job. Various developmental organisations across the world have tried to address the problem in a variety of ways. Among these initiatives is the use of sport as a vehicle to promote development (Levermore & Beacom, 2009). Hartmann and Kwauk (2011) note that sport is now recognised by the United Nations (UN) Inter-Agency Task Force and the International Labour Organization (ILO) as a tool for fostering social inclusion and for the development of peace (Report of the First ILO Workshop on Sport for Development 2003). The UN also believes that sport has the potential to contribute towards achieving certain Millennium Development Goals. Some of these goals are: the eradication of extreme poverty and hunger by creating work opportunities (Goal 1); and promotion of gender equality and the empowerment of women (Goal 3); reducing maternal mortality and achieving universal access to reproductive health (Goal 5) (UN, 2007). The UN asserts that these goals are of utmost importance when tackling the issues which confound development (Hartmann & Kwauk, 2011:285). Although the UN recognises that participation in sport is a human right, research indicates that women are underrepresented in all facets of sport (ibid). Various scholars believe that women and girls' participation in sport challenges gender stereotypes and discriminatory practices, and is often used as a method to promote equality and empowerment in society (Meier, 2005; Hartmann & Kwauk, 2011; Engh, 2010).

Jones (2003) argues that since the late 1990s there has been an increase in the number of women and girls participating in sport in South Africa, and also of support for their involvement in sport. This increase could be attributed to the emergence of the Women and Sport Movement in the 1990's, as well as the Brighton conference of 1994 which encouraged policy frameworks of International Sport and Development for women and girls (UN, 2007). Pelak (2010:63) terms this phase as, "the growth and transition years from 1991

to 2000” where there was evidence of an increase in women’s participation in sport. Despite the increase, very little attention is given to women and their involvement in, and contribution to sport (Jones, 2003:130). Engh (2011) also notes that there are very few studies conducted on the experience of women’s participation in sports. Engh’s (2011) findings are supported by a study conducted by the South African Department of Sport and Recreation in 2005 which deduced that 88% of women and girls in South Africa do not participate in Sport (RSA National Department of Sport and Recreation, 2005:4). Mills and Engh (2009) argue that, although the situation has improved, women still fail to attain some of the principles set out in the Brighton Declaration on women and sport. These scholars note that women and girls have barriers to adequate resources to administration fees such as, the cost of transportation and equipment, league affiliation, as well as salaries/stipends for coaches and players. They question why has male sport received more media coverage than female sport. Research indicates that over the years, female athletes have received less media attention than their male counterparts, and have been subjected to sexist and derogatory language, in the media and in society at large (Bianchi & Dirkx 2012). For example, the flood of attention that local and global media lavished on the 2010 FIFA World Cup which was held in South Africa indicates the mass appeal of men’s sport. Just a few months after the FIFA World Cup, the 2010 African Women’s Championship was also held in South Africa. It received very little coverage from either the sports or the development communities (Andrew Guest as cited in Negash, 2010). This shows that development interventions which promote women and girls’ involvement in sport are an essential tool in achieving gender equity and the empowerment of women through development and social change (UN, 2004).

Bianchi & Dirkx (2012) argue that women face many barriers that arise from discrimination and stereotyping, which prevent them from participating in sports, and, consequently, from reaping many benefits from playing sports. Bianchi & Dirkx (2012) assert that creating opportunities for women and girls to play sports may empower individuals by promoting self-confidence, leadership, team spirit and a sense of achievement (Bianchi & Dirkx, 2012). Sports can also provide a platform where females can renegotiate the concepts of femininity and masculinity, and challenge the stereotyping of women as weak and inferior (Jones, 2003). The central question of this research is to explore whether the mere act of

playing football is enough to empower women, or whether a critical assessment of intervention strategies, that claim to facilitate the empowerment of women, is required, in addition.

## 1.2 Objectives of the study

The focus of the research project was to:

1. Assess if football is a viable tool to promote women and girls' empowerment;
2. Investigate the specific added value of football project specifically aimed at women and girls;
3. Identify specific improvements in literacy and life skills. These are the main areas that the programme under investigation focuses on.
4. Establish a relationship between participating in a football programme and women's empowerment.

In order to achieve the objectives of this study, the following research questions were posed:

### **I. Critical Research Question:**

**Is football a viable agent/tool to promote women and girls empowerment?**

#### **ii. Key sub questions**

1. Has the empowerment project enabled (or hindered) the empowerment of women and girls?
2. How has the project increased the human development of individual participants?
3. How can football be employed effectively so as to enhance the quality of life for the young women and girls?
4. Has the project contributed to social development? (This refers to both the participants and their families).

To answer these research questions, a qualitative case study methodology was employed. An interview schedule/guide was used as a tool to collect data from respondents to elicit the women's experiences of one of South Africa's popular sports.

### 1.3 Significance of the study

This study seeks to:

1. Clarify a conceptual and practical **understanding of the role of sports** in empowering women and girls, within a Sport for Development (SFD) conceptual frame.
2. Contribute to the emerging international **literature** on the use of sport for development, and on ways women can negotiate their power relations through sport.
3. Incorporate the key findings of this investigation into recommendations for sport based programmes that deliver education on life skills. The lessons learned can be shared and used to establish good **organisational practices**.

### 1.4) Rationale of the study

What do young people need to thrive, and how can their needs best be met? These questions are of especial interest for this study. To find answers involves identifying and promoting developmental benchmarks, which include social, emotional and moral competencies, a sense of identity and self-efficacy, and opportunities for pro- social involvement (Pelak, 2005). The case study will hopefully find ways of achieving these benchmarks by looking at problems faced by women and youth in South Africa, and then narrow the focus to the issues faced by the participants in this study.

South Africa is an upper-middle-income country, yet it is burdened by high levels of poverty, unemployment and inequality (Tregenna & Tsela, 2008). Women and youth are the groups most affected by poverty, unemployment and inequality. The ILO notes that more than 75 million young people worldwide are looking for work (ILO, 2012), and that they are three times more likely to be unemployed than adults. Young people who live in poverty, with no prospects of employment, are more likely to engage in criminal or violent activities than those living among people who earn good salaries and have a high standard of living (Ward et al, 2012). Poverty by itself does not cause violence, but it may increase the effect of other risk factors (Ward. et al, 2012:53). For instance, poverty may act as a tipping point which results in young people to carry out criminal acts in order to satisfy their basic needs, or to

redress a sense of exclusion because they do not have the material goods that define social inclusion (ibid).

Taking note of the challenges identified above, the Coaching for Hope programme<sup>1</sup> (CFH) was identified as the case study, which could be used for the purpose of this research. This study focused on their “Empowerment of Women and Girls through football” project which targets women aged 18-35 years who are not in employment, education or training. The project aims to use football as a vehicle to promote positive youth development by focusing on physical literacy, numeracy and life skills linked to prevention of HIV/AIDS and gender based violence (CFH, 2011). From this point, the study will often use the term ‘women’ to refer to both women and girls participating in the CFH programme.

## 1.5) Coaching for Hope organisational background

The following programme description was obtained from the websites of Coaching for Hope’s ([www.coachingforhope.org](http://www.coachingforhope.org)) and Skillshare International ([www.skillshare.org](http://www.skillshare.org)), as well as from programme documents and discussions with the Programme staff. Lyras (2011) points out that it helps to understand the process and conditions relevant for SFD interventions.

### 1.5.1) The CFH programme

**Coaching for Hope (CFH)** is Skillshare International’s football based “sport for development” programme. Skillshare International works to reduce poverty, injustice and inequality in partnership with people and communities throughout the world (CFH, 2012). The organisation does this by sharing and developing skills and ideas, facilitating organisational and social change, and building awareness of developmental and environmental issues. CFH is used to build capacity in community based “sport for development” organisations, to train and develop community coaches, and to use football as a platform to enhance youth development. Additionally, CFH seeks to address challenges such as gender inequality, HIV/AIDS, alcohol and substance abuse, violence, and the exclusion of people with disabilities (ibid). The CFH programme is an official charity partner of the Football Association (FA) and is supported by a number of leading English professional football clubs.

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<sup>1</sup> Coaching for Hope is a sport for development programme, based on football, which operates under the auspices of Skillshare International.

### 1.5.2) Motivation of the programme

In June 2011, CFH conducted a participatory workshop in Cape Town which targeted women from six disadvantaged communities: Mitchell's Plain, Ocean view/Masiphumelele, Langa, Bishop Lavis, and Lwandle (CFH, 2011). The objective of this workshop was to pinpoint the challenges faced by females. The main challenges identified by the women from these communities ranged from unwanted pregnancies, alcohol and substance misuse, and vulnerability to crime and rape (ibid). According to CFH reports, the most profound piece of information to come out of the action research was the notion that if young women know themselves, know who they are and what they want, then they can navigate their way through vulnerable situations, and are ready to reach out when an opportunity presents itself (CFH, 2011). This is the process of being empowered. Fawcett *et al* (1996:2) assert that empowerment is the process of gaining influence over events and the outcomes that are of importance to an individual.

### 1.5.3) Empowerment of women and girls through football programme

The 'Empowerment of women and girls through football' Programme (hereafter it will be referred to as the Empowerment Programme or the Programme) is funded by the HSBC and the City of Cape Town (CoCT). The programme runs for three years (April 2012 – March 2015). It is being implemented in three South African cities: Cape Town, Durban and Johannesburg. The CFH programme ethos is about 'women leading women', and thus promoting positive role models for the girls in the selected communities. The aim is to encourage women to play football, but more importantly, to use football as a means to empower women and girls (CFH Programme Director, 2013).

The objective of the programme is to train more female coaches, and generate opportunities for more girls to participate in sessions and competitions led by women, particularly in social situations where barriers are most deeply entrenched (Project officer, 2013). CFH Programme director (2013) noted that the young women volunteer leaders who participate in the project will be mentored, and be given career advice and counseling which will help them get a job. The project aims at being inclusive, and therefore, includes women and girls with disabilities. **This case study will focus on the Cape Town programme.**

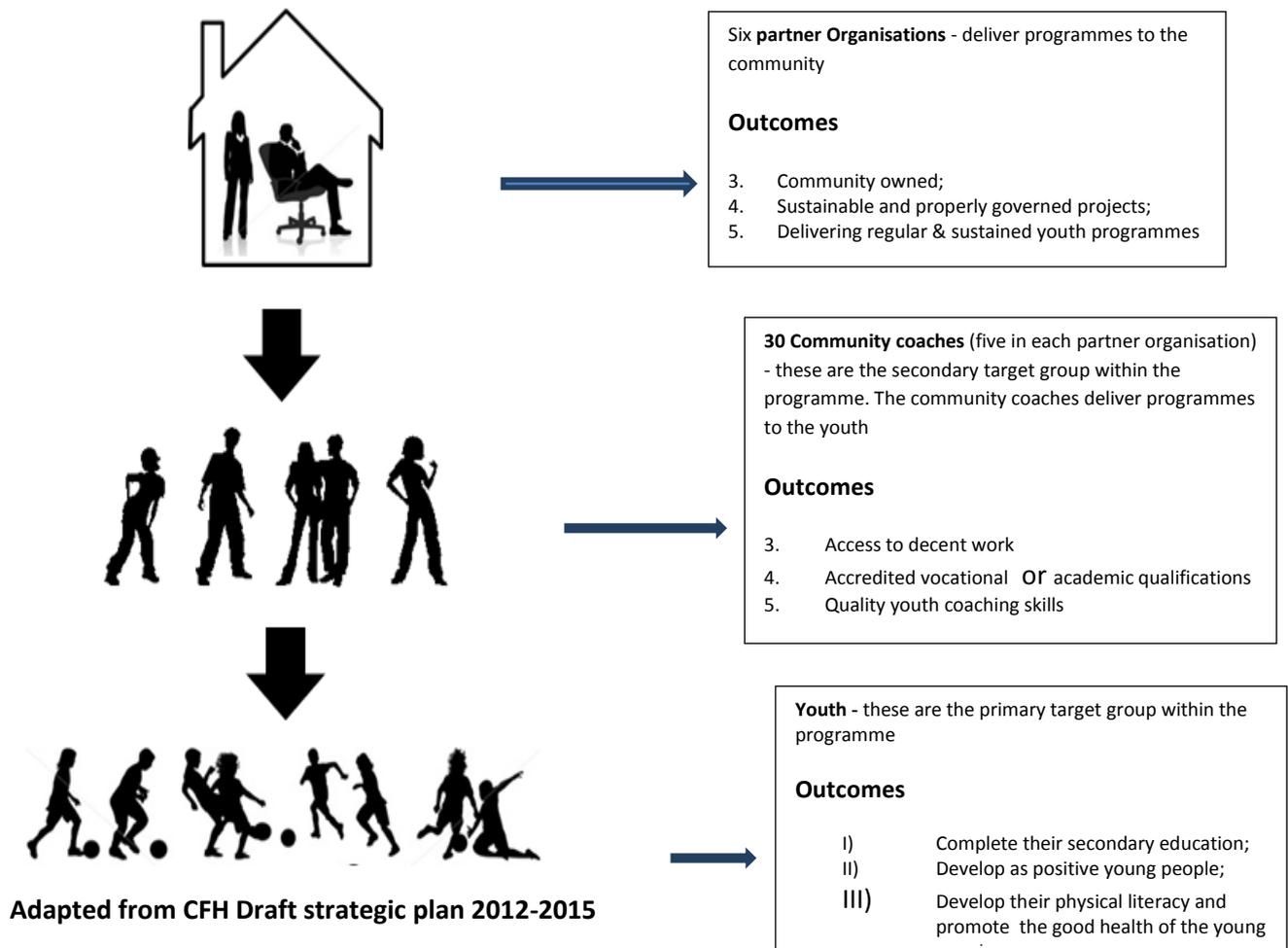
#### 1.5.4) Brief description of the study sites

Six sports for social change organisations in Cape Town participate in the CFH programme. These organisations are located in disadvantaged communities where there is high level of poverty, unemployment and high inequalities. These are:

- **Making an Impact through Sport (MITS)** - Community based sport for development organisation working with school age youth that operates in Mitchells Plain.
- **Orion Foundation**- A foundation working with people with disabilities in Atlantis which includes a sport based disability inclusion programme.
- **ABC for Life (Hout Bay)** - A community based organisation focused on improving educational standards that also runs a football based programme with socially excluded youth from Imizamo Yethu and Hangberg communities.
- **Bread of Life**- A faith based organisation operating in Langa that uses sport as a means of engaging youth in the Township.
- **Isiqalo Foundation**-A community based organisation using surfing and football to engage youth at risk in Masiphumilele and Ocean View.
- **Mighty Superstars**- A women's football project in Lwandle reaching out to girls at risk in the township.

The programme has three main target groups. Girls of school age are the primary target group; women between 18 and 35 years of age are the secondary target group (often referred to as community coaches), and the partner organisations, who are in charge of delivering the programmes to the communities, are the third target group. CFH works in partnership with the partner organisation to build their (the partner organisations) capacity, as well as, improving their sustainability. **Figure 1.1 shows** how CFH works with the partner organisations to help them reach the target populations.

**Figure 1.1: How the programme works**

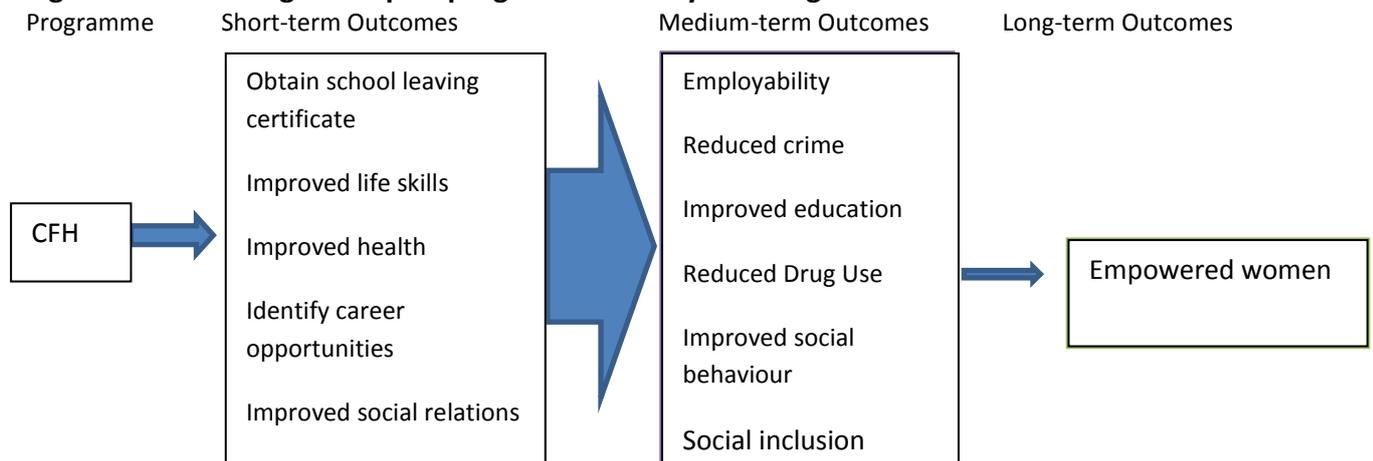


The participating organisations make use of the CFH football and life skills curriculum (CFH, 2013). The women are trained to equip them with the skills necessary for delivering the programmes to the youth. The Empowerment Programme also arranges regular games throughout the year, as well as offering life skills training and academic support at the community venues of each member organisation. These can be refresher courses for coaches, or courses which train coaches in new coaching techniques or life skills (ibid). In addition, the Programme provides tutoring, after school, in numeracy and literacy the tutoring sessions, and the football and life skills sessions are led by school teachers who are employed on a part-time basis. CFH intends to carry out pre- and post- testing of those who took part in the Programme. The aim of the tests is to measure improvements in numeracy and literacy, on the one hand, and in physical literacy and knowledge of life skills, on the other, as a result of the tutoring and training (CFH, 2013). The programme theory that supports these objectives is discussed in the next section.

### 1.5.5) Programme Theory

Rossi *et al* (2004) assert that programme theory is a vital component of any programme. These scholars argue that theory serves to “explain why the program does what it does and provides the rationale for expecting that doing so will achieve the desired results” (Rossi *et al* ,2004:135). **Figure 1.2** shows coaching for Hopes programme theory.

**Figure 1.2: Coaching for Hope’s programme theory of change**



The theory behind the CFH programme is to use football as a tool to empower women and girls. The short term objectives of the programmes are to assist and motivate women who have not finished their school leaving certificate to complete their studies. The programme also aims to improve the participants’ life skills and social relations through training and mentorship. It is anticipated that in the medium term the programme will improve the women and girls employability as they go through training. The primary purpose of this study is to identify the benefits and constraints that accrue to women who participate in the CFH programme as well as perception on how the programme is contributing to their empowerment.

### 1.6) Structure of the thesis

The second chapter of the report consists of the literature review. Chapter 3 discusses the methods of sampling and how the data was collected and analysed. The limitations of this study are also highlighted. Chapter 4 presents the findings based on the responses of the interviewees, observations and document analysis. In Chapter 5, the researcher discusses the core findings based on the research questions. Chapter 6 answers the critical research question by looking at the CFH case study’s achievements, challenges and opportunities for sport for development. The appendices include: the consent form; interview dates; a sample of a transcript; detailed coding process; and a summary of the findings.

## CHAPTER 2: LITERATURE REVIEW

---

### 2) Introduction

This chapter reviews the development literature that explores how football can be used as a vehicle to empower women. A review of sources of data from different academic disciplines has a real advantage in terms of triangulation, and building evidence to determine the accuracy of claims (Punch, 2005) and benchmarking research findings.

#### 2.1) Development Theories

This section of the report looks at the development theories that are used as a lens to explore the viability of football as tool to empower women. The literature will start by defining the key concepts. This provides an analytical structure and helps to establish a single understanding of the key terms. The areas discussed are: development, empowerment, sport, sport and development, and sport for development.

##### 2.1.1) Understanding development

There are many conceptualisations of 'development'. It is a loaded and complex word, and according to some theorists (Esteva 2010:1), one that is "doomed to extinction". This study draws on Sen's account of development. Sen's theory views development as a participatory paradigm, seeking to the removal of the sources of unfreedom, such as poverty, famine and poor nutrition, lack of public services, poor basic education, lack of employment, and lack of political liberty and civil rights (Sen, 1999:15). In the context of this study, development refers to the ability of participants to be self-reliant by combating sources of unfreedom, namely, poverty and unemployment. It also means gaining skills and enhancing the ability of the participants to meet their basic needs, such as food, shelter and clothing, and other things that will break the cycle of poverty.

The heart of Sen's theory of development is *freedom* (Sen, 1999). Freedom refers to the capability of a person to make life choices that enhance or undermine human well-being (Porter & De Wet, 2009). In this study, freedom refers to the capability of women and girls to participate freely in the programme and to reap benefits associated with participating in

this development intervention. Sen discusses two types of freedom: *substantial freedom* and *instrumental freedom* (Sen, 1999). Substantial freedoms enable us to achieve what we value. These include the freedom to live to old age, freedom from illiteracy and freedom to take part in political activities. Instrumental freedoms, on the other hand, promote the expansion of the substantial freedoms. Sen's approach offers a conceptual framework for analysing well-being.

His approach contradicts concepts of development which place the major emphasis on economic growth as the principal driver of development, and where reference is often made to economic indices such as the GDP or GNP (Sen, 1999). Sen's framework suggests that social indicators, such as education, health and democracy, are key indicators of development. He argues that these social indicators emphasise the ability of people to help themselves and to influence the world. Sen's (1999) theory is an appropriate choice because this study focuses on what people are able to do and be, on the quality of their life and on removing obstacles that hinder their development. Sen refers to these as 'functionings' and 'capabilities'. His concept of functionings refers to the various things a person may succeed in 'doing or being' (Sen, 1999:75); while capabilities refer to a person's real or substantive freedom to achieve such functionings (Sen, 1999:73). Thus, functionings can be viewed as the various outcomes a person may achieve (e.g. participating in social activities). Capabilities are considered as a person's ability to do value acts or reach a valuable status of being (Robeyns, 2003:5). They represent the various combinations of things a person is able to do or be (Walter & Unterhalter, 2007; Sen, 1993:31). This study is an effort to evaluate if football will help achieve the kind of development described by Sen.

### **2.1.2) Understanding Empowerment**

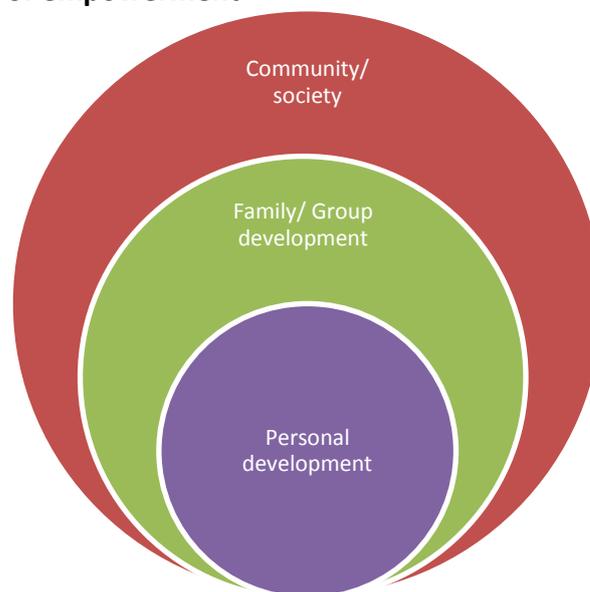
In many countries the empowerment of women is one of the central issues in the process of development (Sen, 1999:202). Key provisions are the education of women, employment opportunities and ownership patterns (ibid). Empowerment, therefore, is a form of development. Scrutton and Luttrell (2007) note that empowerment is a term that has been embraced by a diverse range of institutions from the World Bank to NGOs, but few of these institutions agree on a common definition of empowerment. As an empowerment perspective is the main theoretical base of this study, consequently, it is important to

understand what empowerment is, how it develops and the conditions that are necessary if it is to grow and flourish. Empowerment can be defined as circumstances which enhance a person's or group's capacity to make effective choices, or to transform choices into desired actions and outcomes (Davids et al, 2005; Alsop and Heinsohn, 2005). Alsop and Heinsohn (2005) point out that this definition expresses a capacity building view of empowerment, and they go on to suggest that empowerment is both a process and an end result. For the purpose of this case study, Kabeer's (2001) definition of empowerment is used. He defines "empowerment" as the expansion in women's ability and freedom to make strategic life choices, a process that occurs over time, and which involves women as agents who have the ability to formulate choices, control resources, and take decisions affecting important life outcomes. It may be reasonable to interpret empowerment as the process through which women gain the confidence, strength, and in some situations, the necessary information and skills, to make strategic choices that will improve their standards of living. This helps them redefine gender roles in ways which extend the possibilities for their being and doing (Mosedale cited in Women Win, 2010).

Power is at the heart of empowerment (Kreisberg, 1992). Power is often thought of as our ability to make others do what we want, regardless of their own wishes or interests (Weber, 1946). This power can change and it can also expand (Kreisberg, 1992). Weber (1946) recognises that power exists within relationships between people or things. Power does not exist in isolation, nor is it inherent in individuals. Since power is created in relationships, power and power relationships can change (ibid). For the purpose of this study, there is a focus on Kreisberg's (1992) notion of power. He has suggested that power can be understood as "the capacity to implement" (Kreisberg, 1992:57). He argues that one way of thinking about power is in terms of the ability to make choices; to be disempowered, therefore, is to be denied the power of choice. Of particular significance is his discussion of "integrative power," or "power with". Here he is pointing to situations where gaining power actually strengthens the power of others rather than diminishing it, as is the case with domination/power. His definition is broad enough to encompass power as domination, authority, influence, and shared power or "power with." It is this understanding of power as a process that occurs in relationships, that makes empowerment possible (ibid).

Jupp *et al* (2010) assert that the concept of empowerment has been given different interpretations in different socio-cultural and political contexts, and this shows that it is shaped by the beliefs and value systems. Empowerment can occur at three levels: individual, group and societal (Perkins, 1995). **Figure 2.1** illustrates the many dimensions of the concept of empowerment. It can be exercised in many life domains: personal, group and society levels. As highlighted in earlier, women's empowerment is a dynamic process; it is not static over the life course, but may vary over time, as a result of varied, and/or accumulated experiences, resources, and achievements.

**Figure 2.1: Levels of empowerment**



Hurzler (1990) notes that empowerment is closely related to concepts like self-efficacy and personal competence. This study's main focus is also empowerment at the personal level. If a person is empowered, they possess the capacity to make effective choices; that is, to translate their choices into desired actions and outcomes (Kreisberg, 1992).

### 2.1.3) Measuring empowerment

In recent years donors and international agencies in the development sector have called for effective ways of measuring development initiatives and of demonstrating results in order to show that development interventions do yield the desired results or do lead to some form of change (Sayer, 2004). However, not all processes of development and social change are easy to measure (Coalter, 2007). Measuring the level of empowerment is a contested practice, and there are many debates surrounding such attempts. A number of scholars

have noted that these efforts to measure empowerment lack rigour (Jupp *et al*, 2010). They note that the results can often be elusive and difficult to evaluate (ibid).

In this study, the main aim was to listen to the 'voice' of the participants as they describe how the programme has contributed to their empowerment or disempowerment. Kabeer (2001) states that personal **agency** (the capacity to make personal choices) and **opportunity** structure (the institutional context in which choice is made) influence the extent to which a person is empowered. The degree of empowerment is measured by there being the opportunity to make a **choice**, the use of choice, and the achievement of choice (ibid). Kabeer (1999) argues that empowerment represents the culmination of two components: resources and agency. Agency is the ability to define and act upon goals, while resources, such as education and household circumstances, enable women to exercise agency. Hashem and Schuler (1993) emphasise that it is important to hear the participants' views of what constitutes empowerment directly. This study relied on the respondents' accounts to explain the changes that they experienced. This helped the researcher to understand whether or not the respondents consider that there have been any improvements in their lives. Some of these indicators may show whether they engage in activities which affect their confidence and self-esteem, or the decisions they make, and any other aspect of their lives that enables them to make changes at a personal and/or a communal level. However, the study has to meet the challenges of comparability and of robustness when compared to similar studies. There is a significant limitation to this study as I will not be able to measure the degree of change experienced by the participants. To go beyond purely qualitative measurement requires more robust qualitative measures of the concepts which underpin the assessments. The study does not assume that the programme will have a causative effect on the participants. The study acknowledges that there are other forces at play in their lives which could contribute to the sense of empowerment (or disempowerment) experienced by the participants.

## 2.2) Theories of sport and Development

This section aims at gaining a deeper understanding of the SFD processes that promote the empowerment of women. The study begins by setting down a foundation as to the nature of sport. Theories that discuss how sport is linked to development are also discussed.

Subsequently, the shortcomings in sport and development are explored and examine why organisations are shifting towards SFD.

### **2.2.1) What is sport?**

Sport is broadly defines as an “activity for pleasure” (English Collins) and more specifically as “... all forms of physical activity which, through casual and organised participation, aim at expressing or improving physical fitness and mental well-being, forming social relationships or obtaining results in competition at all levels ” (Council of Europe, 2001). This study focuses on the sport of football and testing its utility as a tool for empowerment. The terms soccer and football will be used interchangeably to refer to the same sport.

Football is the most widely played sport in South Africa; its traditional support base is in the black community and is perceived as a masculine sport among African men (Roberts, 1992). Existing social constructs of masculinity and femininity — or socially accepted ways of expressing what it means to be a man or woman in a particular socio-cultural context — play a key role in determining who has access to a particular sport, at what levels they can participate, and what benefits they can expect to gain from a sport (Davis & Weaving, 2010). Sport and development has socially constructed gendered meaning for identity and privilege (Bryson, 1990).

### **2.2.2) Sport and development**

There are many assumptions about the benefits associated with sports: sport can contribute to social and economic regeneration, crime reduction, improvements in health and in educational achievement (Beutler, 2008:365-366). Sport is believed to have the power to bring people together as it can bridge barriers of all kinds: nationality, language, culture, race and gender (Hoglund & Sundberg, 2008). A typical example is the 2010 FIFA World Cup which was in held in South Africa. People, regardless of class, gender or race, were united around a national cause (Keim, 2008:345) and their love of the sport. Hoglund and Sundberg (2008) caution against this type of event, and argue that effects of a World Cup tournament are likely to be temporary, and may not produce genuine transformation because the mood depends on the success of the games. However, they assert that sport can have a positive effect on integration, though the influence is indirect (ibid). The International Olympic Committee President, Jacques Rogge, has said: “Sport fosters understanding between

individuals, facilitates dialogue between divergent communities and breeds tolerance between nations” (Sport for Development and Peace, International Working Group 2008). Furthermore, sport can: enhance individual empowerment, especially that of women and girls; promote gender equality, social integration and the development of social capital; and combat discrimination (Coalter, 2007:19-20). This study examines critiques of sport and development and focusing more on claims that sport may enhance individual empowerment among women.

### **Critiques of sport and development**

Despite the fact that many influential organisations have made use of sport to address developmental challenges, the role of sport in society has been, and still is the subject of debate (Hartmann & Kwauk, 2011). There are vastly divergent views about the value of sport. At one extreme, there are those who proclaim that sport has the same goals and objectives as any development project, and at the other extreme, are those who argue that sport is part of the entertainment industry, and therefore should be quite separate from development.

Critics argue that sport development focuses solely on improving participants’ skills so that they can compete professionally, and they have condemned sport for encouraging excessive violence. In their view, the emphasis on competition and winning can corrupt people’s minds. Coakley, as quoted in Hartmann and Kwauk (2011) notes that “the act of playing a sport leads to no regularly identified pattern of development or development outcomes. Instead, development outcomes are related to and depend on a combination of factors” (Coakley, in press: 4-5). Traditional sporting practices fail in the eyes of their critics because they do not reach out to communities in ways that promote positive social change (Lyras & Peachey, 2011). Hartmann & Kwauk (2011) argue that if sport is to have a significant effect in development, sporting programmes should be organised in such a way that they are structured in purposive, systematic and achievable ways. SFD aims to meet this demand.

### **2.2.3) Sport for Development (SDF)**

Lyras (2011) defines sport for development ( SFD) as, “the use of sport to exert a positive influence on public health, the socialisation of children, youth and adults, the social inclusion of the disadvantaged, the economic development of regions and ... states, and on

fostering intercultural exchange and conflict resolution”. SFD aims to go beyond providing opportunities to master the techniques of the game. It is going an extra mile and accessing the individual impact that will lead to positive behavioral change. In this study SFD is shown to use football as a vehicle for promoting the experiences from sport. The assumption is that this will ultimately lead to women empowerment. SFD is an important frame of reference because it looks at the various factors which contribute to women and girls’ empowerment.

SFD aims to contribute to fundamental change and the transformation of individuals (Coalter, 2007). Coalter (2013) notes that the focus is not on sport alone, but on the process and experiences incorporated in sport. Coalter (2007) calls this ‘sport plus’. SFD recognises that sport is not a box of magic tricks, nor can it be shown to be the direct cause of empowerment, so people should not expect to be empowered simply because they play sport. It is about using sport as an engine for change, and social intervention. A number of organisations have been working to effect personal and social change through sport. The Women Win (2010) study, which concentrated on empowering women and girls through sports and physical activities, is a typical example. This study argues that participation in sports and physical activities can build confidence, and promote life skills and body awareness, and may also create social networks which foster positive life changes. Additionally, the study asserts that SFD can also change existing gender norms and help women move into public spaces.

Musangeya and Machechete (2012) also make a strong case for SFD. Their case study of Zimbabwe’s Youth Education through Sport (YES) explores how sport can be used to promote gender equity and the empowerment of women. These scholars assert that the programme is in line with the UN General Assembly guidelines of 2006. Musangeya and Muchchete (2012) show how empowerment through sport has helped girls and women to resist domination in sport, and to change their habitus.

Willis’ (2000) case study of the Mathare Youth Sports Association (MYESA) in Nairobi suggests that sport based programmes appear to provide the hope that grassroots development may make a difference, that youth may take ownership of their development, that gender

stereotypes can be challenged successfully through sports programmes, and that the objects of development can become its subjects. Furthermore, MYSA's Letting Girls Play programme has afforded girls a safe and supportive environment where they are treated with dignity and are taught new skills.

The purpose of Sport for Development (SFD) is, therefore, to investigate how sport interventions can promote social change and development in the most effective way (Lyras & Peachy, 2011). SFD focuses on people-centred development. People-centred development is an approach to international development which focuses on improving local communities' self-reliance, and on promoting social justice and participatory decision-making (Roodt, 2001: 5). It recognises that economic growth does not necessarily contribute to human development, and it calls for changes to social, political, and environmental values and practices (Sen, 1999). It is worth noting that CFH acknowledges that sport alone cannot provide solutions to poverty, unemployment and inequality, but it can make a contribution to solving these social problems by encouraging young people to set life goals and to value education. CFH provides the participants in their sports programme with the opportunity to benefit from a development project which invests in improving their employment prospects, thus empowering them.

#### **2.2.4) Using sport as a tool to empower women and girls**

There are numerous articles and studies about the impact of sports; in particular, the ways that women can benefit. Women Win conducted a study which aimed at showing how successful sporting programmes could strengthen girls, on and off the field (Women Win, 2010). Jordan (1999) studied American black high school students' participation in sports. He measured the effects on school engagement and achievement, in order to provide empirical evidence of a correlation between sports participation and certain school-related outcomes, for example, increased GPA levels and students' academic self-confidence. His study also provided evidence of a positive link between sports participation and academic achievement (Jordan, 1999:70). Similar studies conducted in South Africa (McFadden, 1992; Roberts, 1992; Meintjes, 1998; Jones 2001, Lemon, 2001; Mama, 2001 and Haugaa, 2010) have found that sport is linked to positive developmental outcomes.

Although increasing attention is being directed at women's participation in male dominated sports, few studies focus on community coaches or women who play football at a non-professional level. This thesis addresses this omission by studying ordinary women and girls from disadvantaged communities who use football as a tool to address societal ills, like unemployment and poverty. Many studies also put more emphasis on sport and development and less focus on participants' individual development. This study focused on women and girls personal development.

### 2.2.5) Mechanisms in which sport is used as a vehicle for development

While a number of studies proclaim the benefits of sport participation for women, there is often lack of substantial evidence to support these claims. Few conclusions have been drawn regarding the mechanisms by which sport positively facilitates, or contributes to development (Coalter, 2007; Høglund & Sundberg, 2008). Høglund and Sundberg (2008) analysed South Africa's experiences to explore the processes through which sports can promote reconciliation. They concluded that there is still need for further research on the mechanisms and contextual factors that allow sport be used as a vehicle to promote development. However, these scholars discussed factors that they deemed necessary for a successful implementation of sport development interventions. For sport based development strategies to yield desired outcomes, there is need for proper planning and monitoring of activities (Høglund & Sundberg, 2008). UNDP (2009:5) asserts that without effective planning, monitoring and evaluation, it would be impossible to determine the progress made in sport interventions. This will help in knowing whether progress made can be attributed to that intervention and how future efforts might be improved. Coalter (2007:1-2) echoes these sentiments. He asserts that there is often lack of evidence on outcomes and effectiveness of sport interventions.

**Figure 2.2** illustrates that the focus of sports as a tool to individual development rests mainly on the creation of opportunities. By participating in a sport intervention, an individual will enhance their sporting skills. The life skills incorporated in the programme is assumed to contribute to personal development, change in behaviours and ultimately there will be a ripple effect at community level. It is claimed that, SFD interventions might lead to

individual and community development, taking into account opportunities, sport outcomes resulting in personal and social development impacts.

**Figure 2.2: How does sport achieve these results? Adapted from- (Coalter, 2007:20)**



### 2.3) Why focus on women and girls?

Globally, women are more vulnerable to poverty than men (UNDP, nd). As noted in chapter 1 of this thesis, women face much discrimination in life. Some of the factors are: under-representation in education, unemployment gender equity, violence against women, alcohol and substance abuse and health related issues. CFH addresses these challenges through their programme. The theories discussed in the previous pages will be used to assess how the problems identified in the next section hamper women’s active involvement and participation in sport. These problems explain why there is need to focus on empowering women.

#### 2.3.1) Education of women and girls

Sen (1999) notes, deprivation of education is a form of unfreedom which hinders development and escalates the levels of poverty. Therefore, providing opportunities for the education of women can play a significant role in the overall development of communities (NPC, 2011).The UN Population Fund recognizes that, "Education is one of the most important means of empowering women with the knowledge, skills and self-confidence

necessary to participate fully in the development process" (ICPD Programme of Action, paragraph 4.2).

South Africa is ranked 139<sup>th</sup> in the world in literacy and numeracy skills among children (NPC, 2011) and its high levels of poverty continue to deny thousands of children access to quality education (NPC, 2011). Less value is placed on academic achievement of girls who are often socialized to become home keepers and child-bearers (Roberts, 1992). UNICEF reports, "Many schools are not child or girl friendly. Some are situated far from homes, exposing girls to danger when they walk to and from school. Girls trying to stay in school are also at risk of being sexually harassed and exploited in schools by teachers and fellow students." An example was given of a learner coming late and having to exchange sex with a teacher in order to be allowed onto the school premises that had been locked. These issues often lead girls to drop out from school making them less employable in the long run hence making it difficult for them to meet their basic needs. Some of the participants in the CFH programme have experienced these challenges and this study intends to capture their experiences.

#### **2.4.2) Unemployment among women and girls**

73% of people who are unemployed in South Africa are below the age of 35 (Price, 2012). Unemployment amongst women in South Africa is 26.7% (see figure 2.3) (STATS SA). Figure 2.4 shows that youth are the more affected by unemployment than adults. This is demonstrated by the unemployment rates for youth which stands at 38.8 % compared with 14.9% for adults (STATS SA). Unemployed young people tend to be less skilled and inexperienced – almost 86% do not have formal further or tertiary education, while two-thirds have never worked (ibid). The statistics point to high unemployment among women, so it follows that there is need for development interventions that will help address this situation. The focus of this thesis is to look at a group of women who have been previously disadvantaged and explore channels in which they can improve their employability and hence lead to them being empowered. Empowerment is gained through the development of personal efficacy, which will enable people to take advantage of opportunities, and to overcome or remove environmental constraints which maintain the status quo which favours certain dominant elites.

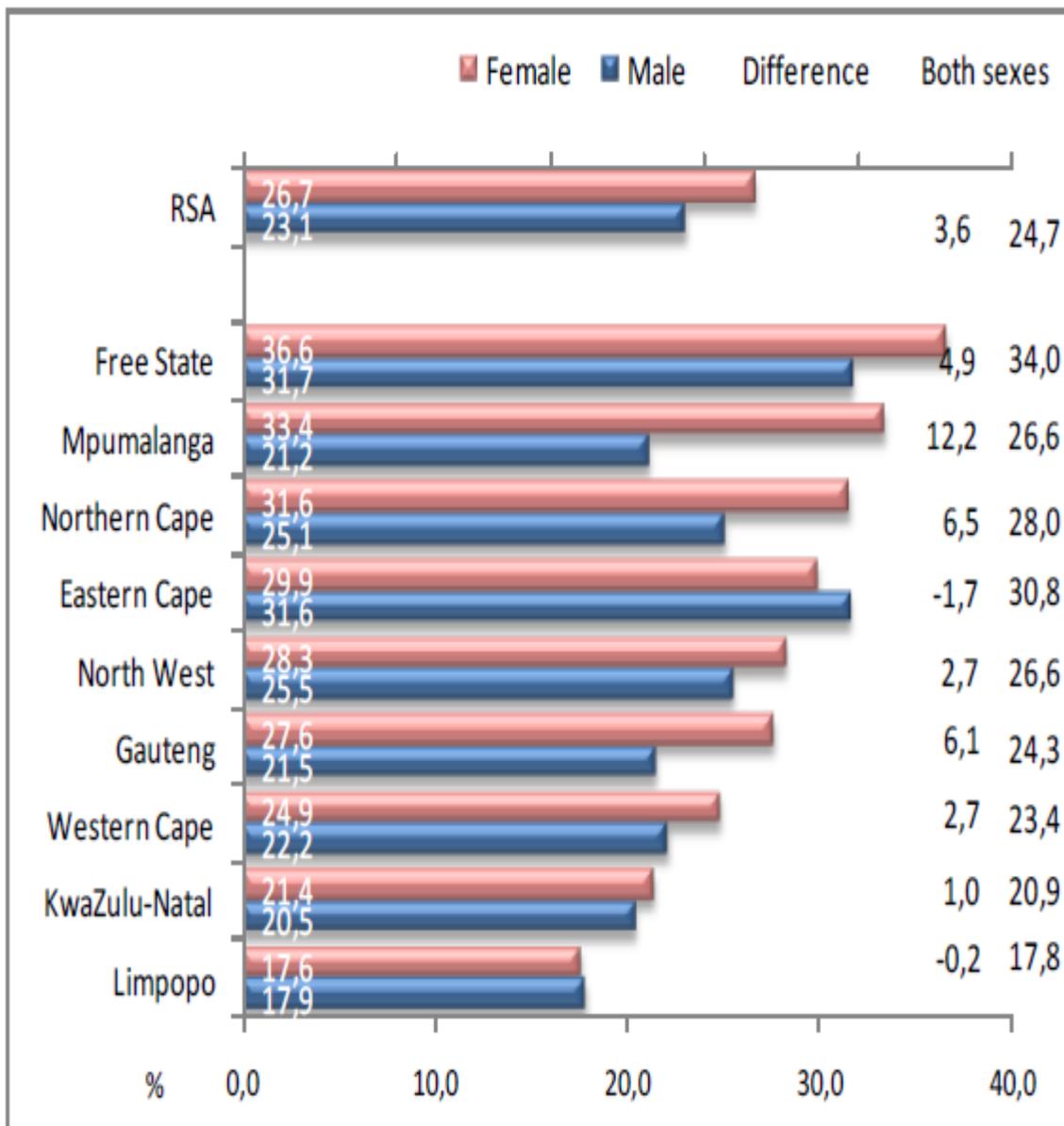


Figure 2.3: Unemployment rate by sex (source- Stats South Africa: labour market trends in South Africa-2013)

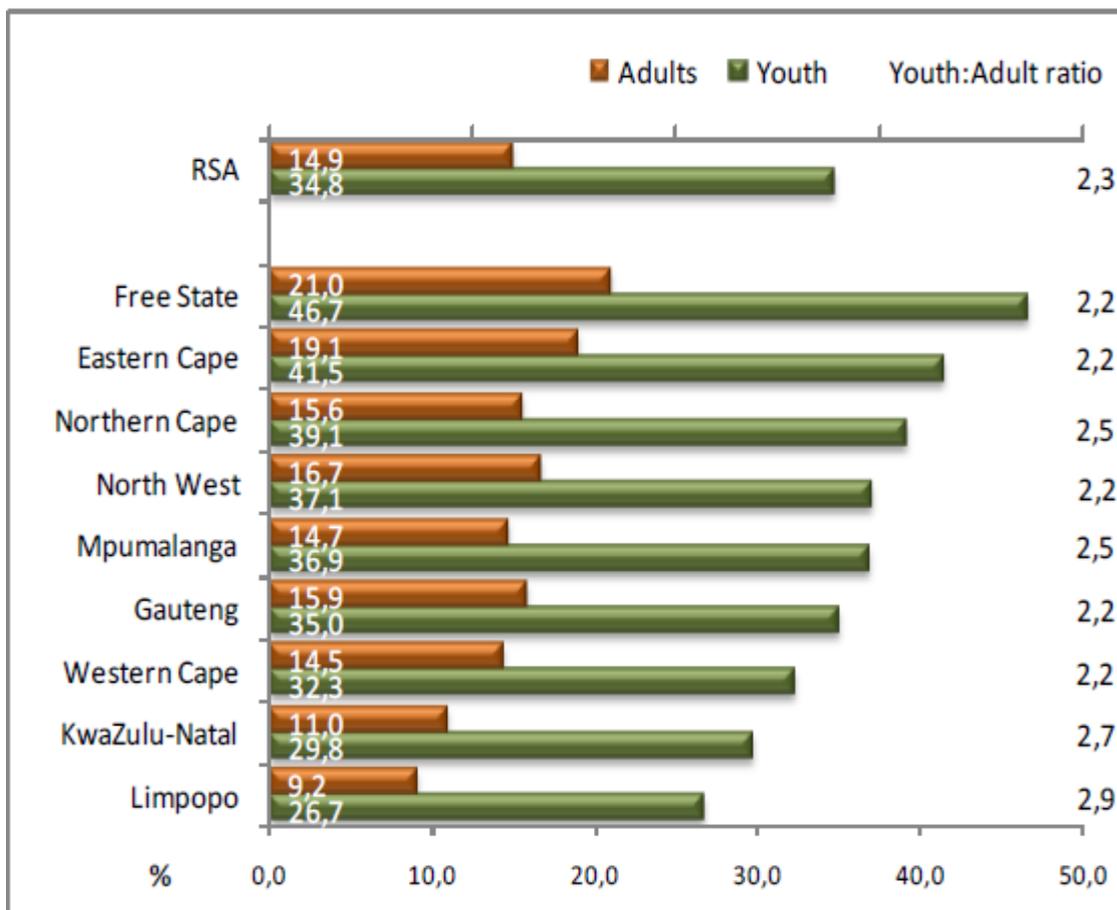


Figure 1.4: Unemployment rate among youth and adults, 2013 (source: Stats South Africa-Labour market trends in South Africa-2013)

### 2.4.3) Gender Equity

Gender is a social construct that outlines the roles, behaviors, activities and attributes that a particular society believes are appropriate for men and women. Globally, evidence of gender inequity includes the widespread preference for sons over daughters, limited education and work opportunities for girls and women, and high levels of physical and sexual violence against girls and women (UNICEF, 2006). The South African constitution and its bill of rights has embraced gender equity as a foundation of democracy in the country (DWCPD, 2009). Gender equity is, first and foremost, a human right (UNICEF, 2011; UNFPA, 2008). It is considered to be crucial for the realization of human development and advancement of women, as well as meeting the millennium development goals. Despite

having a constitution that enshrines gender equality, much of South African society remains patriarchal (DWCPD, 2009).

The Beijing Declaration and Platform for Action (1995) argues that gender equality can be linked with women's empowerment. The declaration notes that:

Women's empowerment and their full participation on the basis of equality in all spheres of society, including participation in the decision-making process and access to power, are fundamental for the achievement of equality, development and peace.

Generally, South African men have little or no respect for the rights of women, which at its worst manifests in high levels of violence, both domestic and sexual, in particular, as murders and rapes (Bianchi & Dirkx, 2012). Unequal power between men and women is at the root of issues, such as, limited or no access to education, a higher burden of poverty, a high number of teenage pregnancies and a higher rate of infection with HIV/AIDS (ibid). According to the 2010 South Africa census, 51% of women are active contributors of the country's GDP (STATS SA, 2010). However, men earn more than women, and more men own property compared to women (UNICEF, nd). This unequal distribution of resources puts women in an iron cage of poverty, which deprives them of opportunities to grow, and consequently entrenches their disempowerment (ibid). In this case study, the Programme challenges these socially constructed norms and encourages women to have a voice in society.

#### **2.4.4) Violence against women and girls (VAW (AG))**

Violence against women<sup>2</sup> is a major concern, and the problem is still concealed as many women bear it because of socio-economic factors, such as culture, low education, unemployment and dependency on the perpetrators, who are in the main their partners/spouses (WHO, 2002; UN Women, 2011). As a result, many reported cases of Violence against Women (VAW) are later withdrawn by the victims because of fear, or shame, or the loss of the financial support of the perpetrator (UNICEF, 2012). Women living

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<sup>2</sup> The World Health Organization (WHO) defines sexual violence as: 'Any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances, or acts to traffic or otherwise directed against a person's sexuality using coercion, by any person regardless of their relationship to the victim, in any setting, including but not limited to home and work '(WHO, 2011).

in disadvantaged communities are more vulnerable to criminality and violence. In addition, many men, and women, believe that coercive sexual behavior against women is legitimate (Roberts, 1992). Violence costs women their dignity, self-esteem and ability to contribute to the household, and to take on other economic responsibilities. To tackle violence among women in South Africa, the causes must be addressed, as a matter of priority, by the government, as well as by civil society (Ward *et al*, 2012).

Research indicates that women who have been physically and sexually assaulted by their partners, as well as those who are in relationships where men have a greater degree of control over them, are at a higher risk of being infected with HIV than other women (Kalichman, 2006). Interpol also notes that South Africa is the world's rape capital, and less than 1% of rape cases are reported to police (SABC NEWS, 2012). It is estimated that in South Africa a woman is raped every 17 seconds. Rape victims are more likely to be young women aged between 16 and 25 years (STATS SA).

Approximately 3.3 million South African women are living with HIV. 10% of South African youth between the ages of 15 and 24 are infected with HIV (Avert, 2012). Girls and young women make up 77% of that 10%. The most efficient way of preventing the spread of HIV is through the adoption of a relational approach. This requires that young people are involved in youth development programmes, which address behavior change in addition to imparting knowledge. This involvement must be sustained over time. Sport could provide a platform where females can renegotiate concepts of femininity and masculinity, as well as challenge stereotypes which label women as weak and inferior.

#### **2.4.5) Alcohol and substance abuse**

Alcohol and drug use and abuse continue to be a major problem worldwide, and in South Africa (United Nations Office on Drugs and Crime, 2009; Department of Social Development, 2012:33). The availability and use of illegal drugs continue to be on the increase, especially in Cape Town (Department of Trade and Industry, 2012). Alcohol increases the risk of young people contracting HIV infections (Kalichman, 2006). Alcohol affects the mind and body in unpredictable ways and it also leads to lack of judgment, the loss of skills to handle alcohol wisely (Anderson, 2009). As a result, the abuse of alcohol by young people leads to destructive behaviors. Women's vulnerability to alcohol abuse is heightened by their

financial dependence on men, lack of education, poverty, and sexual exploitation (UNICEF, 2012). CFH's alcohol and substance abuse training programme to raises participants' awareness on these issues.

#### **2.4.6) Participation of women and girls in Sports**

Opportunities to engage in sport remain unequal, in terms of gender and socio-economic status. It has been argued that there are fewer female football players in Africa than on any other continent (2.9% in Africa compared to 10% in Europe and 23% in North and Central America) (Saavendra, 2007). The same attitudes which impede gender equality and the empowerment of girls and women in South African society at large discourage their participation in sport. Women who play football often experience discrimination from their families and communities, have been the target of gender violence, including murder and rape, and struggle to gain the support and recognition of the sport's governing body, which is male dominated, and has limited interest in the women's game. For example, In 2008, a leading female football player and national team (Banyana Banyana) member, Eudy Simelane, was "correctively raped" and murdered in her local community as a punishment for being an openly gay woman and a powerful role model. As a talented player, she was able to travel and improve her life prospects through football (Jecks, 2009). Despite public hostility, thousands of women across the country continue to actively play football. Research suggests that sport has the potential to raise self-esteem and self-worth, especially, in the case of women. By participating in sport, women and girls have the opportunity to successfully challenge traditional stereotypes and oppressive gender relations.

#### **2.5) Conclusion**

A review of pertinent literature has provided evidence to support the hypothesis that participating in sports is related to positive developmental outcomes. However, it is important to note, that studies have indicated that sport alone cannot cure societal ills. Sport can work in conjunction with other factors to deliver certain desired outcomes. The next chapter will, therefore, test these findings by using the CFH project directed at women and girls to confirm the findings of the literature review. The above-mentioned literature will also help this study to determine the extent to which the CFH programme meets its goals, to promote the capabilities and the empowerment of participants.

## CHAPTER 3-DESCRIPTION OF RESEARCH METHODOLOGY

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### 3) Introduction

This chapter presents the research methods used to answer the central research question. There is also a brief description of the qualitative research design, which is the basis of the methodology utilised in this study. Other areas discussed include the population, the sample and sampling techniques, data collection and analysis. The ethical procedure followed in this study is also discussed.

#### 3.1) Research design

This qualitative case study employs a variety of research methods in seeking to answer the research question. Qualitative research involves analysing data, in this case, the words from interviews, pictures, videos or objects (Neil, 2007). Qualitative research can be used to gain insight into people's attitudes, behaviours, values systems, concerns, motives, aspirations, culture or lifestyle (Richie & Lewis, 2003:05). Since this thesis is mainly concerned with the participants' views, attitudes and opinions on how football is a viable tool/agent in empowering women and girls, the study has opted to use a qualitative approach. "A major strength of a qualitative approach is the depth to which explorations are conducted and descriptions are written, usually resulting in sufficient details for the reader to grasp the idiosyncrasies of the situation" (Neil, 2007). Babbie (2010:296) reiterate this and asserts that qualitative studies have the ability to provide researchers with a comprehensive perspective. Myers (2000) also notes that, "One of the greatest strengths of the qualitative approach is the richness and depth of explorations and descriptions". In addition, it facilitates understanding of 'context' in which social processes take place. By using qualitative research, the study will be able to convey the participants viewpoint on how participating in the Programme has benefited them, what constraints they have encountered, as well as their likelihood of being empowered through the CFH Programme.

##### 3.1.1) Case study methodology

For the purpose of this research, a case study research strategy was adopted. A case study is "an empirical inquiry that investigates a contemporary phenomenon within the real life context when the boundaries between the phenomenon and context are not clearly evident, and in which multiple sources of evidence is used" (Yin, 2009:19).

A number of scholars frequently criticize the case study method and argue that its dependence on a single case renders it incapable of providing a generalising conclusion. Yin (1993) presented Giddens' view, that case methodology was "microscopic" because it "lacked a sufficient number" of cases. Yin (2003) replied that the relative size of the sample whether 2, 10 or 100 cases does not transform a multiple case into a macroscopic study. He asserts that the goal of a case study is to establish the parameters, which could then be applied to other research studies on the same topic. Even a single case could yield valid results, provided it meets the established objectives, of qualitative research. These objectives of the qualitative research method are to: describing, understanding, and explaining (Yin, 2003).

The aim of a case study is "the precise description or reconstruction of a case" as well as also recognising its complexity and context (Flick, 2004:147; Punch 2005:144). The case study research design allows researchers to use multiple sources of evidence in order to give in-depth analysis of the social phenomena (Yin, 2009:10). This study sits with the above description. For the purpose of this study, the source of the data includes: semi-structured face to face interviews, CFH's website, together with official reports and documents from workshops.

## **3.2) Data collection methods-Selection criteria**

### **3.2.1) Population**

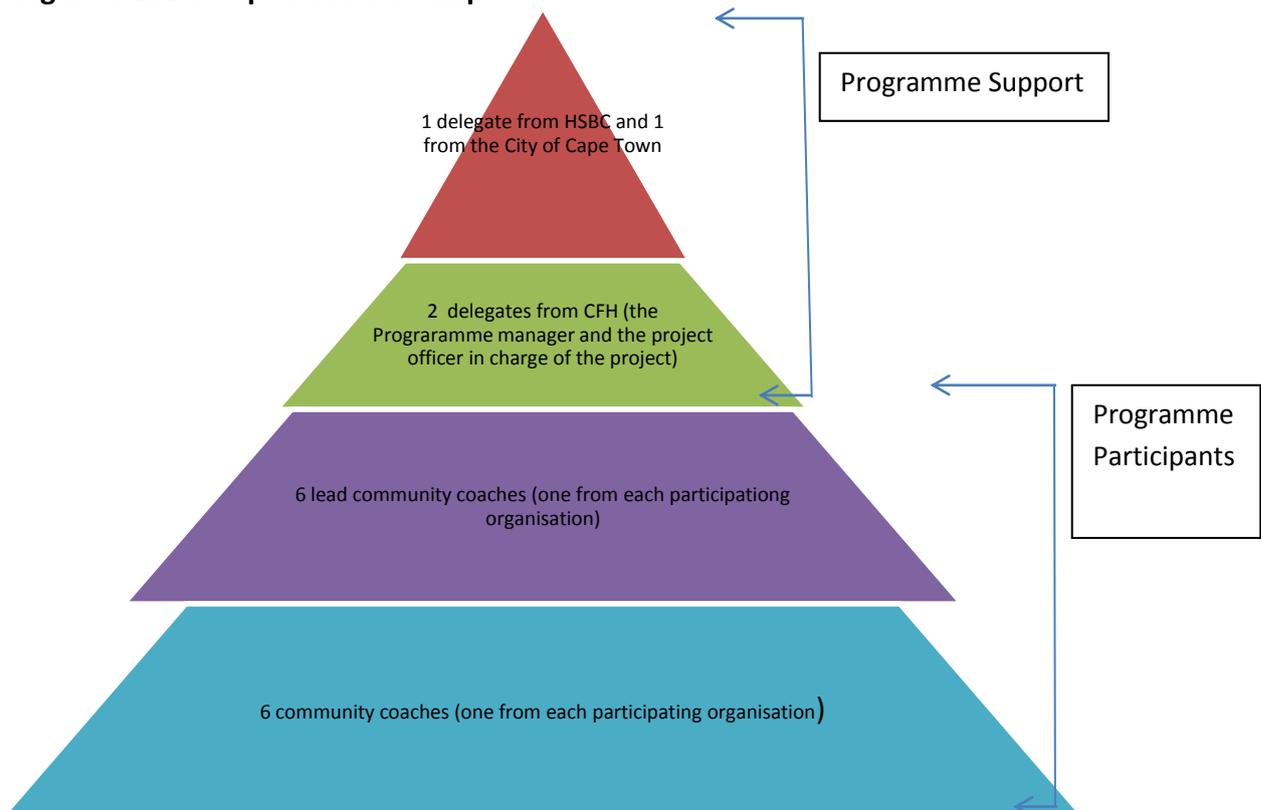
As mentioned in Chapter 1 of this thesis, the CFH programme has three target groups: the partner organisations; the women in the Programme who are community coaches and; the young people who participate in activities that improve their football techniques and, use of life skills activities. The Cape Town programme has six partner organisations. Each partner organisation has five community coaches. In total, there are 30 community coaches. These coaches are young women and girls, between 18 and 35 years of age, who come from disadvantaged communities. In this study, delegates were interviewed from CFH, community coaches as well as the Programme donors.

### **3.2.2) Sampling and sampling techniques**

For the purpose of this case study, a non-probability sampling technique, which is called "purposive sampling", was used. Richie and Lewis (2005) declare that this kind of technique

enables researchers to focus on particular characteristics of a population, that will aid the researcher to answer the research questions. Bryman, (2008:458) agrees with this statement, and adds that in this kind of sampling, ‘the researcher samples on the basis of wanting to interview people who are relevant the research questions’. The central actors in the CFH Programme were chosen to participate in the research. A cross-sectional sample enabled the researcher to represent all the participating organisations. Cross-sectional sampling is normally used to represent each category within the population (Brady & Johnston, 2008). This kind of sampling does not allow the researcher to make statistical generalisation of what is happening in the project, but it will give an idea of how the project is progressing (ibid). After taking the above into consideration, the following sample was selected: two respondents from the donors, two from CFH, and two community coaches from each of the six partner organisation. The total sample size was 16.

**Figure 3.1: Description of the sample**



The donors were interviewed to determine the project’s sustainability. CFH as the programme implementers were interviewed to know more about the project’s goal and objectives. CFH also provided information on the systems which monitor the progress of the Programme. As they are the main beneficiaries, the community coaches were interviewed

in order to learn more about their expectations of the Programme, what they have learnt and, their views on how the Programme is contributing to their empowerment.

### **3.3) Data collection instrument**

This qualitative case study used multiple methods of data collection, including face to face interviews, participant observations, field notes, CFH's progress reports as well as previous studies to verify information. Primary data was collected through sixteen semi-structured interviews. This was done to get accurate and reliable information (Punch, 2005).

#### **3.3.1) Semi Structured Interviews**

The purpose of interviewing people is to understand their experience and the meaning they give to their experience (Kvale, 2007). Weiss agrees with Kvale, and adds that, "interviewing gives us a window on the past" (Weiss, 1994:1). The data collection was done by conducting interviews, using an interview schedule. The interview schedule served as a guide, which ensured that all relevant topics were covered in the course of each interview. This practice allows the findings of individual cases to be compared. Participants were encouraged to volunteer opinions and experiences so that the interview was not shaped by the interviewer's presuppositions. This allowed the participants to fully express their opinions on certain matters. Most of the interview questions were aimed at identifying similarities and differences in the programme designs (e.g.: why does the programme use football as a tool to empower women and girls? What kind of support is in place for the effective implementation of activities? Who are the target group of the programme?). The other focus of the question was to identify the different definitions of empowerment and outcomes of the Programmes and, the tools used to measure progress (e.g.: What outcome(s) does the programme aim to achieve? How does the programme define empowerment? What challenges has the programme encountered).

##### **i) Face to face interviews**

All interviews were conducted face to face. Face to face interviewing has been credited with allowing respondents to disclose their experiences freely, in comparison to other interview techniques, for example, telephone interviews (Babbie & Mouton, 2001). It was important to see the respondents' facial expressions and other para-verbal communication, as this enriched the meaning of their words. Various research techniques were used, such as

probing, prompting and echoing where relevant, which revealed new questions and new answers. The intention was to listen to the voice of the participants, and to observe them in their own environment. Field and Morse (1992) describe the researcher's interpretation of these experiences as an emic perspective. To avoid participants' fatigue, each interview was conducted in less than one hour.

The first interview acted was undertaken as a pilot study. Baker (1994:182-3) asserts that a pilot study can be used to pre-test a particular research instrument. De Vaus (1993:53) also cautions that, "Do not take a risk. Pilot test first". From the pilot interview, one was able to get valuable clues-what questions were relevant, and which ones were irrelevant; for example, the different trainings of training that the coaches received facilitated more questions about training and what they learnt from it.

The content of the interview was determined by specific experiences of each participant. The focus was on how the women became involved in the Programme; what their experiences of the Programme including motivations, challenges and sources of encouragement to participate in the Programme; their perceptions about change, opportunities and challenges hindering or motivating women to participate in SFD programmes. Most interviews took place at the partner organisation offices while some were conducted at the participants' homes. This process allowed the respondents to have the feel of a conversation in their own familiar environment, as opposed to a structured procedure. Weiss (1994) believes that this kind of setting which allow a respondent to feel at ease, is more likely to result in participants divulge valuable personal information. All the interviews were conducted over a two week period in August 2013. A total of 15 respondents were interviewed. Every interview was recorded and transcribed in full. Weiss points out that the merit of recording interviews -it is impossible for an interviewer to note down every word. Furthermore, if a researcher is taking notes he/she cannot concentrate on the body-language of the subject (Weiss 1994). Creswell also stresses this point and recommends that researchers should use lapel-microphones to ensure a good quality recording and to avoid the intrusiveness of a Dictaphone; in the case the tape-recorder might be malfunction, an interviewer should take notes on the questionnaire (Creswell 1998). These recommendations were followed while notes were jotted down during the

interviews. The interview schedule was structured according to the different themes relating to the central research question (see Annexure 2: Sample investigative questions).

### **ii) Telephonic interview**

The researcher conducted a telephone interview with one of the girls who had left the programme. This was to verify what some of the coaches were doing after they left the Programme.

### **iii) Direct observation of participants**

According to Padgett (2004:10) interviews on their own lack sufficient density and texture that come from incorporating observational data, and/ or use of documents. He argues that the use of more than one method amplifies the validity of the findings. The researcher took this to heart, and therefore, decided to expand her understanding of the Programme through direct observation of participants. This gave the researcher an opportunity to take note of interactions between players and the community. Attending some of the games gave the researcher an opportunity to engage in casual conversation with the participants, and gain further insight into their views about the Programme in an informal setting. Field notes were taken during the conversations, and later added to the research journal. The researcher also got consent to take pictures<sup>3</sup> during the study. During the research journey, the researcher found out that the use of interviews, documents and observation is complementary and helps double check facts.

### **3.2.2) Documentary sources**

The monthly progress reports from the partner organisations were reviewed. The CFH's website was perused for leaflets and news on the women and girls project. There was a lot of background information from these reports, as well as information about the challenges and successes that the project has navigated. This information complemented the information derived from the interviews. It also verified some of the findings. Mouton *et al* (2001:282) also confirm that reviewing supplementary documents will provide a rich description to the case study.

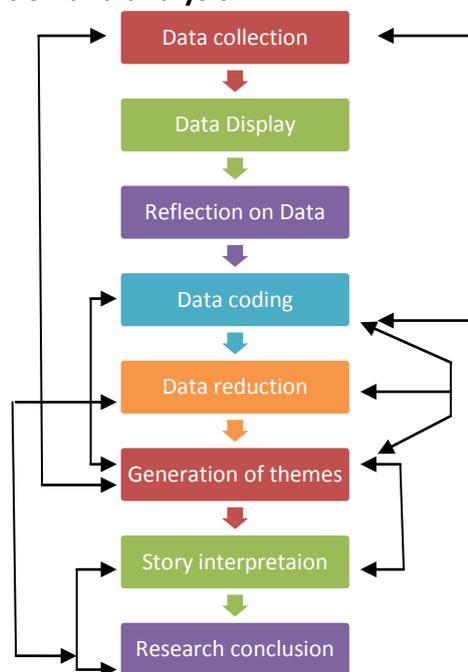
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<sup>3</sup> All the pictures used in this report are part of CFH educational programme which are also available on the Programmes website. These pictures do not include any person who had been subjected to sexual abuse nor do they point out to participants sexual orientation i.e. gay/lesbian.

### 3.4) Data analysis

Data analysis involves the transformation of raw data into final description, narrative or themes categories (Punch, 2005). This study drew on Miles and Huberman’s approach to qualitative data analysis. Miles and Huberman’s approach to qualitative data analysis provides a framework for maintaining a vigorous and systematic procedure for analysing each interview. Richards and Richards suggest that ‘working up from the data’ and later reflecting on, and exploring it to see what impressions form and how to summaries these (Richards and Richards, 1999:466). It is worth noting is that there is no set procedure that one can follow when organising and analysing qualitative data. Data analysis is not a linear process, rather, it is a back and forth process that involves moving from one stage to the next. Figure 3.3 illustrates the multi-dimensional process that was followed during the research journey. The analytical process involved countless readings of the text, coding and writing memos, and continuously reflecting on the data. The study identified common themes that emerged from the data which could be translated into themes of a story; this allowed for conclusions to be drawn from the story. (See Annexure 6 for a detailed description of the coding process)

**Figure 3.3: Data organisation and analysis**



### **3.5) Research Ethics**

The CFH were consulted, along with its partner organisations and the community coaches, prior to conducting the interviews. All the respondents were briefed about the purpose of the research, and were asked if they wished to be part of the research journey. Although there were no foreseeable risks in taking part in this research, the participants' safety was at the top of the list of the researcher's priorities. Participants were informed that all the information collected would be accessible to the researcher and supervisor. Pseudonyms were used in the interview transcripts and in the final report in order to protect the identity of the participants. After listening to the explanations, the respondents voluntarily signed the consent form, and agreed to the recording of the interviews.

### **3.6) Limitations of the study**

This study is limited in terms of time, sample size, inability to interview core sponsors and lack of baseline information (see Annexure 7 for a detailed explanation).

### **3.7) Conclusion**

The collection, organisation and analysis of qualitative data are very demanding and time consuming process. There are no shortcuts if one wants to get reliable information. In the following chapter, a detailed account is presented of the findings.

## CHAPTER 4- RESEARCH RESULTS

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### 4.1) Introduction

This section of the report focuses on the key findings in relation to the research objectives. With the central research in mind, the findings have been arranged according to the following research themes:

- I) Understanding and expectations from the Programme
- II) Using football as a tool to empower women and girls
- III) The women and girls as the key beneficiaries
- IV) Understanding of empowerment

### 4.2) Understanding and expectations from the Programme

CFH works with a number of organisations that use sport as a means of engaging and uplifting young people who live in challenging social circumstances (CFH programme Director, 2013). The organisation uses the game of football and life skills training to address the Millennium Development Goals, and other challenges which inhibit development. The Programme addresses social issues that affect young people, such as HIV/AIDS, substance abuse, human rights, social inclusion and marginalisation of marginalised groups, such as orphans and young children, women, people with disabilities, people living with HIV/AIDS and poor people (CFH programme officer, 2013). CFH training manuals be downloaded from their website ([www.coachingforhope.org](http://www.coachingforhope.org)). These training manuals include three life skills manual which tackle HIV/AIDS and substance abuse. CFH's Goals without post manual offers advice to coaches on ways of adapting to various situations, and how to utilise unlikely items at football training sessions. For example, if there is no football pitch and there are no balls, participants can make balls from plastic bags and old cloth that can be picked up in their area. All the training sessions are practical, and include games and fun based activities that encourage participants to make decisions, to debate, and to develop new skills. The aim is to empower the participants by helping them make informed decisions and to have more confidence in themselves.

In order to ensure the sustainability of the Programme, CFH has established strategic partnerships with community based organisation in disadvantaged communities. These

organisations run their coach education programme. The respondent from the CoCT emphasised that:

We want sustainable programmes in these communities, run by the communities themselves at the end of the day. If these programmes are going to be dependent on city support or even support from Coaching for Hope, then we would not have necessarily succeeded in our objectives so the programme needs to build local expertise, local leadership. The model where CFHe uses local NGO's is again an attractive point for us, that its people from those communities that are involved in running the programmes. If it's going to be relying on people coming from outside of the communities, it will never be sustainable (Officer from the CoCT, 2013).

This is an example of a people led approach which Sen (1999) sees as a preferable model. Sen (1999) argues that when people take charge of their own development, it is more likely to be sustainable. The idea of having community coaches to act as role models for other community members also ensures continuous support is available for those who have completed a course run under the auspices of CFH.

#### **4.2.1) Objectives of the programme**

The project officer for CFH noted that the Programme has objectives tailored to meet the needs of the three groups of beneficiaries (the partner organisations, the community coaches, and the youth). The CFH objectives for the partner organisations are to develop their administrative capacity so that the way courses are delivered is improved. She noted that, “we offer them financial training or some training in terms of the organisation’ (CFH Project officer, 2013). With regards to the coaches, the CFH objectives are to improve the skills of coaches by helping them get certain qualifications which will enable them to find a job after they have completed various training courses. As to the participants themselves, that is, the young girls who attend the training sessions, here the CFH objective is to make sure that they complete their studies and learn necessary life-skills. She argues that this strengthen their psycho-social characteristics which then puts them in a position to make good life choices. Furthermore, the Programme seeks to improve the participants’ knowledge of life skills, their attitudes towards life, and for that to be reflected in their behaviour. The Programme Director of CFH revealed that:

There are two main objectives to the Programme, one is around the young girls and encouraging them around their education and life skills and hoping that they will have a better future ah but also in terms of the community coaches that we use recruiting from that body of young women and helping them develop their employability long term (CFH Programme Manager, 2013).

When asked if the women and girls programme translates well into the CoCT's objectives, the respondent said:

This is one of our flagship partnerships. On the one hand, we are making good use of facilities and in this case it's not just a generically shared statement. We have built five a-side artificial courts in a number of communities and we need these facilities to be utilised. The Programme for girls' soccer fits in very neatly into the utilisation of these five a-side courts. Obviously from the perspective of creating opportunities for participation, and in particular, for women to participate in a male dominated sport, so it's definitely meeting those objectives (Officer at CoCT, 2013).

The interpretation of this was that, having clear objectives that match the donor's expectations improves partnerships and may open opportunities for future collaborations.

#### **4.2.2) Target group**

The programme targets women in disadvantaged communities, who are not in employment, training or education. CFH felt that a lot of NGO's and CBO's were using football to work with boys, and that there were fewer organisations targeting girls. They knew from official statistics that a lot of women are marginalised, hence there is a need to address the challenges faced by women. The following statement illustrates this point:

It is a right for women to be empowered in certain areas and its evident in South Africa that women's empowerment is something that has been neglected. There are laws that say that women have equal rights to men, there are laws that say females should be educated at the same level as male children but the implementation of these laws is not carried through so NGO's have seen the gap and have stepped into that role to make sure that the laws are enforced or [put into practice]..., and that's where CFH comes in (Project Office CFH, 2013).

The CoCT also supports CFH's claim that generally, women are marginalised in sport, and in football specifically, because it is considered to be a male sport. The respondent highlighted that, "...in the sport and recreation arena, it's dominated both at the playing level, and administrative level it's dominated by men. Soccer, in particular, women are marginalised. They don't get the sponsorship" (Officer from The CoCT). The community coaches endorsed this statement. A Lead community coach, who is also the Director of the participating organisations, stated that:

The sport itself is a side, or part of it, but the girls in sports is the important thing, because we don't have a lot of our girls playing sports....We have looked at female coaches specifically to train and become of our coaching programme because when you look at sports you only see males, and we always think that males do the best job which is not true and that's why we look at females and the development of female coaches within sports. (LCC 3, 2013)

As noted in the literature review, women face many barriers if they wish to participate in sports, particularly if they want to empower themselves in the process. The challenges noted in chapter 2 of this thesis emerged during the course of this study.

#### **4.2.3) what is going on well?**

##### **i) Regular training sessions**

The coaches are given training so that they can coach football and at the same time teach leadership and life skills. This is done through a three level coach education programme. Currently the training manuals are not accredited by the South African Qualification Authority (SAQA). UK Sport has provided funding so this can be done. CFH is in the process of revising its training manuals to meet SAFA standards. Furthermore, there is regular support and monitoring of the courses and training sessions

##### **ii) Networking and collaborations**

According to the programme Director, the Programme is supported by many donors. HSBC and the CoCT are the two most important donors. The CoCT supports the Programme through its Extended Public Works programme (EPWP). The project officer said:

The main funders at the moment are HSBC Bank and we also have a partnership with the CoCT and they assist in paying salaries for some of the coaches and also in providing equipment and in services. Over the years we have had other funders that have assisted in maybe a component of the Programme and this include UK sport, FIFA, the PFA to mention a few (project officer, 2013)

One of the challenges for community based “SDF” organisations is generating income to pay stipends to their workforce of community coaches. The EPWP therefore is an important element in the programme. The programme Director also supported these claims. He noted that the CoCT provides the programme with access to artificial turf fields across the city. Figure 4.1 shows some of the CFH programme supports who offer their assistance in either cash or kind (for example providing balls and coaching sessions).

**Figure 4.1: Programme support**



Source: [http://www.coachingforhope.org/pdf/Skillshare\\_Coaching\\_for\\_Hope\\_leaflet.pdf](http://www.coachingforhope.org/pdf/Skillshare_Coaching_for_Hope_leaflet.pdf)

The interviewee from the CoCT stated that organisation's ability to make strategic partnerships is what attracts other organisations to work with it. He expounded that:

Partnership is a fundamental part of our service delivery strategy and that is one of the key reasons why we went into this arrangement. We need to obviously partner with people who bring something to the table. In this case CFH brought expertise in coaching life skills development, international networks, and their access to international expertise. Those were some of the things that attracted us (Officer at the CoCT, 2013).

### iii) Changes to the Programme since its inception

The representative of the CoCT had hoped, initially, to make financial contributions toward the running of the Programme, but the CoCT procedures for allocating funds were changed. He added, "at the end of the day the value of paying stipends for these EPWP coaches is probably way more than we would have been able to pay in any case so that is what I could call the slight difference. At the end of the day I think even for Coaching for Hope it worked out better" (Officer at the CoCT, 2013).

#### 4.2.4) Programme monitoring and evaluation

The six organisations who have implemented the Programme have signed a partnership agreement which outlines what is expected of organisations which join the Programme. The

project officer for CFH says that she conducts regular monitoring visits to the partner organisations. The visits enable her to check what these organisations report tallies with what is actually happening. She recalled the time some of the partner organisations lost focus:

The development aspect of the Programme was a bit neglected and the focus was more on the sport activity. What I found happening was that the coaches in the organisations would have a normal coaching session without any life-skill component in it for say 20 to 30 minutes and for five minutes afterwards have a little discussion on a topic which I thought was missing the point of the whole Programme (CFH project officer, 2013).

The CoCT representative corroborated the statement made by the CFH official:

We get regular reports, we have seen the content of the Programme, we have seen video presentations and I have been out to visit once or twice...One of the highlights was when we sent a team of girls to Turkey to participate in a tournament...The feedback that we are getting from the parents and the communities is also positive (Officer from the CoCT).

The CoCT has various ways of monitoring project activities. The following statement confirms this:

At the district level we have district staff and in fact each one of our EPWP coaches in a sense reports to a staff member so our staff monitors the programme on a regular basis and gives us feedback as well. We also have recreation offices, we have got six of them and they also visit the Programme from time to time but it's at facility level that the City or let's call it our monitoring that our involvement is closest. At my level, I just don't have the time to get out to all the programmes you know (Officer at the CoCT, 2013).

Some of the partner organisations also have monitoring systems which keep track of what happens to the coaches who leave the Programme. For example:

We keep tabs of everybody basically on Facebook so I am on Facebook with most of them so we are always in contact on what we do. If we do an event we would phone them whether they are part of the Programme or not that guys we are doing something so come and join us or if we are doing training they get invited as well so it's always on-going (LCC 3, 2013)

Official reports and social media feeds of the programme confirm that that communication was a key factor in the monitoring and evaluation process.

#### **4.2.5) Challenges**

##### **i) Monitoring and evaluation tools**

At the time of the interviews, CFH only had two staff members. This made it difficult to carry out some project activities effectively because of their heavy work load. However, the

organisation has managed to meet a lot of its objectives. Like many other organisations, they have encountered some challenges like having project specific monitoring and evaluation tools. CFH noticed then appointed a qualified volunteer to develop a monitoring tool for the organisation. CFH is now in a position to use outcome mapping<sup>4</sup> framework to monitor their project activities. They needed a project evaluation system that could deal with the fact that a project's direct influence over a community only lasts for as long as the project is running, which undermines the development agencies' ability to demonstrate that change in a community is directly the result of the activities of the project itself. The choice of Planning, Monitoring and Evaluation (PME) framework for a project or program can influence the values and practices embedded within the project or program, so the choice requires an explicit focus on what is needed in the specific context (Overseas Development institute, 2009). CFH hopes that the PME approach will increase the effectiveness of the Programme.

Prior the development of this monitoring tool, the project officer said that;

The monitoring was very simplistic it was in terms of narrative reports from each of the partners and the programme officer going on periodic visits to observe and to make sure that what was on the reports was actually happening on the ground. That was the type of monitoring that we were doing. In terms of evaluation that was not really being done and hence the tools that we are now developing to make sure that we do a more effective evaluation of the Programme (CFH Project officer, 2013).

Very often NGO's and CBO's tailor their projects to meet the donor's expectations in order to secure funding. Ultimately, these organisations lose focus of their core business. Donors also impact on the monitoring framework, which often concentrates on their own reporting frameworks which often target the number of people reached by the programme as opposed to the actual impact on project beneficiaries. For example, on CFH log frame, it is expected that at the end of three years 180 girls will be reached as opposed to the impact the Programme has had on these girls. Hopefully, this research will help CFH fill this omission.

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<sup>4</sup> Outcome Mapping results are measured by the changes in behaviour, actions and relationships of those individuals, groups or organizations with whom the initiative is working directly and seeking to influence (Smutylo, 2005).

## ii) Suggestions from programme beneficiaries

In the interviews, the Programme beneficiaries were asked how they think the Programme could be improved. Here are two examples of their replies:

Getting more coaches in the different areas and also having more equipment and a kit for the girls. Just getting more people involved in different areas because these children have nothing to do with their lives after school so they can have more after school programmes like soccer and different types of sports after school so the kids can actually be involved in doing something instead of just walking around in the streets smoking drugs and all those things (LCC 3, 2013).

I think they should not focus only on soccer because yes girls wanna play soccer but there are lots of girls who are good at what they do but don't get recognised but if they bring another sport into it maybe they would get more success in the girl category of sport (CC 1, 2013).

All the six organisations interviewed highlighted transport, shortage of training kit and equipment as well as access to training fields as their top three challenges. Though the CoCT provides them with venues, to conduct training sessions, there are so many people who use the same venues, that the result is they have to find alternative playing grounds which have poor facilities (for example, rocky areas).

### 4.2.6) Future plans for the programme

An opinion voiced by the respondents was that there was a need for programmes like the CFH Programme, in their communities, and in neighbouring communities. Here is an example of these comments:

I know its funding it's not that much. I just think about the other girls in other communities... like do they have this opportunity, how can they get this opportunity more especially in the coloured areas and that staff you know..... In these coloured areas we are faced with many girls are on drugs, they have got babies every year you can just see babies... And the boyfriends just dumb them and make babies by other girlfriends so that's why I said if it can be extended to other communities (LCC2, 2013).

The Programme Director, on the other hand does not see the Programme expanding at this stage. He said, "I think the emphasis has to be on consolidating the Programme and finding the resources to make the Programme more effective and achieving what we would love to achieve."

One of the main programme supporters agreed with the Director, that there is need for such projects, and that the CFH is really doing a good job in supporting its coaches. He said:

A true partnership is when you come with resources and you know they have got support from the HSBC, they have support from the English league so they are very actively involved in raising other

resources, mobilising other resources so that is really important for us so yah obviously if one could give them more money, more coaches, more facilities but at the same time we also don't want to bite off more than what we can chew so if we can expand a little bit that will be great but for now I think it is going fine (Office at the CoCT, 2013).

When asked about supporting the Programme in future, he replied:

We haven't made a concrete decision at the moment as to when we will terminate the partnership because the need out there is big so as we build more artificial facilities that is incidentally a direction our department is moving into, we would rather look at how we can expand to other communities. (Office at the CoCT, 2013).

The project Officer was asked how viable it would be for the partner organisations to continue running the Programme after the CFH had ended its support. She felt that:

Four out of the six organisations could be independent. Two organisations are not at the place where they could stand on their own. I think they just lack the capacity. I think for one the people that are leading the organisation need more skills in terms of organisational management so they are not really at a place where they could write proposals and access funding or be able to implement good financial systems in their organisation so for those two organisations they will need a bit more training before they could... or rather capacity before they could get to that place (CFH project officer, 2013).

From the above statements, it is evident that there is need for such programmes in the disadvantaged communities. Women and girls face a number of obstacles and they need organisations like CFH to help them address such issues, and empower them so that they can have a say in matters that affect them.

### **4.3) Using football as an agent to empower women and girls**

CFH believes that football has intrinsic qualities that enable young people to barriers that exclude them (CFH Managing Director). CFH firmly believe that football presents an opportunity to level the playing field, and if facilitated skilfully, can bring out the best in humanity. They also believe that delivering messages in a football based setting can ease the transition of these messages from facilitator to participator – or in this case, from coach to player (ibid).

#### **4.3.1) How is football used as an agent for development?**

The CFH Officer emphasises that soccer is a big part of their Programme because it attracts young people; it draws both men and women out of their homes and onto the sport field. “[O]nce you are on the field, it’s something that the participants enjoy, and you can use it as vehicle to teach about life skills” (Project office CFH, 20123).

Figure 4.2: Human rights training session in Langa(Photograph courtesy of CFH. Reproducing by Permission)



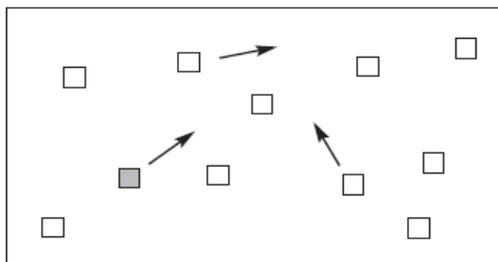
This photograph was taken in August 2013 during a human rights training session. One of the coaches demonstrated football techniques, and how they use them to teach life skills. She said passing a ball can show how relationships are built or how HIV is transmitted from one person to the next. Dribbling can be used to teach about attitude and conflict. Figure 4.3 is an extract from CFH training manual on how football is used as a tool for HIV/AIDS awareness.

## HIV/AIDS crossover

### Aims: Coach dribbling or passing and HIV awareness

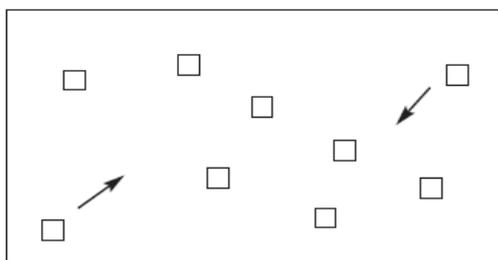
#### Technical

- Begin with a game of tag. One person is it.
- Have a ball each, or as many balls as possible (eg. 1 between 2 or 3). Now sit down players and tell them that their football is their protection against HIV/AIDS, and they must keep it in order to remain protected. Players simply dribble ball around area, keeping control.
- Explain to players that ball can represent a condom etc.



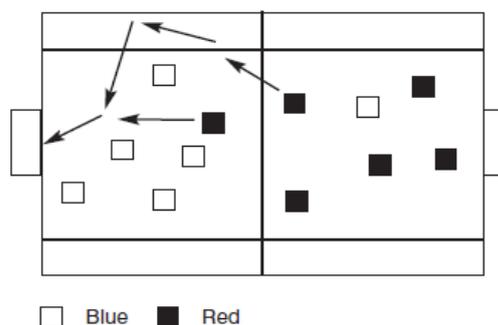
#### Opposed

- Ball each, or as many as possible (eg. 1 between 2 or 3), players are protected from HIV whilst they have the ball, but unprotected when they lose it. If they lose their ball they are out. You can tackle other players but you must keep your ball at the same time!
- Basically: King of the Ring!



#### Game Based

- Pitch divided into two halves, four channels, two teams, one football.
- Teams must pass five times then one player dribbles down a channel and must create a chance for the attacker to score. The attacker is protected from HIV, the rest of his team are not. If they go into the channels and do not set up a goal they must sit out as they are no longer protected from HIV.
- If a chance is created and a goal scored, the scoring team gets one of its players back or the opposing team loses one of theirs!
- The loser is first team to lose all players.



#### Set up/organisation:

**Technical:** Set up this practice for as many people as you have. 20 x 20 is enough for up to 12. Use the tag game as a bit of a warm-up. When you introduce balls, if you only have one football, and ten players, then instruct the players to pass the ball until it goes out of play or a stray pass happens! If this happens they are no longer protected from the virus!

**Opposed:** This game is King of the Ring. But if you don't have many footballs, work with what you have and make teams, or get players to take turns. This game works in either a circle or a square.

**Game Based:** Hard game to coach at first but gets easier for players once a couple of players from each side have been caught unprotected. If you want to you can place cones down the channel to make the dribbling bit harder.

#### Objective:

- Make sure you are sitting the players down and explaining to them that the key is to remain protected. This should be primary and the skills and factors of dribbling/passing secondary!

Figure 4.3: HIV/AIDS awareness training session

The following statement from CoCT official sums up how football is used as a tool for development:

It is important that a research work of this nature helps also to make the case for sport because decision makers not involved with sports only have an image of people on the field playing with a ball and there are winners and losers but that's a small part. Its 90 minutes of the equation. For us, involvement in sports has many other benefits. Some of the obvious ones are obviously around health, that you need to be fit to participate , you need to practice, you need to aerobic training and the benefits of sport in that context is well documented and is clear. There are other things as well. You need to practice. You need to attend coaching sessions. You need to arrive at a certain time in order to get dressed in time. Respect for your coach, respect for your peers. Dealing with victory as well as dealing with defeat and out of that a number of life skills and then the whole club thing. This links now to my thing of sustainability and self-reliance. So the benefits for us must extend into that. It cannot just be about who the best team is and who the worst team is, who is first on the log and who's gonna win the knockout that is really inconsequential for us (Officer at the CoCT, 2013).

#### **4.3.2) Advantages of using football**

The interviewees affirmed that participation in sports is good, and that it can promote personal development. They said that because they participated in the Programme, they had learnt various football techniques. When asked about the CFH project, and why the project uses football as a tool for development, and what advantages, if any, were associated with the choice of that game, the CFH Project Officer replied: if there are any advantages associated to using football, the Project officer said:

In South Africa especially, soccer is a more accessible game especially for disadvantaged communities and these are the communities that we are trying to reach. It is also a more universal game than rugby in that both males and females participate in the sport whereas rugby is widely ... it's not really a sport that females identify with in South Africa. I am sure that is changing but currently that is not the case. It's also less costly in implementation (CFH project officer).

The CFH Programme Director added:

We have chosen to use football and we have chosen to develop relationships within the football industry. Actually we could be using basketball or netball or any sport really (CFH Programme Director, 2013).

Some participants argued that football cost less than some other sports. One of the Lead Community Coaches pointed out that:

A lot of the sports codes cost a lot of money to play sports which girls play for argument if you take softball it's gonna cost you R15000 for nine girls to play a game whereas with soccer I can get one ball and get 20 girls to play the game of soccer so cost wise (LCC3, 2013).

Other respondents argued that using football is fun and attracts people. All the community coaches said they found it interesting as it also kept them fit. The CFH Programme Director emphasised this point:

The two advantages that sports has one is motivational factor you know, the kids are motivated to come and play so that brings them in and it keeps them there, it keeps them interested. The other aspect is if you like the pedagogy of teaching and the fact that you are engaging them in activities is a good way of teaching (CFH Programme Director, 2013)

#### **4.3.3) Sport for Development**

The interviewees stressed that this project is not only about football, but that it falls under the sport for development umbrella. One of the Lead community coaches commented that:

Sport in itself develops character and teaches one certain skills that you can use in life so in that aspect it develops personality, it develops a character in terms of learning to work in a team, learning to negotiate, learning to share, learning to communicate and those are all elements that one can use off the pitch. When you actually take those components of sport and in-corporate life-skills into them then you are starting to look at sport for development (LCC 4, 2013).

Another Lead community coach explained what she saw as the objectives of the programme: “Our co-focus is not sport really, it [']s physical education so it’s PE sessions in schools and after school we do sports as an add-on programme to what we are doing” (LCC 3, 2013). When asked what other outcomes expected from the CFH Programme, the CoCT official had this to say:

We are not in the space of sport development; we are in the space of using sports and recreation as a tool for human development. We want to see beyond soccer skills that life skills are also built and these young ladies are able to communicate better, leadership development, organisational development, they know how clubs work and they participate in the club structure, discipline, punctuality etc. Those are the kind of broad expectations that we want out of this Programme. (Officer at the CoCT, 2013).

These statements support the claim that the CFH programme does fall under the sport for development umbrella. The focus is not on football alone, but rather on using football as a vehicle to deliver messages to the women with the hope this will help them in the process of empowering themselves. The Programme also focus on human development which Sen (1999) has identified as key to improving peoples capabilities.

#### **4.3.4) Challenges of using football as an agent for development**

Most development tools have limitations or can create difficulties. There are certain problems associated with using football as a vehicle for development. The CFH project officer cautioned:

When the game itself become the focus more than the development aspect that's when it becomes a disadvantage in that it becomes another sport activity as opposed to a tool for conveying educational messages. So I think it's a disadvantage that it's easy to lose sight of what one is doing because the focus becomes more on the game (CFH project officer).

This evidence shows that it is easy to enjoy the game and forget the core focus of the programme. This supports sport for development claims that there is need for proper systems in place to monitor and evaluate sport for development programmes. On the other hand, all the participants argued that not all children are motivated by football. Some children may be motivated by other sports or other activities. The coaches argued that although the programme has support to use some of the legendary football fields from the 2010 soccer world cup, these facilities are not enough. There are often struggles among those who want to use the facilities and men are often given the first preference. When women do get the time to use the fields, their time is governed by men's activities

While some people may argue that participating in sport is a waste of time, one of the interviewee asserts that:

Individuals in sport can choose to use drugs but that doesn't mean that sport for development is useless because of those elements. So in the same token that builds character through sport, one can actually make certain choices that are negative and that applies to all areas in one's life not necessarily just sport (LCC5, 2013).

#### **4.4) Women and girls as the key beneficiaries**

From the interviews, it was observed that most of the women and girls are from previously disadvantaged sector of the society. Their ages vary from 18 to 35, and some of the supervisors are even older, they are over 30. The main purpose of the Programme was to target women and girls, but after being incorporated into the EPWP, some males have been included. Two out of the twelve, (16%), of the coaches interviewed were male. They are included in order to get a male perspective of the Programme. At the time of the interviews, it was too early to determine if the inclusion of males would challenge the power relations in the Programme (for example, would it imply that females are not good enough to coach football). This is one area that can be researched further in the near future.

##### **4.4.1) Selection into the programme**

The coaches are normally selected by the partner organisations. One of the partner bodies recruited their coaches through radio announcements and their contacts in various community structures (Orion, 2013). Those who presented themselves as candidates had to pass a practical test and be interviewed. The successful applicants then went through an orientation programme, and were given job descriptions and contracts. The contacts

specified what was expected of them, and prepared them for a time when they would work independently outside the Programme. They would also be familiar with job descriptions and contracts.

Other organisations have copied this way of organising their programmes. One of the community coaches said:

We have two weeks where you volunteer to be part of the Programme, then get to see if you actually want to do this as a Programme ...Then it makes it becomes easier because if you want to do it, and you understand what you are gonna do, then it makes it easier for you to actually do. (LCC3, 2013).

The responses suggested that it was a good strategy for the various organisations to select their own coaches. The induction phase is also important because it allows the organisations to select people who have a commitment to the Programme and are eager to contribute to the development of their own communities.

#### **4.4.2) Motivation to join the programme**

The coaches who were interviewed had various reasons for joining the programme. 11 out of 12 coaches said they were unemployed before joining the Programme. Here are some of their statements:

I finished Matric in 2011, then I was at home for the whole year helping my mother...[in] the crèche (CC3, 2013).

I was unemployed.... I didn't believe in myself that much because I was always like "I don't think I can be a leader and that I can be amongst the managers" but since four months ago I started with the girls and I always pitch up before them and show them that I am committed and staff like that (CC 4, 2013).

I was interested to join because football is my passion and I have played football. I thought it will be helpful for me to plough back because back at home I was doing a lot of developmental work, so I thought let me just give back to the community (CC5, 2013).

Two of the 11 coaches, who were unemployed before joining the Programme, had tertiary qualifications. One has a degree in law the other has a certificate in Information technology. Despite these qualifications, they had failed to get a job and so they opted to work as community coaches in the mean time.

The CFH Director stated that, "the primary motivator is [the] stipend, [the] secondary motivator is working with young people, and then the third motivation is actually sports". His argument was that, "...Work within disadvantaged communities where there is a high

level of poverty and people need to find some way of providing for their families and for themselves, you know. So I think the first motivation is always going to be money, which they are going to get as stipend. Most of the coaches did not mention that they were motivated by stipends.

In the course of the interviews, the women also gave additional reasons for joining the Programme. Of the 12 coaches interviewed, 11 of them said that the main reason they joined the Programmes was their love for football. The following statements illustrate this:

I joined the programme because I like sports, any type of sports. I just have a passion for it so whatever you have a passion for you must do (CC6, 2013).

I thought it was gonna empower me and the girls because some of my girls they like playing soccer. I also like soccer (CC 5, 2013).

A second reason (91.7% respondents) was a love for working with children. One of the coaches expressed this passion thus: "I love working with children. It's my passion. I love sports as well so that's what brought me into this Programme" (CC3, 2013). Another coach was emphatic that:

I like this Programme because I get to have a girls' soccer team and when I have the girls soccer team a lot of attention went to them and they got recognised playing soccer and for being good at that (CC5, 2013).

Other coaches believed that it gave them a sense of responsibility which made them feel valued as a person. By playing football, the women challenges the assumption that football is a male sport and that females cannot excel at it. One of the coaches had this to say:

They think that it's just a boy's sport, they think that they can't play soccer and a lot of the girls when they play the game they are very sensitive in the sense that when they play and lose they take it extremely hard and they want to give up so that's also what makes them stop playing and that's why I like this Programme because then me as a coach I have to help them and bring them up again so that they don't quit (CC5, 2013).

Some of the coaches believed that they can be better role models to the youth in their communities as they can relate to the challenges that most young people are going through. One of the responses that stood out was from one of the community coaches who said:

One of the things that motivated me to join this programme is the way myself I was brought up. The challenges I came across so that made me to have a passion to be part of this women and girls empowerment programme. I am living by an example. My parents died when I was very young so I

faced a lot of challenges so I was sexually abused. All those things that happened to me make it easy for me to know because I was in that background myself (LCC 1, 2013).

The interviewee at the CoCT also had this to say:

In [name withheld] and other communities they link the programme to education about HIV/AIDS for example and there is a story there of a young lady that's been abused and that's involved in this programme and through this programme she has risen above that and she has developed leadership skills to the extent that she is now inspiring other young people, keeping other young people from incorrect behaviour so that's one story" (Officer at the City of Cape Town, 2013)

From the above statements, there are indicators that the women and girls view themselves as leaders and role models in their societies. They argued these have improved their self-esteem and self-confidence. The Programme also has incentives to keep the women interested. Some of these include tickets to football matches such as the one for Manchester United last year in Cape Town; visit and training by professional footballers like David Beckham; sharing and learning trips like the trip to Italy in June 2013. This was sponsored by the City of Cape Town. Figure 4.3 shows photographs that were taken during a trip to Italy. The coaches interviewed said they realised that there is more to life than their townships and they were able to see a different culture, a different context and I think it definitely increased their aspirations in life of what they want to do. They believe that there are things that they feel they can do which they previously would never have thought of. The office at the City of Cape Town also highlighted that:

They never won a single game, they came last in the tournament but that was and it ties in to what I was saying earlier, that was not remotely the point. All those girls with the exception of 2 had never ever been inside an aeroplane before, they had never been outside the country before and some of them had never been outside Cape Town before" (Officer at the CoCT, 2013)



**Figure 4.3:** Coaching for Hope's City of Cape Town Girls under 15 Team in Turkey. All girls were drawn from our HSBC Girls Education through Football Project. (Izmir town hall-Turkey and on the plane) Picture courtesy of Coaching for Hope (2013) Reproduced by permission

Football can be seen as a source of physical empowerment, as well as specific social and cultural kudos' (Wedgewood, 2004:142). Roodt (2001:5) also states that "participation can be expressed as achieving power in terms of access to, and control of, resources necessary to protect livelihood". Drawing on this statement, it can be argued that the mere act of participating in the programme is a step in the right direction to women empowerment. But taking note that the programme is more than just participating in the programme, the experiences and skills learnt from the programme have the potential to contribute to participants' empowerment.

#### **4.4.2) Challenges facing women and girls**

The CFH programme tries to address some challenges affecting women and girls from disadvantaged backgrounds, some of these challenges are discussed below.

##### **i) Unemployment**

In the previous section, some examples were highlighted of what the women were doing before they joined the Programme. Most of the community coaches were unemployed before they joined the Programme. One of them said:

I was working in a shop but mostly at home and but this is something that I had always wanted to do, to be a coach because when I was in high school I always used to say that it's something that I wanna do because when I finished with school I was just at home but I still used to go back to the school because

I used to .... I was one of the best javelin throwers in school so I used to go help the teachers and coach the children like the grade eight (CC6, 2013).

### **ii) Upbringing of the girl child**

Most of the women interviewed argued that the girl child faces a lot of challenges while growing up. The most notable one is the kind of the environment that they are raised in, a lot of the women and girls stay in townships where they live in shacks. One of the community coaches took the researcher around the township to show her the living conditions of where most of the girls and women in the community live. She said:

There [are] a lot of people living around here (pointing outside) and there is not enough space for them. Now the challenges that we have is that you will find out that the houses are so close to each other and at times you can hear what is happening next door because there is no space (CC 4, 2013).

In most parts of the world, men have domination over the core decision making processes. Gendered socialization reinforces the power relations where the boy child is socialized into roles which prepare him to exercise power in the family and dominate productive resources. On the other hand the girl child is socialized into roles which do not prepare her for power and dominance. The following comment illustrates this:

At lot of times after schools, the girls have to rush home to do chores around the house like cleaning and cooking and taking care of their younger brothers and sisters but boys don't do that a lot (LCC4, 2013).

### **iii) Lack of role models**

The respondents are concerned that a lot of girls grow up without good role models in their communities. In their view, when the young girls see their role models doing something wrong, they do not see it that way, rather, they idolize it. They feel that the young girl's senses of morality become distorted from a young age. One of the coaches noted that:

Most of our kids know what they do they don't want younger men of their age like those who are 13 or 15. They want the older ones, those ones that can support them, that can give them money. They can have cell phones they can have cloths (CC 2, 2013)

### **iv) Alcohol and drugs abuse**

The respondents argued that there is lack of recreational facilities in the area such as movie theatres and sporting clubs. This results in young people having a lot of idle time. A common trend in all the communities was alcohol and drug abuse among young people. The

community coaches interviewed argued that in their communities young girls start drinking as early as 10 years old, they smoke and are sexually active. These young girls argue that the labels on the alcoholic beverages says, “not to sale to people under the age of 18”, and therefore does not mention anything about drinking under 18 so they consider it ok for them to drink at a young age.

Another observation was that there were so many taverns in most of these communities, often seeing more than three taverns in one street. The community coaches made the following observation:

There are so much taverns and things that are open. So in the age like 13, 15 they do sell alcohol to those kids even though it says from 18 years but here around in our community they do sell those things to our small kids (CC2, 2013).

Most of them like I said like partying, drinking and they'd rather do that than play sports or something. They love hanging out with friends instead of giving their time up to come for training sessions or play a game of football. They would rather go partying and drink with their friends (CC 3, 2013).

For some of the women and girls, transactional sex is the answer to their living conditions. Transactional sex refers to sexual relationships where the giving of gifts or services is an important factor (Choi, 2011)

Mostly from 12 years some of them have boyfriend or whatever and then they are shy now to play in-front of the boys what will my boyfriend say about me or what he is gonna talk about me... They are more concerned of the boyfriend (CC2, 2013)

Young people who use alcohol, drugs and other substances are more likely to be in this kind of relationships in exchange for alcohol and money (Choi, 2011). These young people might end up engaging in unprotected sex, multiple sex partners, sex with strangers, inconsistent and incorrect use of condoms and commercial sex (Kalichman, 2006). In such relationships, the power to negotiate condom use is jeopardized. This problem does not only affect individuals but have a ripple effect on families and the society as a whole. It is also evident that alcohol and other drug abuse cannot be caused by a single particular factor, but by a combination of different aspects such as individual, family, peer, cultural and community factors (Anderson, 2009).

Prevention of alcohol abuse is among the top ten challenges facing the health sector to prevention and control of epidemics (Department of Social Development, 2011).Government involvement in trying to bring down the use of alcohol and other drugs

will have some effect of creating some ethos in society were alcohol and other drugs abuse are exception to the rule, rather than the norm (Casswell, 2009).CFH use their Substance Misuse training manual to address these issues.

#### v) Violence/ Abuse

The socio economic environments in which the women reside play a key role in their lives. The respondents highlighted issues related to safety, crime and violence. Some of the coaches said that they fear for their safety as men wait for them after training sessions to steal their personal belongings or sexual harassment.

Young girls are exposed to greater risks of sexual abuse than boys. As a result, they suffer more social problems such as dropping out from school due to pregnancy. Many children and young people are exposed to sexual abuse also due to poverty and HIV/AIDS. The following comments were provided by the coaches:

We have a serious case of one of the girls whose aunt told his son that he does not have to go out to have sex. He can have sex here among the family (LCC1, 2013).

Yes there [are] lots of issues around that especially gangsters. Now it's a bit quiet but say about a month or two months ago they killed one of the highest merchants here... was just shooting all the times...they always use the children to do their dirty work so that kind of staff is what is going on here (CC 6, 2013)

There are so many abuse cases that we have come across ever since this project started. One of the girl coaches at her home she is not being cared for. Even the grant that is supposed to be used for her needs is being abused by the people that are looking after her...She goes to school hungry and yet there was money that was catered for her needs coming from the government... We have sexual abuse cases and drug abuse (LCC1, 2013)

The evidence above indicate how the disempowerment of South African women is reflected by high levels of rape, unfavorable economic positions of women, inability to insist on condom usage and domestic abuse is a factor in the country's HIV epidemic. CFH conduct human rights training sessions as well as sessions on HIV/AIDS to curb these issues.

#### vi) Education

Some kids are often bullied because they don't know how to read and write. This often affects their confidence and self-esteem as well as relationships with their peers. The CFH programme engages coaches to assists schools in their areas with literacy and numeracy programmes. Figure 4.4 shows two coaches at one of the schools.



**Figure 4.4: Photograph courtesy of ABC for Life (2013) Reproduced by permission.**

### **4.4.3) Barriers to participate in football activities**

#### **i) Family dynamics**

Women and girls have very limited free time. The ideology that a women's place is in the kitchen has acted as a severe limitation to women getting involved in activities they would like to participate in outside the house. Most of the respondents said that participating in football activities their communities is often viewed as a privilege. They believe that they are living in a world where opportunities are defined by gender. Furthermore, they noted that there are a lot of cultural expectations associated with the girl child where women are viewed as home makers. Some of the coaches argue that male participation has been given more priority in the sport structures. They stress that the traditional division of labour and responsibilities of child care is still prevalent in today's society. One of the coaches interviewed had to bring one of her toddler sibling along to our interview as she was expected to look after the children while the parents were at work.

#### **ii) Stigma**

100% of the people interviewed relayed that football is often viewed as a male sport and hence people do not take women who participate in football seriously. Here are some of the statements they made:

...the challenges are that males know best around a sport code, for argument soccer, so women tend to be looked down at in the sense of what do you know about the sport code. When they are involved with that type of sport code it's also perceived that they are lesbians or gay or whatever the case may be so it's not encouraged especially unfortunately within our Muslim community (LCC 3, 2013.)

Boys are much more recognised than the girls' football. Basically around South Africa Boys have more leagues which they play; they get scouted a lot for higher leagues and professionally also. For girls we only have three leagues here in Cape Town that I know about. I play in one of those leagues." (LCC 4, 2013)

These statements indicate how participants "female-ness" and their ability to excel in football are questioned by community members. The participants argued that these ideologies often demoralise them to participate in football and hence feel disempowered.

### **iii) Lack of support from the community**

A common concern among the people interviewed was lack of support from the communities. One of the coaches said:

Men who discriminate against them when they are playing football and also men in this community they don't support what the girls are doing because they think they are the only ones who can play football and that they are the only ones who are recognized to play football (LCC 2, 2013).

However, they realised that having the parents supporting the programme is really helpful. By keeping the parents updated about the progress of the programme makes them feel included and part of the programme. Some of the coaches had this to say:

When we run programmes, the kids come from the different areas and they travel by train to be here or by bus and taxi or whatever but they still come regardless of whether it's on a weekend that we are having a programme or during the week after school so interaction with the parents is important (LCC 3, 2013).

#### **4.4.4) Skills and lessons learnt and how these translate to their daily activities**

The women and girls assert that with sport, they don't only learn the physical skills of the game, rather, they learn some social skills, communication skills, and problem solving skills and this is directly linked to their daily activities.

### **i) Personal development**

All the coaches concurred that the project had positive impacts on their lives. Some of the coaches said they have noticed that they had developed confidence, self-esteem and self-identity since they joined the programme. Another commonality observed by all the coaches is an improvement in behaviours like respect towards each other as well as in their family members. This is what some of them had to say:

I have become more patient because with the people that I am working with... I am a lovable person so and I care a lot about other people so especially old people and small children that's also one of them. (CC6, 2013)

You must be a role model in your house first before you can be a role model outside .So that's why I say it helps me a lot because it helps me here and in my own church. The youth in my church when there is something wrong they came to me and then they say I can see that there is something you have in you so you can help us here and there (LCC 2, 2013).

I have become more of a determined person. Since this programme started I have told myself after about two months that once I start something it doesn't matter what it is whether I like it or not I am gonna finish it and this programme helped me with that (CC 5, 2013).

The fact that I can coach soccer, make the children more wise about what is happening out there and helping myself also by getting also ... every day new something that I learn so it's not only them learning it's me also because maybe there is a question maybe asked by them which they answer then I also learn something (CC 6, 2013).

I was in the streets with my friends partying and now my life has changed to being indoors and helping my mother out and just living a better life than I used to. I have stopped my drinking and all those things (CC3, 2013).

## ii) Skill development

The coaches concurred that they had regular training sessions that helped them train the youth better. Through these training, they assert that they have learnt football techniques and different life skills. The following comments illustrate these perceptions:

We go on regular training so that just make sure that we are up to scratch with what we are doing... I haven't been good with time management but in this programme you have to be on your game. I have learnt how to bring discipline across to the kids. I have learnt skills in soccer... This programme has changed me a lot; it has made me more motivated for life. It brings the positive side out of me (CC3, 2013.)

They give us tasks to do and we have to present a lot on our own so they have given me the skills to come up with sessions, they have given me listening skills, communication skills and they have uplifted my confidence a lot (CC1, 2013).

You don't only learn about football. You learn discipline, you learn different skills also, you get life skills also out of it so you learn a lot of stuff not only football (CC6, 2013)

I have learnt how to structure training sessions (CC 4, 2013).

I was first a shy person and I couldn't speak to people but now I am starting to build that courage to speak in front of a whole lot of people. In coaching wise, I am picking up a lot of knowledge on how to speak to the kids and how to go about teaching them skills and different things like that (CC5, 2013).

Working with people with disabilities because this is something I experienced. What I have learnt about is you must have patience, you must have lots of patience with such kind of people (LCC 6, 2013)

Garrett (2004) notes that learning and developing new skills, carries with it a sense of achievement and empowerment. The women get a chance to lead in the training sessions and this in itself is a form of power and motivation.

#### 4.4.5) Future plans

All the coaches argued that they have learnt a lot from the programme. In their view, whatever they have learnt is imprinted in their brains and whether the programme continues or not, they will still have that knowledge. With that in mind, they assert that they can use that knowledge to give back to their communities. This is what some of them had to say:

I am so matured in terms of the community development because even in my community I have learnt a lot. Now I can help kids with issues like HIV/AIDS. I can advise my community not necessarily the girls. I can also advise other women. I can also tell them to stand up and do something as they also see myself you know I am a coach, I am a coordinator you see. I was not working before but now I am doing something so I am able to even tell the other people to grab the opportunities that are coming on their way (LCC2, 2013)

Now I can even run my own club. Apart from that, the skills I have come across now I am thinking about starting a similar project in the Eastern Cape. It is true the influence of this project... There must be... how can I call it, *ihlomelo* (laughs) I don't know how to put it in English *kuti ihlomelo*<sup>5</sup> intone. I don't have to stay here and become the coordinator all the time, someone from the coaches has to become a coordinator for the project. The skills and everything I have gathered here I have that vision (LCC1, 2013)

Most of the coaches interviewed declare that the programme has offered them the platform and opportunity to develop their sporting potential. One of them said:

I would like to study sports management. I just love sports so I will go into sports. I want to do marketing in the sense that they teach me communication skills and presenting and I like to do that and that is helping me practise for business coz I wanna do business studies (CC3, 2013).

Three of the coaches interviewed have their eyes set on playing professional football. Here is what one of them said:

I had the opportunity to play professional but I was younger back then so I didn't know what was happening then so I didn't take that opportunity. I want to go further with my soccer that I am doing (CC6, 2013)

My future plans for now is just only that if I can extend this programme to other areas more especially coloured dominated areas because those children, coloured children (shaking head) its bad (LCC 6, 2013).

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<sup>5</sup> *Inhlokelo* means continuation or a form of progression

## 4.5) Empowerment

11 out of the 12 (91.7%) coaches interviewed said that the programme has contributed to their empowerment process. Here are some of the definitions of empowerment from project stakeholders:

We define empowerment as up-skilling and educating participants of their rights and up-lifting them in a position where they have the skills, the resources and the knowledge to provide decent lives for themselves. So up-skilling is bringing them from a place of dependency and bringing them to a place where they are independent. (CFH project officer, 2013)

In terms of my understanding, empowerment is about giving people the skills to improve their own quality of life and also to improve the quality of life of the communities they find themselves in (officer at the City of Capetown, 2013).

When we say empowerment, I would say it's using your opportunity to create your own space in the sun so we give you the opportunity and you need to create that space within that environment (LCC3, 2013)

I do not know but maybe they want women to be more interactive in many things. Men are more empowered in many things so maybe what they want to do is to bring women also so they can also be on top where the men are (CC 3, 2013).

Empowered is if people learn from me. If I see that people is learning and taking something from me, it empowers me to become a better person (CC6, 2013)

The fact that it tries to make them more independent, making them see that they don't always need a man in their lives and being able to stand by themselves and becoming more wise. (LCC 6, 2013)

The word empowerment is to empower women to stand on their own, for women to have skills and, for women to carry on with their own businesses. For women who can say No. For women who can write petitions for themselves. For women who can rise and say we don't like these in this community. So that is women empowerment (LCC 2, 2013)

Most women agree that empowerment has to do with the improvements of their lives. It is about them having a voice in society. Furthermore it is about women getting skills and being able to stand up for their rights. One also observed that empowerment takes different forms in different people hence it is difficult to have an umbrella definition or description of what it means to be empowered.

### 4.5.1) Perceptions on the empowerment process

Most of the community coaches (91.7%) revealed that the programme has contributed to their empowerment process. One of the community coaches noted that, "The focus of the programme is to empower the coaches so that they can be employable. The community coaches get training plus work experience by working in schools as life orientation coaches,

physical education and this in turn builds up their curriculum Vitae” (LCC3, 2013).The CFH project officer eluded that:

The more visible ones will be getting some kind of qualifications that they can use to get employment and there is already evidence with some of the coaches that we have worked with in the past who have gone on to find employment. The idea of the programme is that they don't remain coaches forever rather for them to gain skills that will make them employable and so that's one of the more obvious ones. Another form of empowerment is gaining confidence to be able to go for ones dreams. This is a bit more difficult to measure but evident in the way the coaches begin to view life and their own lives and the opportunities that are available to them. Other ways of looking at empowerment is knowledge of one's human rights (CFH project officer, 2013).

The Officer at the City of Cape Town supported this claim and said:

The evidence is there. We have seen presentations of some wonderful stories in Langa. We have already seen how the programme has empowered and inspired women so yes we most certainly believe and we have presented the programme to our portfolio committee and they are also happy with the programme. So we really see this as a very useful tool and a model that should be adopted in other parts of the country as a very useful tool to empower women (officer from the CoCT, 2013).

Most of the coaches believe that they have increased confidence, motivation and aspiration in life. However, another responded said she was uncertain about whether the programme was contributing to her empowerment process or not. She said:

It's like they want to see women doing their own stuff. Taking control of what they believe in, but for me, I don't see that happening. I can say even to myself. Sometimes I am just feeling that my views and my knowledge are not been taken seriously. I think I am not supposed to be here..... Sometimes I am just feeling, I don't know if what we are doing is enough for these girls or whatever (CC 2, 2013)

Quite a few of the coaches are more focused in terms of getting qualifications, and a lot of them do realise that this is not a long term employment and so are trying to get themselves to a place where they are employable out of the Programme. Some coaches who were previously in the Programme have found better jobs. CFH assert that this is fantastic because that is the idea behind the programme, for them to actually find other employment that is more long term. A few felt that the programme was not exactly what they would want to do. One or two of them were just not showing up for work.

One of Coaching for Hopes partner organisation have sourced funding to take some of the coaches for further training where they get accredited diploma's . They noted that:

Four of the previous female coaches that are now doing the sport management diploma. They are employed but still finishing their diploma so that will be sort of our exit out of the programme in the sense of you have got a qualification so you can either go work at Virgin Active or you can work within the industry at schools or you can just change direction like what some of them have already done and

actually gone into teaching so that is basically how we look at exiting guys from the programme so that's why I am saying we don't want to keep them with us, we encourage them to leave us. It's not a good thing for us as a programme because a lot of the guys fortunately or unfortunately find employment out of the area but that is a good thing. For us it's about them being employed we don't worry about where they get employed as long as they get employed (LCC 3, 2013).

Some of the coaches argue that it is the responsibility of women to take a lead role in changing the misconceptions of women in sports. Sen (1999) asserts that women should be active agents of change and transformation in the society and this will help in developing their capabilities and hence aiding in their empowerment. The observations over the research period indicate that some of these women are showing the passion to take a lead role in development of their communities.

#### **4.6) Conclusion**

From the above analysis, it is evident that the project places human beings at the centre of its interventions and contributes to the realisation of a greater degree of self-reliance amongst disadvantaged individuals by expanding the opportunities available to them. These opportunities are essential in abating factors that impede the quality of living of the women and girls. Annexure 8 presents a summary of the findings. The next section of the report presents findings focusing on the key research questions.

## Chapter 5-DISCUSSION

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*There is nothing about sport that is magical.... It is the experience of sport that may facilitate the results". Papacharisisi et al (2005)*

### 5.1) Introduction

This discussion is based on the research evidence as well as the literature review. In this section, the sub questions are considered and comments forwarded as to whether the Programme contributed to the participants': (i) empowerment; (ii) human and social development and; (iii) the effectiveness of football as an agent/tool tool for development?

### 5.2) Has the project enabled (or prevented) the empowerment of women and girls?

The evidence distilled from interviews, observations of projects and training sessions as well as documentary analysis indicates the women claim that the programme has contributed to their empowerment process. A common outcome was the perception that the self-esteem, self-confidence and self-awareness of the women and girls' has improved. CFH also claims that there has been an improvement in the women and girls' self-efficacy. According to Albert Bandura, self-efficacy is "the belief in one's capabilities to organize and execute the courses of action required to manage prospective situations." In other words, self-efficacy is a person's belief in his or her ability to succeed in a particular situation. Bandura described these beliefs as determinants of how people think, behave, and feel (1994). The participants confidence is indicated by their future plans (see 4.4.6). Agreeing to be interviewed is indeed a sign of their confidence in themselves. Some of them said they have the confidence to coach young people, and speak to large crowds. During the interviews at some of the training sessions, it was observed that the women's confidence reflected in the way they delivered training sessions.

As was noted previously, empowerment is about increasing people's choices and freedom of action, and as Sen (1999) stresses repeatedly, empowerment is important in itself, and as means of improving development effectiveness for the women. Empowerment occurs through improvement of; conditions, standards, events and global perspective of life. Despite the CFH's efforts to nurture the women's capabilities, potential, gender stereotypes continue to prevent women from participation in football activities. In most places, women have been treated as second class citizens. CFH participants' spoke about the fact that

previously they had been accustomed to being treated as inferior to men. Many were scared of disturbing the status quo and continued to let social norms get in the way of development. The persistence of gender inequality directly results in poorer human development outcomes (Sen, 1999). The Programme teaches the women and girls about human rights, and they also learn a variety of skills, and as a result the participants believe that they can voice their concerns, and participate, as the equals of men in public fora. THE participants believe they can influence decisions that will determine the future of their families. Portraying self-efficacy, evidence shows that they believe in themselves and that they possess the power to change their lives.

### **5.3) How has the project increased individual development?**

This section discusses development in terms of employment creation, skill acquisition, power to make wise choices, as well as community development.

#### **5.3.1) Employment creation and skill acquisition**

CFH offers 30 full-time positions through their Expanded Public Works Programme (EPWP), which is supported by the City of Cape Town. The CFH Programme provides work experience, which will help unemployed people gain skills that enhances their employability. As indicated in the findings, the women and girls revealed that they had learned to play soccer. At the same time they had learned planning skills, and time management. Many of these skills will be very useful when one is looking for a job. The young woman, who had left the Programme, was interviewed over the phone. She stated that the skills she acquired through the CFH Programme had put her in a better position to get and hold down a job. She believes employers generally prefer to employ workers who have some form of training. Those without any kind of training or skills are much less likely to get a job. Evidence shows that some of the women who left the Programme were able to find jobs because of their training provided as part of the Programme. Research has shown that when women are economically independent, there is a ripple effect that spread across other younger women thereby enabling the creation of sustainable succession plan that will enable and increase more women to contribute towards activities that empower women. Sen is confident that, “with adequate social opportunities, individuals can effectively shape their own destiny and help each other” (Sen, 1999:11).

As indicated in the findings, two of the coaches interviewed have tertiary qualifications, yet failed to find better paying jobs. Most of the coaches interviewed confirmed that they were unemployed before joining the Programme. Women and girls volunteer their services to either earn a small stipend or to receive some training that will enhance their curriculum vitae, which in turn will help them find a job (CFH programme Director, 2013). The stipends range from R800 to R2500 per month. The stipend acts as a nominal payment, however, for a community coach, this might be thought of as payment to cover some basic out of pocket expenses that the coach might incur (CFH programme Director, 2013).

It is quite apparent that there is a great need in the communities in this study, and in South Africa, for job creation. As noted in the literature review, close to 63% of unemployed people are women between the ages of 18 and 24. Young people face obstacles when they look for a job, or try to gain job related skills and experiences. Because they do not get opportunities for self-development, they resort to earning a living on the streets as commercial sex workers or by joining criminal gangs. Young people need the skills that will help them handle crisis, conflicts and social and economic pressures. As Sen (1999) points out, deprivation of education is a form of unfreedom which hinders development and escalates the levels of poverty. Because they do not have required skills, the labour market is a merciless place for this vulnerable group. Through the Programme, the participants have learned football techniques, life skills such as HIV/AIDS awareness, and prevention of substance abuse to mention a few. Participants are now in a position to use their acquired skills to seek for employment.

Sen argues that to achieve development, the major sources of unfreedom must be removed: poverty, tyranny, limited economic opportunities, systematic social deprivation, neglect of public services, intolerance and repressive government (Sen, 1999:3). It is evident that the CFH Programme has created employment opportunities for the coaches and hence addressed one of the sources of unfreedoms identified by Sen. The community coaches can use their stipends to alleviate poverty. In developing countries, stipends become a source of income that helps sustain a family's need for food and shelter.

### **5.3.2) Power to make wise choices**

Some of the coaches indicated that before they joined the Programme, they used to drink and party all the time. They said the stress of living in crowded and squalid conditions, as was noted in section 4.4.2 and 4.4.3, and the fact that they were unemployed and had a lot of free time, which appears to have contributed to excessive alcohol intake. The UN Office on Drugs and Crime (2008) asserts that substance and alcohol abuse is exacerbated by unemployment and poverty. In poor communities like the ones in this case study, alcohol and drugs might be used as an escape from the realities of a desperate life. The CFH Programmes makes participants aware of the risks associated with alcohol and substance abuse, and enable women to make better choices.

Adolescent substance abuse is often found in situations where they are unsupervised after schools (Tebes et.al, 2007). Research has indicated that the vast majority of custodial parents, whether they are single parents, or where there is a mother and father, are likely to be working. Because their children are without supervision most of the time, the children have a lot of idle time. CFH has therefore developed programmes to keep the youth occupied after school. Keeping them occupied also keeps them from engaging in risky behaviours.

The coaches preparation for training sessions (see section 4.4.4) helps them to translate their planning skills into their daily lives. They assert that the Programme has enhanced their ability to make wise choices concerning their lives.

### **5.3.3) Communities taking a lead in development interventions**

The respondents live in disadvantaged communities which suffer poor health services, poor education, and poor provision of public utilities, such as water and electricity. Living in conditions of deprivation may drive some people to crimes as a way of meeting their basic needs. The CFH Programme provides the community coaches with the training and opportunity to take a lead role in advising community members on HIV/AIDS, alcohol and drugs, and in encouraging youth to stay in schools, as noted in Chapter 4.

Community organisations are actively involved in running the Programme, and this helps to ensure that the projects are sustainable. The community coaches are also considered to be the project beneficiaries, an arrangement that demonstrates that this is a people-centred

programme. Sen is emphatic that development can only be regarded as people-centred if the beneficiaries are voluntary and active participants (Sen, 1999). This kind of development promotes both the individual and social development.

#### **5.4) Is there a relationship between women participation in football and girls empowerment?**

As indicated in the findings, lack of recreational facilities in disadvantaged communities has an effect on young people's patterns of behaviour. Young people living in townships where there are no places of entertainment, such as cinemas, and no recreational parks, may, from a young age, hang around shebeens or other drinking spots (HST, 1999). As some of the coaches indicated during the interviews, these youth then assume that abusing alcohol is a normal behaviour because they witness it every day.

In the interviews, the women stated that playing football and joining in the activities associated with the game, has had a beneficial effect on their lives, for example it was keeping them fit, and some, who had reported that they were overweight before joining the Programme, had started losing weight. This has built their confidence. The Programme has provided the players with an opportunity to socialise and make friends, and this too has boosted their self-esteem. Fred Coalter agrees that, "participating in sport can improve the quality of life of individuals and communities, promote social inclusion, improve health, counter anti-social behaviour, raise individual self-esteem and confidence, and widen horizons." (SportScotland, 2003:7). The respondents have also given credit the Programme for equipping them with life skills that they can use every day, for example, making plans, communicating with others, conflict resolution, showing respect for others, and working in a team for the common good. Section 4.4.4 highlights these examples.

##### **5.4.1) Monitoring and evaluation of project activities**

Coalter (2007:1) warns of the deleterious effects of not paying attention to organisational or methodological weaknesses of development programmes. The CFH Programme does not have clear indicators against which the impact that the Programme can be measured and this undermines the validity of the claim that football can be used as a tool to empower women. However, they have identified this weakness and are in the process of implementing a framework for mapping outcomes of the Programme. This was discussed

in Chapter 4. Furthermore, CFH can use the findings in this thesis to supplement the results of their efforts to monitor and evaluate their Programme..

#### 5.4.2) If not football, then what?

Taking a leaf from the work of Coalter (2007) argues that the impact of a development intervention is determined by who is doing the evaluation or in his words, “who is keeping the scores”. The interviewees agreed that football is a viable tool to empower women and girls, but it is not the only tool, nor a better tool than has been used in other initiatives promoting development. The analysis suggests that different organisations have different areas of expertise, different networks and different contexts, so at the end of the day an organisation needs to make the call whether it wants to diversify or not. The Participants also shared a similar view that the objective of the Programme not about football, but the messages delivered through involvement in the game of football. The officer at the CoCT noted that, “it’s about sport and recreation as a tool for development”.

There are many activities that can be used to promote development; sport and recreation are but one type of activity. The Isiqalo Foundation uses a very different sport, surfing, as a vehicle for social change surfing as a vehicle for social change (see Figure 5.1).



**Figure 5.1: Photo by Isiqalo foundation-Waves for Change (2013)**

The MITS organisation offers a number of sporting activities:

Our programme is not football specific. We do table tennis, we do softball, we do pool, and we do golf, football obviously so there are so many other things. We have got guys of training in rugby and we have got Western Province cricket coming on board, we have got basketball coming, EURO league basketball coming so there is a whole range of coaches and programs and organisations that we engage in so football is one of the tool that we use to empower our coaches (LCC3, 2013).

There are also women who believe that football can be used to challenge gender stereotypes. They believe that the Programme will help to end the stigmatisation and victimisation of vulnerable women, and of women with disabilities, as well (Orion, 2013). The Programme has already shifted the mind-set of some community members who have started supporting the women. The supporting of community members promotes the sustainability for such interventions.

### 5.5) Summary

The programme has provided the women with the opportunity to play football and learn life skills. Through the trainings, it is assumed that participants will become more employable. This confirms that the programme theory of development indicated in chapter 1 is effective. The evidence provided by the respondents also proves the sport for development theory does not focus primarily on the game. Papacharisisi et al (2005) have commented, “there is nothing about sport that is magical.... It is the experience of sport that may facilitate the results”. There are a number of complicated social, cultural and educational factors related to women and girls empowerment that have not been addressed. This research has raised important issues that need to be explored further, before we can say we have a comprehensive understanding of how sport for development interventions, which are directed at women, can improve the positions of women in different societies. The next chapter, which answers the critical research question, is the final chapter.

## Chapter 6- SUMMARY AND CONCLUSIONS

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*“The fact that we have empowered real coaches you know, these coaches are qualified and they have good qualifications. Those are some of the stories but you know I was there and I took some of the pictures while I was there. I was the MC when we handed out the kit, without getting too emotional you know I almost cried, it was very awesome,( Officer at the CoCT, 2013).*

### 6.1) Is football a viable agent for promoting women and girls empowerment?

The objectives of this study were to assess the viability of football as a tool to promote the empowerment process of women. Furthermore, the paper seeks to clarify the theoretical understanding and to assess the practical contribution of sports to the empowerment of women and girls within a sport for development framework. The research journey began with months spent reviewing the literature on the research into sport for development, and interviewing women who were part of a sport for development programme. The interviews gave one an understanding of how the participants viewed their experiences of taking part in a male-dominated sport.

There is a widely held belief that women are powerless, which are based on cultural values that deny women the rights and the opportunity to be active participants in social activities outside the home. The belief that, “this is a men’s world” is very old. Can participating in football matches challenge this deeply entrenched attitude? When reflecting on the research question **“Is football a viable agent/tool for promoting women and girls’ empowerment”**, it is apparent from the findings that it is indeed feasible to use football as an agent to empower women. The respondents (85%) agreed that football programmes are cheaper to implement than other sporting codes, which makes it more likely that football programmes will continue once the NGO’s like CFH, which established these programmes, withdraw. The CFH programme has had its successes, and has had to face community opposition. Examples of its successes include the setting up of regular training sessions, and being able to collaborate and network with various organisations. One of the toughest challenges that they have had to face is how to develop the tools to monitor and evaluate the Programme. The participants do see themselves as having benefitted from the project, as they say they feel it has empowered them in a number of ways. Apart from learning to

play football, they have also gained important self-knowledge and life skills. They know their strengths and weaknesses; they have learnt to trust their own thoughts, emotions, desires and experiences; their confidence and self-esteem have grown and they have gained the respect and appreciation of others. They have learned the value of working in a team, and they can set life goals and work to achieve them (see section 4.4.4 for examples). Participating in the Programme is one step towards these women taking control on their lives for the skills that they have gained have improved their capabilities. Sen (1999) asserts that we all have to find the ways and means to achieve our own goals and solve our problems that we encounter. From the interaction with the women and girls, it was observed that they had the drive and passion to be active agents of change and transformation in their communities (see 4.4.6 for some examples of this). The coaches are much admired role models, who inspire and influence other women in their communities.

A lot of challenges remain: wide spread poverty, high unemployment and HIV/AIDS. Including sport in development programmes could help in alleviating some of these challenges. It is important to acknowledge that right across Africa, SFD organisations have the capacity to promote real change, though it is unreasonable to treat sport as a miracle which will meet every developmental challenge (De Waal, 2002)

The CFH Programme can learn from past mistakes (for example, not developing monitoring tools earlier on), and build on its strengths. These lessons from the past can be incorporated into revising long term strategies.. There are still so many social problems facing our society, and sport for development is not a panacea. Organisations who work in the arena of development need to be strategic, and choose an area on which to focus their efforts because it is impossible for a single organisation to solve all social ills on its own. Although there are some legitimate concerns of why some programmes like the CFH programmes is gender specific, there has to be some strategic imperatives in addressing developmental concerns. The CFH Programme is an important intervention for expanding human capabilities, and broadening opportunities so that the individuals can find decent work, earn a living wage, develop a sense of self-worth and earn the respect of others in their community, to find decent work, earn an income and develop a sense of self-worth and respect from others in their communities. The effectiveness of sport for development programmes, and the strength of this branch of development studies, could be greatly

improved, if all the stakes are included in future research projects. It is evident that sport for development is gradually coming into prominences in the practice of community practices.

As a departing point, for this research, theory has a role in informing policy. One respondent indicated clearly that most researchers end up not promoting engaged scholarship between the Universities and NGO's. He said:

Very often students come along and for them it's an academic exercise to get their masters but for me it must be more than that. It must be something that will add value to you as a student, it must add value to us as a key partner and other partners as well and it must add value to the organisation. You must give the organisations real guidelines and feedback on how it can improve (Officer at the CoCT, 2013).

Following on from this important observation, CFH is planning to use the findings from this study to establish suitable tools for monitoring and documenting the benefits of their programme. This thesis also contributes to the emerging international literature on SFD, and on the empowerment of women through sports by arguing that, with proper systems and monitoring tools in place, sports have the potential to be used as a tool for development.



**Photo by: Coaching for Hope (2013)**

*"I'm a woman in the community who's working for the community. For some women and girls I am a role model to them (LCC 2, 2013)"*

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## 8) Appendices

### Annexure 1: Consent form

**Title of study:** Examining the impact of using football as a tool to promote women and girls empowerment. A case study of Coaching for Hope programme-Cape Town

**Principal investigators:** Tebogo Chiyapo

**The focus of the research project will be to:**

1. Assess if football is a viable tool to promote women and girls empowerment
2. Investigate the specific added value of football on the women and girls project
3. Identify specific improvements on literacy and knowledge on life skills
4. Establish a relationship between engaging in football activities and women empowerment.

**Procedure to be followed:** I am requesting an opportunity to interview you as part of my research. This will involve a 40 minute session in which I will ask you questions pertaining to your experience and involvement in Coaching for Hopes Empowerment of women and girls project.

I will not use your name at any stage in the research process. I will only use biographical information relevant to our research. If you should feel at any stage of the interview that you no longer want to participate in the research, you can withdraw your consent, and all data you have provided will be destroyed. Although there are no foreseeable risks to taking part in this research, should you feel at risk in any way, you have the right to inform the researcher, and she will address your concerns to the best of her ability.

Should you need any further information, or should you wish to contact the researcher's supervisor, please contact Dr Maralack at the following e-mail address: [David.maralack@uct.ac.za](mailto:David.maralack@uct.ac.za). Thank you for your time.

I have read and understood this consent form, and I volunteer to participate in this research study. I understand that I will receive a copy of this form. I voluntarily choose to participate, but I understand that I can withdraw my consent at any point during the interview, and that my consent does not take away any legal rights in the case of negligence or other legal fault of anyone who is involved in this study. I further understand that nothing in this consent form is intended to replace any applicable laws.

Participant's Signature:

Date:

Principal Investigator's Signature:

Date:

## Annexure 2: sample investigative questions

Section	Research question	Investigative question
<b>A</b> (Questions seeking answers to the first research question)	Has the project enabled (or disabled) the empowerment of women and girls?	<ol style="list-style-type: none"> <li>2. What are some of the challenges facing women and girls participation in sports?</li> <li>3. Are there any benefits that women and girls have experienced as a result of their participation in football?</li> <li>4. What are some of the benefits that women and girls experience when challenges identified in question 1 are overcome?</li> </ol>
<b>B</b> (Questions covering the second research question)	How has the project increased individual development?	<ol style="list-style-type: none"> <li>2. How has the course contributed to your own personal development? (by personal development the researcher wants to find out improvements in self-awareness, self-knowledge, identity, talents, improved potential and social abilities)</li> <li>3. Do you feel the skills you received in training are relevant to the nature of work you are interested in pursuing?</li> <li>4. Have these skills been valuable for other activities you are involved in?</li> </ol>
<b>C</b> (this consists of questions to answer the third research question)	Is there a relationship between women and girls empowerment	<ol style="list-style-type: none"> <li>2. What are some of the indicators that reflect that football is the right intervention for women empowerment?</li> <li>3. What are some of the limitations and risks of football in addressing social issues like HIV/AIDS?</li> <li>4. Has the project enabled girls achieve what they set to achieve (wellbeing outcome)?</li> </ol>

## Annexure 3: MASTER INTERVIEW SCHEDULE

<b>ANNEX 2: Overview Interview schedule</b>					
Research question	Investigative question	Donor	CFH	Lead Community Coach	Community Coach
Has the project enabled (or disabled) the empowerment of women and girls?	<ol style="list-style-type: none"> <li>1. What are some of the challenges facing women and girls participation in sports?</li> <li>2. Are there any benefits that women and girls have experienced as a result of their participation in football?</li> <li>3. What are some of the benefits that women and girls experience when challenges identified in question 1 are overcome?</li> </ol>	<ol style="list-style-type: none"> <li>1. What is the objective of your organisation and which of these objectives link to the CFH women and girls programme?</li> <li>2. Do you think your objectives have been translated effectively by the programme?</li> <li>3. Why are is the City of Cape Town interested in funding this particular programme?-( problems related to women, using sport or something related to their objectives )</li> <li>4. What are your expectations from the CFH women and girls programme?</li> <li>5. What are the programmes intended outcomes?</li> <li>6. Do you feel your intended outcomes are met by the programme?</li> <li>7. What is your definition of empowerment and how does this align with the programme?</li> </ol>	<ol style="list-style-type: none"> <li>1. Why was the women and girls project founded?</li> <li>2. What are the objectives of the programme?</li> <li>3. Who are the target groups of the programme? Why target that particular group?</li> <li>4. What are some of the selection requirements for admission into the programme?</li> </ol>	<ol style="list-style-type: none"> <li>1. What are the factors that motivated you to join the programme?</li> <li>2. What are some of the challenges that hinder women from participating in such programmes?</li> <li>3. What do you consider to be the significance of participating in this programme?</li> <li>4. What is your role as the lead community coach?</li> </ol>	<ol style="list-style-type: none"> <li>1. What are the factors that motivated you to join the programme?</li> <li>2. What are some of the challenges that hinder women from participating in such programmes?(safety issues, time constraints and the sexual division of labour in the household, gender inequality, believes and attitudes or perceptions, resources)</li> <li>3. What do you consider to be the significance of participating in this programme?</li> </ol>

## Annexure 3: MASTER INTERVIEW SCHEDULE

ANNEX 2: Overview Interview schedule					
Research question	Investigative question	Donor	CFH	Lead Community Coach	Community Coach
		8. Do you think the CFH Women and girls programme will lead to the empowerment of women and girls? (How do you think this programme will lead to the empowerment of women and girls)			
How has the project increased individual development?	<p><b>1</b> .How has the course contributed to your own personal development? (by personal development the researcher wants to find out improvements in self-awareness, self-knowledge, identity, talents, improved potential and social abilities)</p> <p><b>2</b>.Do you feel the skills you received in training are relevant to the nature of work you are interested in pursuing?</p> <p><b>3</b> .Have these skills been valuable for other activities you are involved in?</p>	<p>9. In terms of your objectives, what kinds of support structures are in place for the programme? (what kind of support do you offer to the programme)</p> <p>10. Has there been a difference between how you intended to support the programme and the actual support you are giving to the programme now?</p> <p>11. What has caused you to change your approach?</p> <p>12. Besides financial support, how else do you support the programme?</p> <p>13. How often to you or</p>	<p><b>1</b>. What kind of support structures are in place for the women and girls?</p> <p><b>2</b>. Does your intervention follow a plan or implementation schedule?</p> <p><b>3</b>. Does the intervention require a trained person or staff?</p> <p><b>4</b>. What do you think is necessary for football programmes to become accepted as a standardized tool in sport and development?</p>	<p><b>1</b>. How has the course contributed to your own personal development? (by personal development the researcher wants to find out improvements in self-awareness, self-knowledge, identity, talents, improved potential and social abilities)</p> <p><b>2</b>. Do you feel the skills you received in training are relevant to the nature of work you are interested in pursuing?</p> <p><b>3</b> .Have these skills been valuable for other activities you are involved in?</p> <p><b>4</b>. Have you noticed any changes in your life as a result of participating in this programme?</p> <p><b>5</b>. Have you noticed any</p>	<p><b>1</b>. How has the course contributed to your own personal development? (by personal development the researcher wants to find out improvements in self-awareness, self-knowledge, identity, talents, improved potential and social abilities)</p> <p><b>2</b>. Do you feel the skills you received in training are relevant to the nature of work you are interested in pursuing?</p> <p><b>3</b>. Have these skills been valuable for other activities you are involved in?</p> <p><b>4</b>. Have you noticed any changes in your life as a result of participating in this programme?</p>

## Annexure 3: MASTER INTERVIEW SCHEDULE

<b>ANNEX 2: Overview Interview schedule</b>					
Research question	Investigative question	Donor	CFH	Lead Community Coach	Community Coach
		<p>members of your organisation get out to the programme?</p> <p>14. In what form do you receive progress on the programme? How often?</p>		<p>changes in the other coaches as a result of participating in the programme?</p> <p>6. Have you developed any skills and knowledge as a result of participating in the programme?</p> <p>7. What do other people in the community think about participation in the programme?</p> <p>8. Do you think they have noticed any changes in you and other participants as a result of participating in the programme?</p> <p>9. What do you like most about the programme?</p>	<p>5. Have you noticed any changes in the other coaches as a result of participating in the programme?</p> <p>6. Have you developed any skills and knowledge as a result of participating in the programme?</p> <p>7. What do other people in the community think about participation in the programme?</p> <p>8. Do you think they have noticed any changes in you and other participants as a result of participating in the programme?</p> <p>9. What do you like most about the programme?</p>
<p>Is there a relationship between participation in football and women and girls empowerment?</p>	<p>1. What are some of the indicators that reflect that football is the right intervention for women empowerment?</p> <p>2. What are some of the limitations and risks of football in addressing social issues like HIV/AIDS?</p> <p>3. Has the project enabled girls achieve what they set to achieve (wellbeing outcome)?</p>	<p>15. Have you noticed any changes in the women and girls as a result of your support to the programme?</p> <p>16. Are there any changes that you expected to see from the project and where you surprised when you didn't see those changes?</p> <p>17. Do you feel that there are other ways that you can better support the programme?</p>	<p>1. What are the programmes intended outcomes?</p> <p>2. What are some of the indicators that reflect that football is the right intervention for women empowerment?</p> <p>3. What are the advantages and disadvantages of football used in development programmes compared to other sport activities?</p> <p>4. What are some of the</p>	<p>1. What are some of the most valuable lessons that you received from the training?</p> <p>2. Do you feel the skills you received in training are relevant to the nature of work you are presently involved in? Has these skills been valuable for other activities you are involved in?</p> <p>3. How do you think the programme can be improved?</p>	<p>1. What are some of the most valuable lessons that you received from the training?</p> <p>2. Do you feel the skills you received in training are relevant to the nature of work you are presently involved in? Has these skills been valuable for other activities you are involved in?</p> <p>3. How do you think the programme can be improved?</p>

## Annexure 3: MASTER INTERVIEW SCHEDULE

ANNEX 2: Overview Interview schedule					
Research question	Investigative question	Donor	CFH	Lead Community Coach	Community Coach
		<p>18. What are some of the things that CFH needs to be doing / What are the two most important things that they need to get right for the continuation of the programme( or future support to the programme)?</p> <p>19. Do you consider extending your relationship with CFH beyond this programme?</p> <p>20. What are the plans for this programme going forward? Wrap up by asking if football is the right tool and if there is another way apart from football. (Is there a relationship between participation in football and women and girls empowerment?)</p>	<p>limitations and risks of football in addressing social issues like HIV/AIDS?</p> <p>5. Has the project enabled girls achieve what they set to achieve (wellbeing outcome)?</p> <p>6. What are the pre-conditions for successful implementation of football programmes?</p> <p>7. What challenges has the programme encountered?</p> <p>8. Are there any drop outs?</p> <p>9. How do you think the programme can be improved?</p> <p>10. What are the plans for the programme going forward?</p>	<p>4. Are there any drop outs?</p> <p>5. What are the reasons for dropping out of the programme?</p> <p>6. What are your future plans?</p>	<p>4. Are there any drop outs?</p> <p>5. What are the reasons for dropping out of the programme?</p> <p>6. What are your future plans?</p>

## Annexure 4: Interview Dates

<b>Date</b>	<b>Respondent</b>	<b>Organisation</b>
09/07/2013	Programme Director CFH	CFH
10/07/2013	Lead Community Coach	Lwandle (might super stars)
10/07/2013	Community Coach	Lwandle (Might super stars)
12/07/2013	Lead Community coach	Langa (Bread of Life)
15/07/2013	Lead community Coach	Masiphumelele (Isiqalo Foundation)
16/07/2013	Project Officer CFH	CFH
16/07/2013	Community Coach	Langa (Bread of Life)
18/07/2013	Lead Community Coach	MITS
18/07/2013	Community Coach	MITS
19/07/2013	Community Coach	Orion (Atlantis)
22/07/2013	Lead Community Coach	ABC for Life
22/07/2013	Community Coach	ABC for Life
23/07/2013	Lead Community Coach	Orion (Atlantis)
16/08/2013	City of Cape Town	
16/08/2013	Ex community Coach	Langa (Bread of Ilfe)

## Annexure 5: Part of a Transcript of an interview

### Introductory note:

This appendix contains selections from a longer interview with one of the lead community coaches. The interview was conducted by Tebogo Chiyapo at the respondent's place of work. Names of people have been changed to protect the confidentiality of the interviewee.

All the community coaches were asked how long they have been in the programme and their role and position in their organisations.

**T:** Why do you think this programme's main focus in woman and girls?

**LCC:** That is one aspect of the MITS programme. Because of the lack of development within our community we have female coaches or young people concerned so that's why we have looked at female coaches specifically to train and become of our coaching programme because when you look at sports you only see males and we always think that males do the best job which is not true and that's why part of it we look at female and the development of female coaches within sports.

\*lack of dev  
\*stereotypes

**T:** In your view, what are some of the challenges that face women in your community?

**LCC:** If I look at the male dominated sports codes, obviously the challenges are immediately that its males know best around a sport code, for argument soccer, so women tend to be looked down at in the sense of what do you know about the sport code. When they are involved with that type of sport code it's also perceived that they are lesbians or gay or whatever the case may be so it's not encouraged especially unfortunately within our Muslim community were we have members from the Muslim faith so that is some of the challenges. From our side what we have done is through our partnerships and through the way we arrange the events that we have done we have had a number of our Muslim girls or people that play actually having the parents supporting the process so there has been a mind-set change over the last couple of years in that regard where we are concerned, unfortunately not as fast as we would like to see it happening but yah, so those are some of the challenges obviously but there are plus factors as well.

\*male dominance  
\*lesbians and gay  
\*religious factors  
\*Support from parents  
Note: could parents involvement help in breaking the stigma of girls playing football?

**T:** So you think involving parents makes a difference?

**LCC:** Yes. The challenge with parents is that on one side the parents need to work to sustain the family sort of life or whatever they need to do, but by keeping the parents informed what we do is we send out letters when we do events, when we do programmes we inform the parents, we keep them updated. They then feel like they are part of the process so they understand so it's not just the kids who are going to play in the corner or the kids are just going here, they know that they are gonna come here to the sports centre. When we run programmes, the kids come from the different areas and they travel by train to be here or by bus and taxi or whatever but they still come regardless of whether it's on a weekend that we are having a programme or during the week after school so interaction with the parents is important.

**T:** What is the selection criterion for your coaches?

**LCC:** At the moment what we do is that you should be passionate about sports or involved in sports as a programme. It's also that we look at can they actually work with kids because sometimes in our programmes we deal specifically in schools and the challenge within schools is ... or with coaches is I can coach 12 kids because this is a soccer team they come there for that specifically but when you are dealing with schools you have got different challenges because you have got 50 kids and some don't want to do sports but you have a PE session and you need to engage all of them so these are obviously some hindering challenges for coaches and ideally we look at how do we get the coaches to be able to so.. What we normally do is we have a two week of you volunteer and be part of the programme then get to see if you actually want to do this as a programme and then it becomes easier because if you want to do it and you understand what you are gonna do then it makes it easier for you to actually do it so it's basically what we look at and work with our coaches when they start working in this programme.

**T:** How do you retain your coaches in the programme and do you have any exit strategy for them?

**LCC:** from our side, at the moment we have a partnership with Coaching for Hope obviously where the coaches get a stipend via their partnership with the city of Cape Town and we have a similar partnership from outside with the City of Cape Town as well so we have two different partnerships and that's basically how the coaches get a little stipend to be working in the programme. We also have a number of volunteers that don't get paid anything, that volunteer their time which is the local guys and then we have a number of volunteers from other countries that come and work on the programme, they stay in the area and they come and work on the programme. What we do is like what I said our co-focus is training of the coaches so empowering them by first making them employable. What that means is that 1) they get the experience to work in schools as the life orientation teacher or as the physio teacher at the schools so they do PT sessions at the schools so that immediately builds up their CV in that sense. We also engage with federations who then do sports specific training programmes for them and then as part of what we also do is we try and get the funds or raise the funds to get them to study further. At the moment we have 4 of the previous female coaches that are now doing the sport management diploma. They are employed but still finishing their diploma so that will be sort of our exit out of the programme in the sense of you have got a qualification so you can either go work at virgin active or you can work within the industry at schools or you can just change direction like what some of them have already done and actually gone into teaching so that is basically how we look at exiting guys from the programme so that's why I am saying we don't want to keep them with us, we encourage them to leave us. It's not a good thing for us as a programme because a lot of the guys fortunately or unfortunately find employment out of the area but that is a good thing. For us it's about them being employed we don't worry about where they get employed as long as they get employed.

\*Main aim is to make the coaches employable by equipping them with skills

\*incentives: stipend and further training

**T:** This programme is all about empowering women and girls, how does your programme define empowerment?

**LCC:** I think it's a bit of everything that I said now in the sense of the studies and making sure that they are qualified in what they do and that they understand as coaches or as people working with young kids so that they can speak with authority when we are talking about fitness for argument, not everybody understands fitness because of the field we say that its part of fitness but understanding the coaching science or the science behind the training programme so it's part of our

empowerment of women. Giving them opportunities to be in a career that they might not have thought about like never thought about being a teacher but now they are qualified teachers so that's the kind of things that we look at . **When we say empowerment I would say it's using your opportunity to create your own space in the sun so** we give you the opportunity and you need to create that space within that environment because you have 10-15 guys fighting for that same space so you need to make sure that you stand out and make sure that you do.

These numbers is for all the coaches in the programme> for CFH, there are 5 coaches

**T:** How many coaches have you had since the programme started?

**LCC:** Wow, females we probably had **about 30** or so. It could be a little bit more. We have had quite a bit of female coaches and most of them have been more successful than the males in what they have done.

**T:** Have you ever had any drop out and what were some of the reasons for the coaches to drop out of the programme?

Use of social media to track ex participants

**LCC:** I don't know of anyone who is not employed within the sports or within the industry. **We keep taps of everybody basically on Facebook so** I am on Facebook with most of them so we are always in contact on what we do. If we do an event we would phone them whether they are part of the programme or not that guys we are doing something so come and join us or if we are doing training they get invited as well so it's always on-going. You have left the programme and you are working at the school or at virgin active or wherever you are still part so if we have something and you can attend so we encourage that kind of process as well.

Where some of the people who left the programme now work

**T:** Some literature argues that football is just an entertainment tool but this programme is using it as a development tool, so how exactly do you use football for development?

**LCC:** From our side it was not a conscious decision that look we are going to use going to take football and use it as a tool to empower women. It was a partnership agreement in the sense of Coaching for Hope coming to us and saying they wanted to partner with us in Mitchells plain and obviously one of the criteria was we needed to use football as a vehicle because that is their directive, we use all sport codes. **We don't just focus on football we do everything else as well so that was one of their directives so our programme is not football specific. We do table tennis, we do softball, we do pool, and we do golf, football obviously so there are so many other things. We have got guys of training with Baxmart which is rugby and we have got western province cricket coming on board, we have got basketball coming, EURO league basketball coming so there is a whole range of coaches and programs and organisations that we engage** in so football is one of the tool that we use to empower our coaches.

**T:** How would you say you use sports for development?

**LCC:** Its obviously within the girls that is a **big drive for us- girls in sports or women in sports that is a specific drive for us** and that's not... the sport itself is a side or part of it but the girls in sports is the important thing because we don't have a lot of our girls playing sports and a lot of the sports codes cost a lot of money to play sports which girls play for argument if you take softball it's gonna cost you R15000 for nine girls to play a game whereas with soccer I can get one ball and get 20 girls to play the game of soccer so cost wise. For us we also **use sports as a vehicle to teach them about themselves, to teach them about healthy living.** Our co-focus is not sport really, its physical

Using sport for development is an important point for my study

## **Annexure 6: The coding process**

### **Close reading of the text**

Miles and Huberman recommend that data should be read regularly to identify re-occurring phrases and with an eye to contextualise material (De Wet & Erasmus 2005: 29). I read each interview schedule more than once to get a deeper understanding of the responses. At this early stage of data analysis, I could already identify that the women in different organisations experience similar challenges and similar reasons for dropping out. In the process, I jotted reflective notes about what I was learning from the data. This is referred to as memoing. A memo is “the theoretical write up of ideas about the codes and their relationships as they strike the analyst while coding; [...] it can be a sentence, a paragraph or a few pages” (Glaser as cited in Punch, 2005: 201). An analytical memo can be anything that the researcher writes associated to the research. This could be an idea, relationship between codes, patterns and other findings from the research. Memos assisted with the development of links between the codes and themes associated with these codes (Punch, 2005:201)

### **First and second level coding**

Miles and Huberman’s approach involves the use of first and second level coding of text. Codes can be defined as, tags, names or labels for assigning units of meaning to the descriptive or inferential information compiled during the study (Punch, 2005:199). Codes can be assigned to words, sentences or the whole paragraph. The aim of the first level coding is to produce a working set of codes that may be “merely descriptive” and require little interpretation (Miles and Huberman as cited by Fielding and Lee 1998:41).The first level codes also pave the way for more advanced coding for subsequent analysis (Punch, 2005:199). Second level coding, which Miles and Huberman (as sited by Fielding and Lee 1998:41) assert is carried out after first level coding. Second level coding involves noting regularities in the data by creating “pattern codes”. Pattern codes have internal and external characteristics. Categories in the second level coding must be meaningful in relation to the data and in relation to other categories.

## Annexure 7: Limitations of the study

- I) **Time frame:** The programme duration is 3 years and it has only been running for 18 months at the time of the study. This means that the programme has not had enough time to realise its full potential.
- II) **Sample size:** 12 out of the 30 (40%) community coaches were interviewed. This is a small sample size and is not intended to make generalisation of the viability of football on women and girls empowerment. However, this can give an idea on the views of how the women and girls perceive the programme. The information from the study can give Coaching for Hope an idea of what is going well in the project and the areas that need improvement.
- III) **Respondents:** I was unable to interview HSBC as one of the main donors for the project due to their busy schedules, however, the City of Cape Town as one of the main programme supporters were a good representation. Due to the scale of this thesis, views of the youth who benefit from the football and life skill training could not be interviewed. It would have been useful also to hear the voice of the community members on how they think the programme has impacted the women and girls in their communities.
- IV) **Measurement of progress:** There is also lack of baseline information to determine the extent to which the women have developed from their participation in the programme. This however, can be done by other researchers in future.

## Annexure 8: Summary of findings

The key findings of this study can be summarised as follows:

- 1) There is no standard understanding of empowerment as the different stakeholders each have their own understanding of the term;
- 2) Majority of the women and girls claim that the project has contributed to their empowerment process;
- 3) The women and girls assert that the programme has contributed to their personal development in various ways;
- 4) All the participants interviewed confirmed that football is a fun and interactive tool that can be used in development interventions therefore a viable tool to empower women and girls;
- 5) The participants noted that there are gender stereotypes associated with women and girls playing football. Examples include participants being called lesbians for participating in football or being told they are not good enough since football is a male dominated game;
- 6) The women and girls pointed out they do not have kits for the game hence people don't take them seriously. Other challenges include access to fields for training sessions, equipment. Coaching for Hope on the other hand highlighted staffing challenges (there were only two people running the organisation at the time). This made it difficult to develop monitoring and evaluation tools specific to the program.
- 7) The officer at the City of Cape Town noted that, "The two most critical things are to have a pro-active approach to ensuring the sustainability of the programme at community level. The whole community ownership, community involvement is for me a critical area that they need to focus on so that if they move on to other communities they can play a monitoring and mentorship role but we must be in a position where the programme can continue on its own. In as much as I saying our Space is not Sport development, it's still important, we still want to see the growth of women's soccer".