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**“AN EXPLORATIVE STUDY OF GRADE 7, HANOVER PARK LEARNERS’
AWARENESS OF, AND PARTICIPATION IN, AFTER-SCHOOL PROGRAMMES
AND ACTIVITIES”**

Nazrana Parker

PRKNAZ005

*A minor dissertation submitted in partial fulfillment of the requirements for the award of the
degree of Master of Social Science in Social Development*

Faculty of the Humanities

University of Cape Town

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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: 21 December 2010

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DEDICATION

This research is dedicated to the learners of Hanover Park, who risk their lives and dodge bullets to participate in normal childhood activities.

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ABSTRACT

During the crucial stage of their development, many children living in Hanover Park have to deal with numerous challenges that impact on their ability to discover and enhance their capabilities. This study aimed to explore the available after-school programmes and activities for Grade 7 learners living in Hanover Park. Furthermore, it assessed whether learners are aware of these available after-school programmes and activities and what hinders their participation.

A qualitative research design was used for this study. Semi-structured interviews with key respondents were held to determine the available after-school programmes and activities in Hanover Park. Three key respondents were identified through a snowballing sampling process. They included a teacher, a member of the local Principal's Forum and a NGO representative. A purposive sampling technique was used to identify three primary schools in Hanover Park. A voluntary participation request was made to the Grade 7 learners at the three schools and three focus group sessions were held with a total of twenty-four learners participating. In the focus group interviews, the learners' awareness of and participation in after-school programmes and activities were explored.

Apart from a few structured sports and cultural programmes available to learners at school, there are two structured after-school programmes available in the community. The rest of the after-school programmes and activities tended to be unstructured and unsupervised. Although a majority of the learners were aware of the available after-school programmes, their participation was hindered by crime and gangsterism. Recommendations by both set of respondents were that schools needed to become safer locations to encourage participation.

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CHAPTER ONE

INTRODUCTION AND BACKGROUND

1.1 Introduction

This chapter describes the background to the research problem, which includes a description of the Hanover Park community where the research was located and motivation for the study. This is followed by the research topic, research assumptions, research questions and the research objectives. Concepts related to the research will then be clarified, ethical considerations and reflexivity of the researcher presented. Finally, a summary of the remaining chapters is provided.

1.2 Background to the research problem

It is often said that the success of a society is measured by the quality of life it affords to its children. The researcher firmly believes in this statement as children cannot become responsible citizens unless they are raised in an environment conducive to their personal growth and development. Dr. Nelson Mandela stated:

“...that without children humankind ceases to exist and we should ensure that each child is given a chance, a chance of going to school, of developing his/her human potential, because children will respond in accordance with how we nurture them... How we bring them up with love and courage... how we protect them, the values that we give them. So that we should be able to be a society that is humane and that cares and our children should be prepared to build an even better society than ourselves”

(Oprah Winfrey Show, 2002).

Through the researcher's observations, experience in the community and during conversations with numerous teachers and parents in Hanover Park, Cape Town, it came to the researcher's attention that there are very few constructive after-school activities for primary school learners in the community and activities that are available are underutilised by the learners. Furthermore, given the socio-economic problems prevalent in the community, many primary school children remain unsupervised after school and during weekends. This negatively affects the development of children in Hanover Park. During this

period of development children start exploring activities outside their home and with peers, participate in sports and cultural activities, and become more independent (UNICEF, 2008:10). However, they also become vulnerable to anti-social behaviour such as gang involvement and drug use that is rife in the Hanover Park community. The concomitant socio-economic problems in the community negatively affect the psycho-social-emotional development of children and cause many of these learners to make poor choices such as to drop out after completing primary school or high failure rates in later years (UNICEF, 2008:14).

1.3 Nature of Hanover Park Community

In mid-2007, the total population of South Africa was 47.9 million people, of which 18.3 million were children under 18 years of age. Children then constituted nearly 40% of the population. The child population had grown by about 4% (70,000) over the six-year period from 2002 to 2007 (Statistics South Africa: 2008). Hanover Park is an area on the Cape Flats with a predominantly Coloured population of about 45 000 people, of which 53% are female and 47% male. Children and youth constitute 37% of the population (Statistics South Africa: 2008).

Hanover Park was established in the 1960s as a result of forced removals during South Africa's apartheid period and the enforcement of the Group Areas Act (Group Areas Act No 41 of 1950). The community is largely Afrikaans speaking, being the home language of 65% of households. Eighty percent of adults in the community have less than a Grade 12 schooling and 78% of household heads earn less than the household subsistence level of R10 000 per annum. There is a 23% unemployment rate. Hanover Park consists of a mix: "derelict public housing units, small free-standing formal dwellings and informal housing". Fifty seven percent of households are overcrowded, with some houses accommodating up to forty people according to the last national survey (Statistics South Africa, 2001). There is no police station in the area and residents need to travel 8-15 km using either their own vehicle, a local taxi or bus to access this service (Child Welfare Community Report: 2001).

The community resources include seven primary schools, two high schools, a clinic, a library, a civic centre, a post office, a few shops, a doctor's surgery, an optician, an old age home, a drug rehabilitation centre, several churches, two mosques and a satellite office of the Child Welfare Society. The sports facilities include three sport fields, open playgrounds and a swimming pool. Hanover Park is also known for its successful football club and popular Cape Minstrel groups (Parker, 2008).

According to residents and school staff interviewed by Moultrie & Ward (2003), there are high rates of alcohol and drug abuse, sexual and physical violence and abuse, and child abuse and neglect. Hanover Park is one of the most violent areas of the Cape Peninsula (City of Cape Town, 2003), with a recent estimate of 37 gangs active in the area (Goedgedacht Forum for Social Reflection, 1997). According to Merten (2002), approximately eight people died in gang related violence every month since 2001. There are six major gangs in the area: The Americans, The Laughing Boys, Ghetto Kids, School Boys, Fancy Boys and The Mongrels, with The Americans being the most powerful. The community forms part of a group of police districts where the murder rate in 1999 was 8-25 per 100 000 (City of Cape Town, 2003). The Department of Community Safety revealed that the gang members are "becoming younger and start from ages twelve to thirteen" (2005:12). Furthermore, the South African Human Rights Commission (2006:3) indicates that gang activity has filtered into schools with the result that there is now an "increase in gang membership among learners and gang-related incidents on school grounds". In an interview conducted for a study on gangsterism by Nott, Shapiro and Theron (1990:5), one Grade Six learner recounts: *"They (gang members) sell drugs in front of children and tell innocent teenagers to sell it for them. They influence teenagers to try it and then the children feel high and then they tell them to break into houses then they steal video machines, jewellery and other things."*

Teachers are concerned about the targeting of schools by gangsters who often disrupt the school programme. Parents are worried about their children's psychological health, personal safety and security. Both teachers and parents have reported that many learners experience *"nightmares, withdrawal from interpersonal relationships, and feelings of distrust, hyperactivity, violent outbursts, stress and irritability"* (Reckson and Becker, 2005:14). The Provincial Department of Education, through the Safe Schools Project, assists

schools in the community by providing the necessary infrastructure such as inner perimeter fences and alarm systems to ensure increased safety for schoolchildren. Through added networking with non-governmental organisations, two schools now have trauma rooms for children and teachers (Reckson and Becker, 2005).

Newspaper articles from 2004 to 2009 highlight the high level of gangsterism, crime and drug abuse in this community and the negative effects on these children. On the other hand, these articles and community radio programmes also reveal a sense of community spirit amongst residents as demonstrated by community marches and petitions in support of the fight against gangsterism and crime. A collaborative intervention by both the public and private sector institutions in partnership with the local community leadership will go a long way towards building a better community in Hanover Park.

Turok stated: "Government statements on poverty suggest that the poor should be assisted to work their way out of poverty. To do this, they need skills development, training, physical resources, social capital, finance, infrastructure, market access and many other support services" (2007:9). This clearly indicates that a multi-pronged approach on both a macro and micro level is required which includes much needed activities for enhancing the strengths and capabilities of children. The challenge is to increase the number of constructive programmes and activities available to children and encourage greater levels of participation. In this way they could make constructive use of their free time and develop the critical life skills which will enable them to eventually make a success of their lives despite the debilitating conditions around them.

1.4 Motivation for the study

The researcher has been exposed since 2002 to townships on the Cape Flats where she practiced as a social worker. Over the past nine years, the researcher has held numerous informal conversations with role players in Gugulethu, Bonteheuwel, Hanover Park and Elsies River regarding the lack of constructive programmes and activities available to primary school children. The following concerns were noted. Firstly, many primary school children were not aware of programmes and activities available to them. Secondly, a lack of

participation in constructive programmes and activities showed an increase in deviant behavior in primary school children. Finally, there were few networking and collaborating relationships between service providers in the community.

Several benefits may arise from this study for Hanover Park. It will identify what programmes and activities are available to primary school children in Hanover Park, the extent to which primary school children are aware of and utilise the available programmes and activities. Also it will offer guidance to schools, NGOs and local government as it will highlight recommendations made by the children living in the area.

1.5 Topic Formation

“An explorative study of Grade 7, Hanover Park learners’ awareness of, and participation in, after-school programmes and activities”

1.6 Research Assumptions

Hanover Park has limited community programmes and activities that provide primary school children with constructive use of their free time. Learners are unaware of the available after-school programmes and activities in their community, and therefore do not utilise these programmes and activities.

1.7 Research Questions

- i. What after-school programmes and activities are available to primary school children in Hanover Park?
- ii. Are Grade 7 learners in Hanover Park aware of the available after-school programmes and activities in their community?
- iii. Do Grade 7 learners in Hanover Park participate in these after-school programmes and activities?
- iv. What hinders participation in available after-school programmes and activities, and
- v. What after-school programmes and activities do Grade 7 learners wish were available to them in their community?

1.8 Research Objectives

The objectives of the study are:

- i. To identify the available after-school programmes and activities for primary school children in Hanover Park;
- ii. To explore whether Grade 7 learners are aware of the after-school programmes and activities available to primary school children;
- iii. To explore whether Grade 7 learners participate in these after-school programmes and activities;
- iv. To explore any possible hindrances to participation in available after-school programmes and activities, and
- v. To explore what after-school activities and programmes Grade 7 learners wish were available to them.

1.9 Concept Clarification

Adolescence

Adolescence is often defined as a transitory stage between childhood and adulthood, and an influential period during which many life patterns are learned and established. Cheetham & Klindera (2004 in Davids, 2005:13) describe it as a time that is “both crucial and dynamic for young people as they begin to develop their capacity for empathy, abstract thinking and future-time perspective”. It is a unique and important developmental period requiring specific programming and policy attention (2005:14). In South Africa adolescents are defined as those persons between the ages of 10 and 19 years, which correlates with the World Health Organisation (2004) definition of ‘adolescents’.

Community

Community can be described from an ecological perspective as ‘a structure of relationships through which a localised population provides its daily requirements’ (Hawley, 1950:150).

Childhood

Schlegel and Barry (1991 in Durham 2000:115) distinguishes childhood as “...a period of dependency, subordination and asexual social identity.”

Middle Childhood

Middle childhood is described as a time of industry when children's attention is directed at becoming competent in a range of important skills (Erikson, 1963).

Programmes and Activities

For the purpose of this research, programmes and activities will refer to the psycho-social, sport, cultural and religious activities which assist primary school children with their developmental needs.

Poverty

Poverty can be defined as "the inability of individuals, households or communities to command sufficient resources to satisfy a socially acceptable minimum standard of living" (The Children's Institute: 2003a). Furthermore, poverty can be described as "more than mere income insufficiency as it includes lack of opportunities, lack of access to assets and credit, and social exclusion" (The Children's Institute: 2003a).

Social Capital

According to the World Bank (1999), 'social capital' refers to "the institutions, relationships and norms that shape the quality and quantity of a society's social interactions".

Primary School Children/Learners

According to the South African Schools Act of 1996, a "learner" means any person receiving education or obliged to receive an education. Thus, primary school children can be defined as children attending school between Grade 1 and Grade 8 and the age of children range from six to approximately thirteen years. This study will focus on learners in Grade 7 regardless of the possible difference in their ages.

Youth

The United Nations General Assembly defines youth as persons between the ages of 15-24 years, while the African Youth Charter refers to a youth age cohort of 14-35. The National Youth Commission Act defines youth as between the age of 15 and 35 (Triologue CSI Handbook, 2008:265). For the purpose of this research the definition provided by the World

Health Organisation (WHO, 2004), which defines 'youth' as the 15-24 years age group, will be used.

1.10 Ethical Considerations

As stated by Babbie & Mouton (2001:521-522), the ethical norms of voluntary participation and no harm to participants have become formalized in the concept of 'informed consent'. According to De Vos (1998: 30), the researcher should clarify the reasons for the research in the initial proposal and indicate the manner in which he/she will be able to honour these ethical guidelines. Schools in Hanover Park were approached for permission via formal requests. Parents and children were informed about the research topic and the purpose. Detailed letters were sent to the parents of all the participants to request their signed consent. Learners who were selected but did not want to further participate in the study were able to withdraw from the study. Confidentiality and anonymity were assured before the focus group interviews and before recordings were done. Participants were asked to choose a pseudonym or use their first name only. No participants withdrew from the group after these forms of confidentiality were noted.

Furthermore, De Vos (1998) noted that the researcher must respect the traditions of a certain community in all his/her actions "in order to obtain cooperation from the community". The researcher was aware that the community was not safe and ensured that all participants had a safe passage back home by ensuring that participants walk together in groups, wait for older siblings and/or have parents collect them at an advised or specific time.

1.11 Reflexivity

The researcher realized that her experiences as a child were vastly different to that of the children in Hanover Park. Although born at the end of the apartheid era in South Africa, she was afforded many more opportunities for personal growth development compared to the children born in the new, democratic South Africa. Also, as a young girl, being able to play outside in the evening or walk to the local cafe was something the researcher took for granted. Today, however, in a small community such as Hanover Park, children dare not

walk, especially alone, to the community library or play soccer on the sport fields as they could be caught in the cross-fire of gang violence or be assaulted.

As her teachers always motivated and encouraged her class to participate in sports and cultural programmes, the researcher was exposed to numerous programmes and activities during her schooling. She often notes that children in Hanover Park prefer to 'hang around' and seem to lack motivation to participate in constructive activities and programmes. Her opportunity to pursue a tertiary education and become a qualified professional made her realise the different childhood experiences of the children in the Hanover Park. The researcher needed to ensure that her frustrations and anger towards the government regarding the poor delivery of development opportunities for children in communities such as Hanover Park did not negatively influence the study.

1.12 Structure of Research

Chapter One

Describes the background to the research problem, the motivation for the study, the research topic, research assumptions, research questions and the research objectives.

Chapter Two

Presents and discusses the literature consulted. In this chapter the theories selected are discussed as a means of providing an explanation for the themes that are linked to the research study.

Chapter Three

Provides a comprehensive description of the methodological framework applied in this study. The research philosophy is discussed with reference to the research method used, namely qualitative methodology. A description of the participants and the type of instrumentation used are provided. In addition, a detailed explanation of how the data was collected and analysed are presented. The limitations of the study are also presented.

Chapter Four

Presents and discusses the results of the interviews and focus groups conducted. All the categories that will be coded are presented and the main themes selected from these coded categories are analysed using thematic analysis.

Chapter Five

Presents the conclusions and recommendations for this study.

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CHAPTER TWO

LITERATURE REVIEW

The researcher will review the literature relevant to this study. The aspects under discussion will include the needs and tasks of middle childhood development, child capabilities and the link to human development. Thereafter the researcher will discuss the developmental challenges facing children in disadvantaged communities. This will include the role of the school system in human development, participation of children in community programmes and activities, and the building of social capital. The developmental approach to service delivery in South Africa will be discussed, with a particular focus on human development. The practices of effective community collaboration for the development of children by a nongovernmental organisation in South Africa and a city in Brazil will be explored.

2.1 Child development needs and tasks of middle childhood

Erik Erikson's (1959) model of psychosocial development describes human development through a progression of eight stages that occur throughout the lifespan. For the purpose of this research, the researcher will give attention to the period described as the latency stage which occurs between five and twelve years. Erikson (1959) states that middle childhood (five to twelve years) is a time of 'industry' when children's attention is directed at becoming competent in a range of important skills. Other developmentalists such as Ripke, Huston, Eccles and Templeton (2005 in Brown, 2008: 132-133) note that during middle childhood salient tasks such as the capability to control behaviour and emotions, skills in negotiating conflicts and solving interpersonal problems, in addition to a sense of competency in both social and academic segments, are also developed.

Erikson (1959) notes that if this stage is not completed successfully the child may develop feelings of "inferiority". Therefore, how children spend their time and the programmes and activities which they are involved in during this period are important to their opportunities and choices during adolescence and youth when they face issues of identity and definition. Children must develop feelings of 'industry' in order to 'successfully transfer' to the next stage of development. Ripke *et al.* (2005 in Brown 2008:137), further highlight seven

domains as key to children's social and emotional development in middle childhood: (a) motivation and goals for the future; (b) psychological well-being and distress; (c) activities and time use; (d) self regulation and control; (e) social competence; (f) relationships with peers and adults; and (g) ability and attitudes concerning multiculturalism and diversity. The abovementioned domains emphasize the importance of constructive after-school programmes and activities for primary school children which could facilitate the development of these competencies. Children of this age also gain a great deal of independence, become increasingly involved in activities and relationships outside the home and take on increasing responsibility for their actions.

According to McHale, Crouter and Tucker (2001:1765) children of poor socio-economic background tend to watch more TV, read less and are not as much involved in sports or other group activities. Osgood, Wilson, O' Malley, Bachman, and Johnson (1996) discuss the negative consequences of engaging in unconstructive activities, commonly referred to as 'hanging out'. They highlight a clear distinction between partaking in sports, hobbies and time spent playing outdoors as opposed to just 'hanging out' and ascribe poor school grades and behavior problems to 'hanging out'.

Ripke *et al.*, (2005 in Brown 2008: 134-138) note that during the period of middle childhood, peer influences increase dramatically and conformity to peers reaches its peak around the age of 12 to 13 years. Children in middle childhood spend an increasing amount of time with friends and peers. Thus the values and behaviour of a child's peers are an important context and indicator of the child's own values and behaviour. 'Hanging out' time has led to numerous detrimental implications due to a lack of supervision by adults. With the increase in numbers of children playing truant and participating in gang related activities, schools are faced with additional challenges in dealing with learners who disrupt the teaching process or are absent from school resulting in them possibly failing at the end of the year. Mere encouragement to use their time wisely is not enough. Children need access to constructive opportunities within their immediate community. Parents and teachers should ensure that participation occurs at school, after school, over the weekends and during school holidays, as ensuring that children use their time for learning and practising particular competencies and skills that can foster their identity development (McHale *et al.*, 2001:1765).

Child activities that include extra-curricular school activities and community-based programmes can provide favorable conditions for children to participate in psychosocial growth (Larson, Hansen and Moneta, 2006:849). Some examples of organized activities include sport, performance art, educational clubs and organizations, community orientated activities for child and youth groups. According to Danish, Taylor & Fazio (2003 in Larson *et al.*, 2006:850) research shows that organized sport provides opportunities for the development of skills related to goal-setting, perseverance, problem-solving, cooperation, managing emotions and time. Mahoney and Cairns (1997 in Larson *et al.*, 2006:850) also note that sport fosters a capacity for initiative and goal achievement. Literature on organized art activities such as music, dance and drama suggests that these opportunities allow for identity exploration and the development of initiative and interpersonal skills (Hansen, Larson and Dworkin, 2003:47). Participation in activities that have an educational focus such as science clubs, learner representative councils, leadership and cultural activities provides opportunities for the development of academic skills (Larson *et al.*, 2006:850). These supervised and organized activities can decrease the opportunity for primary school children to partake in anti-social activities and rather be settings for a wide range of developmental experiences that allow them to be involved in shaping their own development (Hansen *et al.*, 2003:52).

Werner (1984 in McHale *et al.*, 2001: 1774) notes the significance of hobbies in resilient children and their varying responses to stressful family conditions. Hobbies and activities can be described as “a source of intrapersonal support and linked to social cognitive development” (Bryant 1985, in McHale *et al.*, 2001:1774). Kleiber (1999 in McHale *et al.*, 2001:1774) also notes that children who invest time to become informed about, or skillful in, a distinct activity will be able to define how unique they are, and help them to set the stage for further identity development.

Involvement in these constructive programmes and activities assists primary school children to develop a sense of “belonging, mastery, independence and generosity” as highlighted in the “Circle of Courage” as explained by Brendtro, Brokenleg and Van Bockern (2005:130). Brendtro *et al.*, (2005) mention that when children are unable to master particular skills they may either seek to prove their abilities in distorted ways or learn to withdraw from

difficult challenges. They recommend that as an alternative, one should provide children with an “environment with abundant opportunities for meaningful achievement” (Bendtro *et al.*, 2005:130-136).

This study will explore whether Grade 7 primary school children, who are about 12 to 13 years old, are aware of programmes and activities in their community and whether they participate in these so as to develop the skills and competencies relevant to their developmental stage of middle childhood as explained above. Children on the Cape Flats have increasingly become involved in truancy, gangs and criminal activity. Parents and teachers in the community agree that constructive alternatives will attract these children away from the negative activities (Cape Argus: April 2006).

2.2 Child capabilities and the link to human development

As noted by the United Nations Development Programme (UNDP), ‘human development’ can be explained as “creating an environment in which people can develop their full potential and lead productive lives in accord with their own needs and interests rather than focusing on economic growth”. Furthermore, the UNDP draws attention to a vital aspect of expanding people’s choices by building human capabilities. The founder of the Human Development Report, Mahbb al Haq, states that “the objective of development is to create an enabling environment for people to enjoy long, healthy and creative lives” (UNDP, 2010). To achieve this objective the process of developing capabilities needs to commence at an early age.

According to Biggeri, Libanora, Mariani and Menchini (2006:62), “Childhood and adolescence are the periods of human life during which interaction and receptiveness within the household and social environment reach their highest levels and they are, in a certain sense, the foundation for the development of human beings with both personal and societal consequences”. The capabilities, which refer to both talent and skill of an individual, need to be developed during this decisive phase of life as it later affects the choices and capabilities of that individual. Sen (1999:4) supports this statement: “capabilities that adults enjoy are deeply conditional on their experience as children”.

Klasen (2001 in Biggeri *et al.*, 2006:63) notes that deficiencies in important capabilities during childhood not only lessen the well-being of those suffering from them, but also have larger societal consequences. This is clearly prevalent in relation to the growing social problems such as teenage pregnancy, HIV and AIDS, drug abuse, gangsterism, crime and school drop-outs in South Africa, and Hanover Park in particular. Biggeri *et al.*, (2006:63-65) state that there are at least five significant issues linked to children's capabilities that are worth considering as they assume a central role in the child's human development:

- i. The capability of parents to function which may, directly or indirectly, affect the capabilities of the child. For example, children who are forced to sell fruit and vegetables with their parents during school hours to generate an income reflect the lack of choices available to them, and underlines Sen's (1999) notion of "development as freedom".
- ii. The possibility of adapting capabilities into "functionings" depends also on parents', guardians' and teachers' choices. These adults influence opportunities which children may be exposed to.
- iii. There is a relationship between various capabilities and "functionings" of the child. Even though each capability has an intrinsic value, it assists other capabilities to be developed. For example, the capability of being good at a specific sport is an end in itself but also a means of fulfilling the capability to perhaps receive a sports bursary or earn an income from playing that sport. Therefore, one form of capability breakdown hinders the attainment of another capability and/or "functioning", and vice versa.
- iv. The child's age is significant in defining the relevance of a capability, as children could have diverse applicable capabilities to those of when they are adults, and the relevance of these capabilities can vary according to age and gender, as life experience and social circumstances influence the functioning and capability of children.

- v. The child plays a role in the creation of their future capabilities. For example, a child, can change factors that influence the gaining of future capabilities and through involvement with others, they can modify their situation. From this point of view, children can also be key resources for a better future, i.e. a resilient child may assist another struggling child to develop coping mechanisms.

The lives of children in Hanover Park are permeated by the lack of “freedom” they experience. However children can help one another through the interconnectedness of their needs, positive social action and participation. Children and youth, when older, can be empowered to hold their leaders and municipalities accountable to deliver and create the necessary infrastructure which will assist in providing activities to enrich their lives (Dreze & Sen, 1996).

According to Sen (1999:3) development of people can be seen as the process of enhancing the real “freedoms” that people enjoy. It requires that the “causes of poverty, tyranny, poor economic opportunities as well as systematic social deprivation, neglect of public facilities and intolerance or over-activity of repressive states” to come to an end. Drawing on Sen’s (1999) view of development, many children and youth on the Cape Flats do not experience the true sense of their “freedoms”. This is reflected by their choices and decisions such as joining gangs or dropping out of school.

2.3 Challenges facing children in disadvantaged communities

The increasing social problems on the Cape Flats emphasize the need for children to participate in constructive programmes and activities which foster the developmental needs of children. According to Elliot (2006:1), a community plays an important role in raising children and, when it fails to do so, children are put at risk of poor development and dysfunctional lifestyles.

Marginalization of children and youth is a challenge in South Africa. According to Palmary & Most (2002:4-5) 27% of children in South Africa could be defined as ‘marginalized’ while 43% of young people could be defined as being at risk of engaging in anti-social behavior.

Furthermore, they note that since 1990, children have grown up in a democratic South Africa yet “inequality, racism, a culture of violence, machismo and militarism continue to shape their experiences”. In addition, children and youth are exposed to drug and alcohol abuse by parents and family members and are often left with minimal supervision at home, and receive limited stimulation from family members to participate in constructive programmes and activities. Teachers and care-givers are responsible for more children than they can manage, and schools are unable to follow up on truant learners due to heavy workloads and large classes (Palmary and Most, 2002:5).

This context once again emphasizes that child care should be a collective responsibility of both the government and the community. Children should be encouraged to develop a sense of pride in their projects, which in turn, could be a deterrent to the continuous vandalism of schools, community parks and amenities.

2.3.1 The role of the school system in human development

As indicated by Duff (2002:4), Curriculum 2005 aimed to lay the foundation for a new society. It sought to build a nation whose citizens are creative, critical and active members of a progressive, just and democratic society. She further highlighted in the Life Orientation Handbooks for Grade 7 that the Revised National Curriculum Statement indicate that children are given formal education relating to various aspects of their personal development. These included enhancing their self-image; influences in personal lifestyle; coping with emotions and responding to change; dealing with disagreements and showing respect for others; decision-making skills and study skills. In addition, learners are assisted in developing skills in healthy living, social development, physical development and understanding the world of work.

During this period of middle childhood, children develop salient tasks such as the ability to regulate behavior and emotions, skills in negotiating conflicts, solving interpersonal problems and a sense of competency (Ripke *et al.*, 2005 in Brown, 2008: 132-133). Once they reach adulthood these skills will allow children to participate effectively in making their world a better place, and provide them with the grounding to become effective citizens.

However, the environment in which teaching takes place is a cause for concern. According to the Western Cape Department of Education (2006), the majority of the Province's 1470 schools accommodate children from historically disadvantaged communities, are poorly resourced and conditions are challenging. Environmental challenges include poverty, gangsterism, crime, drug abuse, poor and unattractive infrastructure, poorly maintained facilities, and overcrowding. The question remains whether the school curriculum is sufficient in the above-mentioned environments to achieve the desired outcomes required by the State. The question is how extra-curricular programmes and activities, can contribute to the goals set out by the curriculum and enhance the development of children in these communities.

According to the Deputy Minister of Sports and Recreation "school sport was in a mess" and thus the need to create new policy to revamp the School Sport Mass Participation Programme (SSMPP). There was clarity that although the Department of Education was responsible for physical education, the SSMPP was a joint responsibility and that the Department of Sports and Recreation would assist the Department of Education to ensure that Physical Education is taught consistently in all schools (Draft School Sport Policy, 2009:2).

According to Draft One of The White Paper on Sport and Recreation (2010: 22): "Well-designed sport and physical activity programmes are powerful tools for fostering healthy child and individual development, teaching positive values and life skills, reducing conflict and criminal behaviour, strengthening education and these programmes can help empower...", and therefore there should be a greater urgency by the Department to once again promote sport and physical education at schools. This would include upgrading existing facilities and infrastructure to support talented children.

The new policy framework plans to draw strongly on from the Framework for Collaboration: Coordination and Management of School Sport in Public Schools (March 2005) as highlighted in the Draft School Sport Policy (2009), which provided the platform for cooperative governance and administration, management and coordination, placement and funding for school sport. This previous Framework also provided for the establishment of

the National Coordinating Committee (NACOC) for School Sport, whose responsibilities included the transformation process for School Sport in the country. The objectives of this new policy include, to build and continuously develop the capacity of all learners to participate in school sport programmes; educators, coaches, and community volunteers to deliver quality school sport programmes that will lead to lifelong participation in sport; schools to offer school sport programmes as part of their integrated curriculum; school sport managers and community volunteers to plan, rehabilitate, maintain and manage infrastructure for school sport activities; and school governing bodies to enable them to execute Section 21 functions of the South African Schools Act, 1996, especially as these functions relate to “extramural” activities or school enrichment programmes (Draft School Sport Policy for Public Schools in South Africa, 2009:7).

Each school thus has to ensure that school sport is an integral, extramural and extracurricular component of the holistic education programme. Each school shall allocate time for participation in school sport and physical activity during or after formal school hours (Draft School Sport Policy for Public Schools in South Africa, 2009:8).

According to a Western Cape Education Department Curriculum Adviser, Raldine Goldblatt, the current “outcome based” education strategy seeks to empower learners to access and organize knowledge, provide them with skills to enquire about relevant issues relating to their needs and thus assisting them with their decision-making (Cape Times, September 2009). She further states that the reasons for the dysfunction of the new outcome based education system at some schools, especially in disadvantaged communities, are due to demotivated and untrained teachers; community violence and the avalanche of ‘cool’ messages via the electronic and print media, which influence children’s pattern of behaviour. Goldblatt believes that if teachers and school governing bodies could rise up to the challenge and engage with the curricula instead of continuously resenting it, the optimism the nation felt in 1994 could be recouped and learners could be assisted to become change agents (Cape Times, September 2009).

Schools in poor socio-economic communities should play a more active role in enabling learners to develop the appropriate skills and capabilities described above and participate in

extra-curricular activities. However, the researcher has witnessed that primary schools in Hanover Park sadly close down at the end of the school day, and limited or no extra-curricula activities take place. In comparison, most former Model C and well managed public schools children partake in sports and cultural activities at school until late afternoon and each child is required to participate in at least one extra-curricular activity during winter and summer.

2.3.2 Participation of children in community programmes and activities

Towards the end of the 20th century, the idea that young people are “social actors” gained increasing prominence. Since then, there has been a growing “recognition of young people’s ability to understand and contribute” to shaping their own environment (Arches and Fleming: 2006:81). One manifestation of this is the adoption of the United Nations Convention on the Rights of the Child (UNCRC, 1989) by a majority of the countries in the world. The UNCRC made children’s rights part of the social contract. Article 12 of the UNCRC specifically addresses the rights of children as citizens to be represented and participate in decisions affecting their lives (O’Donoghue, Kirschner and McLaughlin, 2002:15-16).

According to Samara (2005:210), elected officials, community members and youth in the Western Cape often point out that the key to unraveling problems such as crime and gangsterism lies in creating alternatives for children and youth, and establishing socio-economic and psychological support services necessary for healthy communities.

Gangsterism, unlike other criminal activities, is more organised and structured. Gangs have specific *modus operandi* and jargon which vary according to each gang. There are two types of gangs – street gangs and organised gangs, and Hanover Park once had 36 gangs operating in the area. Currently, Hanover Park is home to six major gangs who operate like well organised establishments. They are governed by harsh codes of conduct and gang rules. Breaking any of the rules or the code of conduct could mean a loss of life.

According to Le Roux (2010) poor socio-economic communities such as Hanover Park have become training grounds for would-be gangsters as many children are left unattended due to both their parents either being unemployed or both working. Gangs quickly exploit such

situations. They wait to pounce on vulnerable and financially needy children by tempting them into selling drugs to their peers. Furthermore, they offer the children a “surrogate family” setup which gives the children a sense of belonging and many children are drawn into the gang arena by the attraction of money, power and glamour with which they associate gangsterism. This poses challenges to community workers who do not bring about material changes to the circumstances of the children. The Department of Community Safety revealed that the gang members are becoming younger and start from ages twelve to thirteen (2005:12). This correlates with the findings from the South African Human Rights Commission (2006:3) which indicates that gang activity permeates schools thus there is an increase of gang membership and related incidents on the school grounds.

Rachel Bray (2003 in Samara 2005:211) underlines this necessity when she states: “Childhood is a dangerous period of life. Young people are considered vulnerable, but also rebellious and potentially delinquent.” For these reasons, she suggests that there is a need to provide constructive programmes and activities in order to prevent social disorder. Crime, drugs, dropouts and pregnancy are regular images that permeate opinions about many communities across the Cape Flats. The belief is that young people are vulnerable victims of neglect, poverty, racism and forces beyond their control. However, according to Morsillo and Prilleltensky (2007 in Yahalem and Martin, 2007:809) participation in constructive activities can contribute to the development of experiences such as belonging, stimulation as well as integrity and thus contribute to young people’s positive identity development over time. It may also assist with children developing an active role in changing their life circumstances through, for example, participation in a school vegetable garden.

2.3.3 Building social capital

The South African government has made the development of social capital one of its leading strategies. It has taken on the role of a “developmental state”, which means it will actively intervene with programmes designed to improve the living conditions of people. According to the World Bank (1999), social capital refers to “the institutions, relationships and norms that shape the quality and quantity of a society’s social interactions”. Probably the most important purpose of any social capital project is that of developing trust between

individuals, and between individuals and their social and political institutions. The search for high levels of social capital is important in that "...communities with a good 'stock' of social capital are more likely to benefit from lower crime figures, better health, higher educational achievement, and better economic growth" (Western Cape Education Department, 2006:14). Social development practitioners in South Africa agree that the majority of children living in disadvantaged communities face numerous developmental challenges and require additional support to become the much-needed social capital of the future.

The psychological sense of a community emerges as a key issue in studies on community. McMillan & Chavis (1986:9) identify four elements of community:

- i. "Membership" that expresses a feeling of belonging;
- ii. "Influence," a sense of mattering, of making a difference to a group and of the group mattering to its members;
- iii. "A shared emotional connection", the commitment and belief that members have shared, and will share history, common places, time together, and similar experiences, and
- iv. "Integration and fulfilment of needs", the feeling that members' needs will be met by the resources received through their membership.

These elements are important for the understanding of "community" in relation to young people as expounded by Arcidiacono, Procentese and Di Napoli (2007:282-283). Their research has found that young people living in an underprivileged community have a strong sense of belonging to their community. However, many of these young people do not think of a future in their immediate context as they feel mistrust towards their own community due to a lack of fulfillment of their needs and feelings of powerlessness in their own community. Glaeser, in the Western Cape Education Department Annual Report (2006:14) argues that, where community systems have broken down, government should get involved to aid the process of developing social capital. Eve Parts in Western Cape Education Department Annual Report (2006:14), asserts further that "...social capital acts like a filter through which human and financial capital flow from the parent and the community to the child, producing better outcomes and thus helping to achieve better results in

development". Building social capital cannot be the responsibility of one government department only, but a holistic approach by key role players including local government, schools, faith-based organizations and non-governmental organisations.

The programmes and activities offered by schools and organisations within the community not only provide children with the opportunity to develop their capabilities but also act as a catalyst in creating the future social capital.

2.4 A developmental approach to service delivery

According to Sen (1999:3) development can be seen as "the process of expanding the real 'freedoms' that people enjoy". In the case of children living in disadvantaged communities this includes the provision of extra-curricular programmes and activities to promote the needs and developmental tasks of middle childhood which could be successfully transferred into later childhood and youth. Development requires the loss of major sources of "unfreedoms" such as poverty, social deprivation and the neglect of much needed public facilities. Dreze and Sen (2002:3) look at the significance of "freedom" as "ends of development" and "freedom" as "means of development".

Participation in constructive programmes and activities by Grade 7 learners will assist them to develop the necessary skills and capabilities to successfully achieve the developmental needs of this stage of development and be motivated to transfer to the next phase, i.e. high school. Their claim that "freedoms" of distinct kinds (e.g. to participate in community sport activities without fear of gang violence, or stay at school for after-school extra-curricular activities instead of rushing home to care for much younger siblings) tend to help the enhancement and consolidation of one another, and are significant as the freedom to participate in developmental programmes and activities in conjunction with the school curriculum can only enhance their chances of successfully progressing to the following phase of development. The fact that "freedoms" of different kinds inter-relate in mutually supportive ways, reiterates the need for children and Grade 7 learners in communities such as Hanover Park to be exposed to supportive programmes and activities which will assist

them to overcome the challenges which they face, desist from joining gangs or dropping out of high school.

2.4.1 Human development in South Africa

South Africa, as part of her development strategy, has incorporated human rights in the Bill of Rights of her Constitution. Examples include the right to education, basic nutrition, shelter, basic health care services and social services. Children's best interests are given paramount importance in every matter concerning them (South African Constitution, 1996:14)

The White Paper for Social Welfare (1997) was the sign of a new developmental policy agenda for the social sector in South Africa. The Department of Social Development thus embarked on a mission to translate this government's vision into legislation and programmes for the creation of a better life for all (Department of Social Development and Poverty Alleviation, 2009). South Africa as a young democratic society needs to be engaged in efforts to improve the quality of life for its people. This requires concerted efforts by the public sector, private sector and civil society and will need multi-sectoral initiatives such as investment in education and skills development programmes. The Department of Social Development plays its role through facilitating investment in children through ensuring access to early childhood development, the strengthening of civil society organisations to support local economic and social enterprises, and through supporting the development of young people to become active citizens in changing South African society (Department of Social Development and Poverty Alleviation, 2009). The Department of Social Development had recently implemented a new Strategic Plan for 2009-2012 in pursuit of the Department's vision to provide integrated yet sustainable social development services to the vulnerable and poor, however as we near the end of this period not much change has occurred in communities such as Hanover Park.

The Millennium Development Goals set out in 2000 by the United Nations were aimed at becoming a driving force to ensure that countries work towards meeting the developmental needs of their people. According to the 2007 Update Report, South Africa and Africa as a whole are not on track to meet these goals in 2015 (SANGOCO:2007).

The following sections will illustrate how human development strategies can be implemented by a public sector through the “Ikapa Elihlumayo” programme and in the private sector through the Proudly Mannenberg Campaign, both in the Western Cape. In addition, practices abroad in Curitiba, Brazil will be explored.

2.4.1.1 Ikapa Elihlumayo, Western Cape Provincial Government

The Western Cape is home to about 4,5 million people, representing 10% of the South African population. The Provincial Government of the Western Cape Province developed the ‘Ikapa Elihlumayo’ strategy ‘to grow the Cape’, fight poverty, create jobs and provide a ‘home for all’ in the province (Western Cape Education Department, 2006:2). The former Premier, Ebrahim Rasool, described ‘Ikapa Elihlumayo’ as creating prosperity for all, giving new hope and restoring human dignity. The Provincial Government has also made the development of social capital one of its leading strategies. It has also taken on the role of a ‘developmental state’ by actively intervening with programmes that are designed to improve the living conditions of people in the province (WCED, 2006:13). In contrast to this strategy, the Western Cape Department of Education only has one social worker and psychologist per district, and teachers have to deal with the increasing socio-economic problems at schools, taking away valuable time and focus from teaching and extra-curricular programmes and activities. Many communities across the Cape Flats have yet to experience the positive benefits of Ikapa Elihlumayo and Hanover Park is certainly one of these communities.

2.4.1.2 “Proudly Manenberg”, Cape Town

Very few communities on the Cape Flats have successfully managed to mobilize community resources and structures to significantly improve child and youth development. The result is that many children are left to their own devices and do not engage in constructive programmes and activities, although a few manage to build resilience and successfully complete their schooling career. Manenberg is an example of a Cape Flats community which is successfully ‘turning the corner’ in response to its challenges. Manenberg was a gangster’s paradise up to a few years ago. Now it is often referred to the community “where it’s happening.” With the establishment in 2005 of the ‘Proudly Manenberg’ community based organization, residents made a bold decision to build a vibrant and proud Manenberg.

The organisation has developed its own Social and Economic Development Plan as a turn-around strategy and engaged with the broader community, local government departments, the private sector and other relevant stakeholders.

'Proudly Manenberg' promotes the values of caring and sharing, that "my child is your child"; "each one teach one"; "honesty and accountability". The organisation has established eleven sectors which take responsibility for implementing various programmes with the aim of making Manenberg safe and clean, and creating opportunities for learning and economic development. The sectors are: arts and culture, business, education, environment, faith, gender, health, housing, safety, sports and youth. Projects and campaigns which these sectors have developed over the last few years include building awareness of how to make Manenberg clean and green; teaching residents, including children, about conservation; and creating food gardens at schools to contribute to a healthy lifestyle and sustainable economic activity (www.proudlymanenberg.org.za).

Another successful project entails a holistic approach to rehabilitation, learnerships and skills development. The organisation has also established safe houses for women, children and those in need of care and counselling. The youth sector has established Zonal Youth Brigades to develop leadership skills, a healthy lifestyle and ensure that children and youth are engaged in activities during the school holidays. The organisation also hopes to build a multi-purpose sports centre to develop sporting talent and encourage learning amongst school children.

A partnership has been established with the Clarence Seedorf Foundation for Champions for Children Project and the University of the Western Cape to encourage children and youth to participate in sporting activities and mobilize young adults to assist in transferring their skills through mentoring and coaching. This also aims to encourage children to realise that, regardless of their socio-economic circumstances, through participation and their own effort they can develop their capabilities (www.proudlymanenberg.org.za).

2.4.2 Curitiba, Brazil

Curitiba is a city demographically very similar to Cape Town and it is but one example of a city who has successfully fast-tracked the development of her citizens. It has implemented an internationally recognized Integrated Planning Model which has integrated the poor into middle-class communities (eThekweni Municipality: 2010).

According to Hawken, Lorvins and Lorvins (2000:302), Curitiba prioritized a child friendly environment and ensured that schooling did not remain an individual approach for developing social capital. Curitiba spent 27% of its budget on education. Through funds raised via various public participation initiatives and government departments the city set up an extensive network of child-orientated social services. This included 200 day care centres situated next to many schools, free for lower income families and open 11 hours a day to support working parents, and provided four meals a day to thousands of children who would otherwise be on the streets while their parents were at work. Their hunger pangs could also lead them to sniff glue. Curitiba addressed this problem by approaching the manufacturer to add a foul-smelling substance to its glue, a step that has gone far towards eliminating glue-sniffing nationwide. The centres also offer training in child care and growing vegetables.

One measure of the community's shared aims is that through community negotiation and without police involvement, local gangs that initially committed vandalism to the day-care centres ended up getting involved in the centres' work. School children can work part-time by delivering newspapers and magazines (which promote literacy). Half of their earnings are banked for them until they are older. Working school children also receive school support, and access to sports, culture and computer courses (Hawken et al, 2000:303).

In addition, Curitiba has a Program for Childhood and Adolescence Integration (PIA) which runs 64 centres from 8am to 6pm for school dropouts aged 7–17 years. The PIA serves some 30,000 children and, similar to the city's other social programmes, it aims to integrate teaching and meeting social needs. For example, children and youth learn gardening by growing flowers (the city provides the seeds), sell them to city parks, earn money and self-respect, gain skills and eventually qualify for real jobs. Curitiba has a few hundred street

children who are registered and are well known to street-smart social workers who enrol them in the many programmes, shelters and foster arrangements that offer food, love and support. The local government of Curitiba has shown, through simple innovation, the most basic challenges faced by communities can be overcome through building social capital.

2.5 Conclusion

The literature above distinguished middle childhood as a vital stage of child development. The skills and developmental tasks which a Grade 7 child needs to accomplish during this phase of development impact not only on their performance at school but also their psychosocial development. Various theories were presented which clarified the significance of constructive after-school programmes and activities that should be available to these learners at grass-root level in order to develop the necessary capabilities which provide a foundation to continue their schooling and provide motivation to pursue their high school career and thus become responsible citizens of the future.

The school, community and provincial government working together can ensure that children in disadvantaged communities too can develop their capabilities into future social capital. A glimpse at developmental practices locally and abroad reiterate the need to explore effective methods to ensure that Grade 7 children, especially in disadvantaged communities, have the 'freedom' to be involved in constructive after-school programmes and activities to assist with the development of key competencies.

The following chapter will give attention to the methodology used to conduct the research, and highlight the experiences of the researcher during data collection.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

The researcher will present the research methodology used for the study and discuss the research design with reasons for the specific approach used. In addition, the sampling, data collection and data analysis procedures used will be explained. Finally, the limitations of the study will be presented.

3.2 Research design

As the research focuses on a specific community where minimal research has been conducted, the researcher will use an exploratory study for the empirical research which could lay the groundwork for further definitive research.

The research was conducted using qualitative research. Qualitative research according to Denzin & Lincoln (1994 in De Vos, 1998:240) is defined as “a multi-perspective approach to social interaction, aimed at describing, making sense of, interpreting or reconstructing this interaction in terms of the meanings that the subjects attach to it.” Reid and Smith (1981 in De Vos 1998:71), note that with the qualitative research approach, the researcher uses a flexible strategy of problem formulation and data collection to gain a holistic understanding of the research topic and this strategy is shaped as the data collection process is undertaken.

In relation to this research, the qualitative data collected will be the available constructive programmes and activities in Hanover Park according to Key Informants and secondly the awareness and participation levels of Grade 7 primary school learners regarding these constructive programmes and activities, gathered through focus groups with the learners.

3.3 Key Informants

The following section will highlight the sampling and data collection procedure followed for three key informants within the community, they were contacted to assist the researcher in identifying available programmes and activities for primary school children in the community.

3.3.1 Sampling of Key Informants

De Vos (1998:254) describes 'snowball sampling' as a sampling method by which the researcher plans to gain a holistic understanding of the meaning of interconnected networks. "Snowballing," according to De Vos, "involves approaching a person who is involved in the issue being investigated and then gain information from this person regarding others who are knowledgeable. The search thus needs to continue, until the selected number of participants for the sample has been identified" (2000:200). In a community which has community based organizations responsible for programmes and activities available to primary school children, this was the most effective way to source key informants in the community.

The researcher commenced the snowballing of key informants with a teacher who was born and raised in Hanover Park and recently started teaching at a primary school in the community. She was selected as Key Informant 1, and she suggested two others who are active in the Hanover Park community. However, both these informants were unavailable and each suggested an alternate informant. Only one of the suggested key informants was available, a school principal who has been in Hanover Park for more than twelve years and is involved in numerous forums. He was thus selected as Key Informant 2. He suggested the researcher contact a member of a non-governmental organisation which was actively involved in fundraising and building a library and resource centre at one of the schools, who then agreed to be Key Informant 3. The three key informants thus consisted of a teacher, a principal and a NGO representative.

3.3.2 Data collection procedure with Key Informants - semi-structured interview

Interviewing is one of the most frequently used methods of data collection according to Babbie and Mouton (2001). A qualitative interview is essentially a “conversation in which the interviewer establishes a general direction for the conversation and pursues specific topics raised by the respondent” (Babbie and Mouton, 2001:289). Patton (1990 in Babbie and Mouton, 2001) identifies three basic types of qualitative interviewing for research. These are the informal conversational interview, the interview-guide or the semi-structured interview guide approach, and the standard open-ended interview. For the purpose of this research study, a semi-structured interview guide was used to allow for all relevant topics to be covered although questions do not have to be asked in a particular sequence (See Appendix D). This allowed for probing of additional information which could possibly provide additional data relevant to this study (Patton, 1990 in Babbie and Mouton, 2001). The strength of the semi-structured approach is that while the researcher may have control over issues that are discussed, she can allow the interviewee to digress on an issue. However it needs to remain relevant to the research topic. In this way, issues that were not expected may be followed up (Hardon, 1994). De Vos (1998:305-312) highlights five basic principles of interviewing which include respect and courtesy, acceptance and understanding, confidentiality, integrity, and individualization. Each interview was conducted at the Key Informant’s work place and took approximately 45-60 minutes. Each Key Informant was asked for permission to record the interview prior to the actual interview and this was provided.

3.4 Sampling of Grade 7 Learners

The following section will highlight the sampling and data collection procedures followed with the Grade 7 learners in the community as it was necessary to research what programmes and activities learners were aware of and participated in.

3.4.1 Sampling of Primary Schools

There are seven primary schools in Hanover Park. The Western Cape Department of Education and all primary schools in the community were initially contacted via a formal letter (Appendix A) and telephone call requesting permission to conduct the research study.

Due to time constraints, the researcher decided to purposefully sample three schools spread across different areas of Hanover Park. Upon receiving the official approval from the Provincial Education Department, the researcher checked where the schools were situated and selected three which were spread across the different geographical areas of Hanover Park. Two of the schools are situated on the borders of Hanover Park, one neighbouring Lansdowne on the western border (School A), the other adjacent to Newfields on the eastern border (School B) and the third school (School C) is situated nearer to the main road in the centre of Hanover Park. These three schools display similar characteristics and attributes of the learners and parents in all seven schools in Hanover Park, and face similar socio- economic challenges according to the researcher's experience while working in Hanover Park. Babbie and Mouton (2001:166) note that purposive sampling is appropriate based on the researcher's "knowledge of the population, its elements and the nature of the research aims". These three schools met the above requirements.

All three schools are exposed to gang violence, drug and alcohol abuse, and vandalism. The schools also form part of the Department of Education: Western Cape "Safe Schools Project" and have been provided with inner perimeter school fencing and alarms systems. Community access to the school sports grounds has been restricted due to this safety measure. All the schools draw their learners from Hanover Park.

3.4.2 Sampling of Grade 7 learners

There are approximately 120 learners in Grade 7 at each school, with three classes per school. The researcher planned to conduct one focus group per school with eight participants each. Attempts to obtain class lists to choose a random sample of Grade 7 learners from the identified schools proved extremely challenging. The researcher received a full Grade 7 list from one school and commenced the random sampling process. The administrative staff at the schools were unable to assist with the time consuming logistical process of random sampling and gaining parental permission. A decision was then made to request voluntary participation in the research and this process was followed at the two remaining schools to avoid similar challenges arising. All Grade 7 learners of each school were informed about the research including the purpose of the research. The first eight respondents of each school who returned the signed parent consent forms (See Appendix B)

were chosen to participate. When more than eight respondents returned the signed forms, the researcher included the additional respondents in order to offset a possible no-show on the day of the focus group session.

3.4.3 Data collection with the learners – focus groups

The focus group is a group interview and it allows for a better understanding of how people feel or think about an issue, problem, service or product (De Vos, 1998). Participants are selected as they have certain “characteristics in common that relate to the topic of the focus group”. According to Krueger & Casey (2000:7), focus groups as a method of data collection allows for “self-disclosure amongst the group members and gives participants more confidence to talk about what they think and feel”. It is also a time saver and quicker method to gather data from a group of people. A focus group also provides a relaxed environment and is possibly non-judgmental as participants will have something in common. The focus group will create a natural environment as group interaction will allow for discussion and members may reach some consensus about the research questions relating to the discussion topic. The focus group, furthermore, allows the researcher to derive an understanding about the research topic rather than simply test a theory or hypothesis. Krueger and Casey (2000:10) encourage the researcher to consider looking for “...a range of ideas or feelings that people have about something; when trying to understand differences between groups or a category of people; to uncover factors that influence opinions, behavior or motivation...” when using focus groups as a data collection instrument.

As the researcher aimed to collect information related to programmes and activities for primary school children across Hanover Park, focus groups provided the ideal method of collecting data in addition to allowing information regarding programmes and activities to emerge, clarity would be provided regarding the availability and utilization of these programmes and activities. This method of data collection would thus prove useful as it provides for multiple viewpoints and responses to emerge (Krueger & Casey, 2000:12).

De Vos (1998:317) states that focus groups should have six to ten participants in order for all to participate. Morgan and Krueger (1998:71) mention that “deciding on the right number

of participants means having a balance between having enough people to generate a discussion, but also not having too many people". The researcher decided to select eight participants per focus group.

One focus group at each of the three participating schools was conducted. In meetings with the contact administrator of each school, the objectives of the study were explained and decisions made about the time, date and suitable venue. The age of the participants was 12 years and they were allowed to speak English and/or Afrikaans at the sessions.

The focus groups sessions were conducted in a classroom in each school. The focus groups took place after school, lasted about 45 minutes and were tape-recorded with prior permission obtained from the participants. At schools A and B, seven participants attended the focus group, while at school C ten participants attended. The facilitator provided cool drinks and snacks for participants as focus groups took place after school when many children tend to be hungry and tired.

Each focus group commenced with the introduction of the researcher and clarifying the purpose of the research. Rules were discussed and agreed upon. A fun and creative activity was drawn upon as an 'ice breaker' to commence the group discussion. Appendix C provides an outline of the focus group interview schedule.

3.5 Analysis of semi-structured interviews and focus group interviews

Data were recorded and transcribed in order to be organized into themes and sub-themes as proposed by Tesch (1990 in De Vos, 1998:343). Tesch advises a researcher to read all the transcripts carefully and jot down ideas as they come to mind. Thereafter one should select one transcript at a time and highlight all the underlying issues raised by noting them in the margin. When this process has been completed for all transcripts, a list should be made of all topics highlighted and all similar topics must be clustered together into columns and then arranged into major topics, unique topics and left-overs.

The researcher should then return to the data and the topics should be abbreviated as codes and the codes written next to the appropriate segments of the transcripts. Tesch

(1990 in De Vos, 1998) further advises a researcher to find the most descriptive wording for the topics, convert them into categories and to categorize related topics into groups. Lines should be drawn between the categories to show how they interrelate. A final decision on the abbreviation for each category should then be made and the codes alphabetised. The data in each category should then be assembled in one place and the first round of analysis should be performed.

In addition to Tesch's (1990 in De Vos, 1998) method of data analysis, the data collected via the personal log book of the researcher was organised into personal and analytical logs. This data included the descriptive account of the respondents and their settings as well as reflective notes on the data collection experience (De Vos, 1998:344-345). After the researcher manually completed the above process, the data was imported into QSR Nvivo, a computer aided qualitative data analysis software programme for further coding.

3.6 Limitations of the Study

Initial limitations of the study included the lack of published articles regarding available programmes and activities on the Cape Flats communities in general and Hanover Park in particular. The researcher thus had to rely on unpublished reports and documents of non-governmental organisations.

Sampling

Purposive sampling was used to select the primary schools. Although selected to reflect the different geographical areas of Hanover Park, a limitation of purposive sampling according to De Vos (1998:198-199), is that it is based entirely on the judgement of the researcher, and that the sample is "composed of elements which contain the most characteristic, representative or attributes of the population", thus making the judgement of the researcher too prominent in the sample.

The schools' administrative staff were unable to assist the researcher in contacting the learners identified during the random sampling process, thus the researcher had to use voluntary participation requests to find participants. Also gang violence and tensions in the

community needed to be considered when selecting a day and time for the session to occur, as it possibly could affect the attendance of the learners as well as suitable times which the researcher could safely visit the community. This is highlighted in De Vos (1998:326) as she regards the difficulty of assembling of focus groups as a disadvantage.

Data Collection

As the researcher had limited experience in conducting focus groups, it was vital to research and read relevant focus group material to ensure that the research process was conducted efficiently. This involved highlighting the skills needed to facilitate a group and practicing these skills prior to the focus group interview. As the researcher was unable to source a moderator, it was challenging to take notes and ensure good eye contact as well as continuously maintain rapport amongst participants.

The following three observations are described as 'limitations' although they could possibly be more correctly termed as 'obstacles'.

- De Vos (1998:325) notes that as the focus group interview allows respondents to interact with one another thereby also allowing them to influence one another and as one female focus group participant was manipulative and disruptive; her influence affected the quality of the responses by participants in the group.
- When the focus group interviews were held during the last class period, the end of day bell would ring and there was some disturbance. The researcher had to remind the group to be settled and again the background noise experienced during these periods caused the transcribing to take longer as it was difficult to hear what the participants had to say although all information recorded was captured.
- The researcher allowed focus group respondents to talk in Afrikaans. It required translating data into English prior to the coding process used in data analysis; however the researcher aimed to ensure that the significance of the data was not lost.

Data Analysis

A disadvantage of focus group data analysis in qualitative studies according to De Vos (1998) is that the researcher cannot generalise. Ferreira and Puth (1988 in De Vos, 1998:325)

further states that as focus groups only contain a small sample of the people, the data “will not produce projectable information for the whole universe under study”.

As the data collected referred to both awareness and participation levels, many responses overlapped. Since the children’s responses were at times combined answers, it was difficult at times for the researcher to conclude which theme the response most suited.

3.7 Conclusion

In this chapter, the research design and the process used to collect the data was explained. The method of data collection and analysis applied was described in detail. The limitations of the study were discussed.

Chapter Four will concentrate on the results of the collected data. The findings of the research will be presented and explained.

University of Cape Town

CHAPTER FOUR

RESEARCH FINDINGS

4.1 Introduction

This chapter will concentrate on the findings of this study in response to the research questions: What after-school programmes and activities are available to primary school children in Hanover Park? Are Grade 7 learners in Hanover Park aware of the available after-school programmes and activities in their community? Do Grade 7 learners in Hanover Park participate in these after-school programmes and activities? What after-school programmes and activities do Grade 7 learners wish were available to them in their community? These results are presented according to themes and categories, then analysed and discussed respectively.

4.2 Method of data analysis

Krueger (1998 in Morgan and Krueger, 1998:4) states that “analysis starts by going back to the intent of the study”. He alerts us that a researcher therefore needs to constantly remind him/herself of the objectives of the study when analysing data and regularly weigh all the options against two factors: that of available resources and the value of new information provided by the research. According to De Vos (1998), there is no right or wrong approach to data analysis in qualitative research. The researcher should be attentive to words and phrases in the responses so as to capture the meaning of what the respondents do or say. In addition, when the researcher notes a theme, the respondents’ actions and statements should be compared with one another to establish whether there is a concept that could possibly unite them.

4.3 The Key Informants

The Key Informants were chosen for their wide knowledge and insights regarding programmes and activities available to children living in Hanover Park. See Table 4.1.

Table 4.1: Key Informant Profiles

Key Informant	Profile
Key Informant 1	A teacher at the largest primary school in the community and has lived in the community her entire life
Key Informant 2	A member of the local Principal's Forum , who has been a teacher and principal in the community for more than 15 years.
Key Informant 3	A non-governmental organisation project manager who is currently building a resource centre and library on the grounds of another primary school in the community

Table 4.2 presents the themes and categories used during data analysis.

Table 4.2: Themes and categories used for Key Informants data analysis

Themes	Categories
Available after-school programmes and activities	<ul style="list-style-type: none"> i. Sports programmes and activities at school ii. Extra-mural programmes and activities at school iii. Sports programmes and activities in the community iv. Extra-mural programmes and activities in the community
Learner's awareness of after-school programmes and activities	<ul style="list-style-type: none"> i. Sports programmes and activities ii. Extra-mural programmes and activities
Participation by learners in after-school programmes and activities	<ul style="list-style-type: none"> i. Participation in school programmes and activities ii. Participation in community programmes and activities
Factors that hinder participation	<ul style="list-style-type: none"> i. Crime ii. Gangsterism iii. Challenges to community and schools in providing sports and extra mural programmes

4.3.1 Available after-school programmes and activities as highlighted by Key Informants

Various available after-school programmes and activities were highlighted by the Key Informants which included sports programmes and activities at school as well as extra mural programmes and activities.

4.3.1.1 Sport programmes and activities at school

In addition to lacking the necessary resources required to facilitate school sport activities, none of the primary schools in the community have dedicated physical education teachers. Staff members are allocated specific sport activities for which they are responsible in addition to their academic duties. The schools do not have the additional funds to provide a dedicated teacher for sport and according to all three key informants, the schools do have sport programmes and activities for the children but they are either very limited in scope and/or vary across schools.

“I think the school lacks sports. I mean look at all the ground they have here; you would expect a netball or soccer field. Ok, now the soccer field is coming, but I just would have expected that here would have been some sort of sports! I just thought that all kids had physical education as part of their education but maybe I'm wrong, I don't know...”

– Key Informant 3

The NGO Key Informant 3 is currently responsible for the funding and building of a new soccer field at another school near to schools A and B. The children currently use a nearby open field to play soccer and the new on-site field will mean greater and easy access for a very popular sporting activity. According to Key Informant 2, principals at primary schools are required to mobilise their staff to ensure that the learners have access to both sport and cultural activities.

“Well basically we’ve got the normal sporting programme after school...which we’ve enrolled where we play soccer, netball, volleyball, we’ve got rugby but that’s internal at the moment, then we’ve got table tennis that’s also internal at the moment”.

- Key Informant 2

In contrast to the requirements of schools sport policy (DoE, 2009) it seems that not all primary schools are capable of adequately sourcing funding to provide the required physical education and sport activities.

Clearly, there are some sport activities available for learners at schools in Hanover Park. However, it is important to note that primary school children in the area are not afforded the opportunity to participate in the same number of sporting 'codes' (different sport activities) as it depends on whether the school they attend has the funding and resources to provide exposure to more sporting codes. In addition, there seems to be more sports programmes and activities available to male learners such as soccer, volleyball, cricket, table tennis and rugby whereas females have to resort to playing netball only and, if they were lucky enough, volleyball and table tennis. Depending on allocated funding, the above-mentioned activities are either provided by the school staff and/or others through networks and partnerships with community based organisations and sports clubs.

4.3.1.2 Extra-mural programmes and activities available at school

Once again, as the primary schools in Hanover Park do not have the necessary trained and qualified staff to facilitate extra-curricular programmes and activities, teachers are required to facilitate these programmes and activities in addition to their academic responsibilities. According to Key Informant 2, schools have cultural activities such as dance. The Key Informant 3 reiterated a school's effort to promote cultural activities and gave an example of an evening disco event.

"They had a fundraiser last winter which was a disco to raise money for an outing with a R5 entrance fee for kids. At about at 5 o'clock in the afternoon, it just poured with rain it was the middle of winter and the adults came out and said to the kids they're really sorry but there's just no way that we can have a disco we going to have to reschedule. The kids said no, we are fine we will actually have a disco in the rain and they just did it and the poor kids, I mean it was pouring rain in the middle of winter, having a disco. That is how desperate they are just to do things like that and have those sorts of things but there is no facility here for them to do it..."

- Key Informant 3

The above example is significant as it highlights the learners' wish to live normally and although they are faced with the lack of funding, learners display a sense of wanting to overcome their disadvantaged environment. This clearly exhibits strength in times of difficulty and can be encouraged by the educators.

Some schools have tried to set up school choirs, but most schools rely on community based organisation initiatives to provide this support.

"...in terms of other activities here we have partnerships with a CBO and they have a number of things offered at the school here. We have an aftercare programme for a few of the learners and the aftercare programme is supposed to be, I say supposed to be because my observations say it's not entirely so. They have different activities on different days, so on one day it's supposed to be sporting activities, on the other day it's supposed to be an academic activity and on another day it's supposed to be fun activities, etc."

- Key Informant 2

As stated previously, the role of the school in the holistic development of learners is significant and it is crucial that learners are exposed to programmes and activities that encourage exploration and development of their skills. The school has the authority to facilitate the process. Therefore, both the Department of Education and the Department Sports and Recreation have collaborated to try to ensure children have access to organised sports and recreational activities during their schooling. However, it seems that not all primary schools in Hanover Park are able to effectively implement these collaborated strategies to ensure that each child attending primary school has an equal access to sports and extra-curricular programmes at school.

4.3.1.3 Sports programmes and activities in the community

All Key Respondents highlighted that soccer was the most popular sport in Hanover Park and the Hanover Park Soccer Club was the one positive aspect of Hanover Park that seemed to reach the media. In addition, netball was mentioned as a popular sport for girls.

"... I definitely know that there are soccer clubs, a number of them, very popular, I mean, the people's sport. Netball, definitely, at one stage the one club is came

to play here and then they came to hire the poles and the goal posts etc. so that's quite a common sport..."

- Key Informant 2

One Key Informant referred to a rugby club. However, no certainty could be gained regarding its activeness. In addition, as this research occurred during the build up to the 2010 FIFA World Cup, Key Informants 1 and 2 highlighted that schools and the community structures were requested by the Department of Basic Education to plan holiday programmes to keep children engaged during the long school vacation. However, they were both unable to provide information regarding specific sport activities planned.

Key Informants 1 and 3 highlighted the lack of sports fields in the community to facilitate sporting events. Key Informant 3 stated that the soccer field which her NGO was preparing would be for the community to utilise. However, it needed to be enclosed for safety and sustainability thus it was being built on the school ground. No Key Informant could provide in-depth information regarding the Hanover Park Soccer Club facilities except that it offered soccer workshops to boys and girls and competed at various levels with other clubs.

It seems that soccer and netball are the only structured sporting activities available for learners, and other sporting codes take place on an *ad hoc* basis. This is a cause for concern as learners who do not wish to participate in soccer or netball have no alternatives. Furthermore, it limits the opportunities for learners to enhance interests in other sports such as rugby or cricket as there no coaching opportunities to develop these skills.

In addition, schools and NGOs as key community structures need to remain informed regarding activities and events available to the children, to encourage and motivate children to explore and participate in available programmes and activities. Gaps in knowledge regarding available opportunities, seems to have led to children missing prime opportunities for development. Clearly having a prioritized child friendly environment, with an extensive network of child-orientated services such as the Curitiba approach as highlighted in the literature, will ensure that with a more structured collaboration, between schools and NGOs the children will be less prone to missing out on after-school opportunities.

4.3.1.4 Extra-mural programmes and activities in the community

Both Key Informants 1 and 3 were unable to provide much insight into structured activities available in the community. Key Informant 3 highlighted that the reasons for her involvement in the community was due to a plea sent out by a primary school principal on local radio regarding the lack of these programmes. Although Key Informant 1 was raised in Hanover Park and currently lives and works in Hanover Park, she too was unable to provide any indication of the programmes and activities for children in the community.

“... the previous headmistress phoned into Cape Talk Radio and she spoke about the violence that was happening in Hanover Park and highlighted the need for some sort of place of safety where children can go and play in the afternoons and do sport and have extra-mural reading, literacy, development programs and social development programmes.”

- Key Informant 3

Researcher: *“Do you feel that Hanover Park had programmes and activities that you could partake in while growing up?”*

Key Informant 1: *“...I could go to the library and then there would be activities there, but other than that there wasn't anything.”*

Researcher: *“Would you say that there is now? How has Hanover Park changed in terms of programmes and activities that are available for children? Do you think that there has been any improvement in services available to children, or do you think that it is still the same?”*

Key Informant 1: *“I don't see any, I'm not aware of any organisation that's helping children here.”*

- Key Informant 1

Only Key Informant 2 highlighted the Kid's Club run by Community Action for a Safer Environment (CASE), a local NGO, as a major contributor to structured extra-curricular activities in the community. According to Key Informant 2, the NGO has set up satellite programmes at numerous schools in the community which include after-school care opportunities and programmes over the weekend.

“The CBO is very pro-active. They have activities starting every Friday, there's a kids club where all children in Hanover Park at all schools could actually go to after 1pm...”

- Key Informant 2

The community library unfortunately did not offer adequate services according to Key Informants 2 and 3. Both highlighted that the community library is poorly stocked and not easily accessible to the children. Both informants are in the process of building and fundraising for multi-purpose centres that will include libraries on their school grounds due to safety and security concerns. This clearly reflects the need to make resources such as the library more accessible to the learners. This approach seems to be similar to the Curitiba day care centres which are situated next to the schools and is definitely a step in the right direction to assist children in accessing after-school opportunities.

Evidently, CASE seems to be the only structure which offers programmes to the children in the community and as mentioned by Brendtro *et al.*, (2005:130-136) who states the importance of such resources are significant, as a community needs to provide children with an “environment with abundant opportunities for meaningful achievement”. Furthermore, from a social development perspective, this CBO structure seems to make a great effort to create an enabling environment for the children to develop their potential. However, it is only accessible to learners residing near the satellite offices or those who attend the after-school care.

Clearly, one small CBO is insufficient to provide a diverse range of sport and extra mural programmes and activities and cannot reach out to all seven primary schools and the 5144 children attending school and/or living in Hanover Park. Another cause for concern is that only one key informant was aware of this CBO, which makes the researcher question whether children are informed about this CBO and its programmes and activities.

4.3.2 Learners’ awareness of programmes and activities as highlighted by key informants

In addition to identifying the programmes and activities available to learners, the Key Informants assisted in highlighting the levels of learner awareness of these programmes and activities.

4.3.2.1 Sports programmes and activities

According to Key Informant 1 and 3, learners were unaware if their schools offered any programmes and activities, as many of them would return home immediately after school. On the other hand, Key Informant 2 highlighted that all schools' structures do inform learners about the sports programmes they offer as principals make it their priority to ensure children know; however, they cannot force the learners to participate. It appears that these school educators do not feel able to insist that learners participate in after school programmes and activities, whereas at some former Model C and well managed public schools children are expected to partake in sports and/or cultural activities at school until late afternoon. This is an interesting discrepancy which requires further research.

4.3.2.2 Extra-mural programmes and activities

Unfortunately, Key Informants 1 and 3 could not comment on the awareness levels of the learners and only Key Informant 2 commented and substantiated reasons for his response regarding awareness levels of the learners.

“Well, they should be because I make them aware at our school, I tell them about these activities, like Kids Club on a Friday, it’s every Friday, and I tell the learners and I assume that the other principals would tell their learners as well. What they do with the information is a different thing and we can’t force them to go there, it is just that that is available for them...”

- Key Informant 2

The difference of opinion regarding awareness levels of the learners as highlighted by the Key Informants will be discussed later when highlighting disparities in the data collected.

4.3.3 Learner’s participation in programmes and activities as highlighted by key informants

In addition to identifying the programmes and activities available to learners and the levels of awareness, the Key Informants also assisted in highlighting the levels of learner participation in these programmes and activities

4.3.3.1 Participation in school programmes and activities

Key Informant 1 felt that the lack of facilities at school contributed to the low level of participation of learners in sports programmes and activities. On the other hand, Key Informant 2 highlighted some levels of participation:

“From a sporting perspective I would say approximately 40% of the learners are interested in participating- they’re very eager. Forty percent participates if it is after school. Another 40% would be interested in the cultural activities, surprisingly so, so that would leave 20% with no interest at all and that is speculation. If I didn’t have the cultural activities I would have a bigger percentage participating in the sport because they want to do something but I’ve tried to get the learners to go one stream or the other. I hesitate to get those that want to do dance to play volleyball as well because at some stage it is going to clash...”

- Key Informant 2

4.3.3.2 Participation in community programmes and activities

Key Informant 3 indicated that she was aware of some learners participating in the Hanover Park Soccer Club, but this was the only activity which she was aware of. According to Key Informant 1, no discussions occurred in class to indicate that the learners participated in either school or community programmes and activities as they only indicated that they *“watched TV after school and played outside in the street {until} late”*. Key Informant 2 once again highlighted that learners do participate in the available programmes and activities and make use of the local resources such as the Kids Club, library and swimming pool, but the levels of participation were a concern.

This reflects the views of McHale *et al.*, (2001) and Osgood *et al.*, (1966) on the importance of children of poor socio-economic backgrounds participating in constructive activities both at school and afterwards, as they tend to watch more TV, read less and are less involved in sports or other group activities. They are also inclined to ‘hang out’ resulting in poor school grades and behavior problems, which is currently a huge problem in Hanover Park as indicated by Key Informant 2. Many learners tend to drop out of school during the transition from primary to high school. The possible low levels of participation as highlighted by the Key Informants are of concern. In addition to a lack of programmes and activities, it appears

the Key Informants believe that the learners do not utilise the few available programmes and activities.

4.3.4 Factors that hinder participation as highlighted by key informants

Key Informants listed factors that hindered active levels of participation in programmes and activities offered by both the school and community structures. These included responsibilities that some learners had such as caring for younger siblings while parents were at work or doing household chores, and attending Islamic school. Every respondent felt that crime and gangsterism were the major causes of low participation levels.

4.3.4.1 Crime as a hindrance to participation

Key Informant 3 mentioned that safety of people and property was a major concern. The new soccer pitch and Resource Centre being built on school property would thus be fenced in and the Resource Centre will have an alarm installed. Key Informant 1 said that, although the learners feared for their safety, many were eager to participate despite this.

"I think they still will participate. I think they love sports so they still partake even though they are scared, you know, to go there because there might be a shoot-out or you know? But they still want to go and play..."

- Key Informant 1

Key Informants 1 and 2 highlighted the destructive nature of some residents to break in and steal local resources thus rendering organisations and structures unable to provide programmes and activities. Schools and community centres are vandalised and equipment is stolen and sold for drugs or material needs. On numerous occasions, the learners are the perpetrators of these crimes. The older they become the more prone they are to dropping out of structured activities as reported by Key Informant 2 *"...gang activity becomes more common, more attractive for them"*.

4.3.4.2 Gangsterism as a hindrance to participation

A key finding of the study is the role of the gangs in Hanover Park, in luring learners thus negatively affecting the school and community programmes. Combating this trend is an

ongoing challenge. Gangs have infiltrated schools and Key Informants' frustrations are evident below:

"Children get pulled in by the want of material things. The want of having gold chains, the want of having clothes, brand name clothes, the lack of, as I said, family values. The gangster recruitment processes by the gangs is drugs. They get the children hooked early on and to keep those, I mean, that is why we have so many petty vandalism going on, taps and wires are stolen. You will find its common here, people burning items along the side of the road, burning wires for the copper for the culprits to sell it or to feed their habit I suppose.

Again, it is the environment as well. Even though they have access to activities, the facilities are not good. Two reasons: A, the economic environment is not too good, it's not too sound so very little resources gets ploughed in here and B, their own destructive habits, their own destructive way of going about things. When I say that, they have very little respect for their own things. My school, our own children vandalize our own school. They come here and break the stuff. So even though there are facilities and we create the facilities for them such as a graded soccer field but then they steal the sprinklers, the sprinkler heads if it's an underground pop-up system, they can steal the box, they would do so to the detriment of their own activities..."

- Key Informant 2

In addition, Grade 7 children showed less interest in activities as they are lured away by gangsters as they become older.

"I'd say once they get to round about Grade 6 and 7 but it's more prevalent, I think, in Grade 8, there's a number of Grade 8 and 9 dropouts and then the gang activity becomes more common, more, what's the word I'm looking for, attractive for them."

- Key Informant 2

This finding correlates with Ripke *et al.*, (2005 in Brown, 2008) who points that during the period of middle childhood, peer influences increase dramatically and conformity to peers reaches its peak around the age of 12 to 13 years. Clearly, the impact of wanting to 'belong' and 'benefit' from the various activities which friends and gangs offer learners lead them to perform these crimes. Furthermore, it illustrates that problems during the middle childhood stage of childhood development can cause children to develop feelings of inferiority as pointed out by Erikson (1959) and thus the need to join gangs in order to gain confidence and power, much to the detriment of their own development.

4.3.4.3 Community and school challenges to providing sports and extra-mural programmes

According to Key Informant 2, another impediment to the delivery of programmes and activities in the community is the infighting among various local community organisations for funding and fame.

“In Hanover Park, I find that people don’t want to work together. I find that there are too many people that want the accolade of being in the ‘I’... Also it is money driven and therefore all for the wrong reasons. Adults are squabbling for turf, for recognition and the children are losing out.”

- Key Informant 2

The challenge over ‘turf’ makes cooperation and collaboration between schools and community organisations difficult and thus the children suffer the consequences. In the end, the very children they wish to help continue to miss out on substantial development of their capabilities.

For most development strategies to be effective at community level, partnerships with structures at all levels are crucial. Clearly, this is a great challenge for the Hanover Park community and will be discussed further in the following chapter.

4.4 Focus Group Participants

Semi-structured focus group interviews were held with three groups of Grade 7 learners at three different schools.

Table 4.3 highlights the structure of each focus group and gives insight to the gender and ages of the participants. Table 4.4 presents the themes and categories used during data analysis.

Table 4.3: Focus Groups Participant Profiles

School	Number of Participants	Gender	
School A	7	Male=4	Female=3
School B	7	Male=4	Female=3
School C	10	Male=5	Female=5
Total	24	Male=13	Female= 11

NB: The age of the Focus Group participants ranged from 12-13 years. Only one participant indicated that he was 13 years of age, turning 14, which maybe was a result of commencing his schooling late or possibly failing a Grade.

Table 4.4: Focus Group Themes and Categories used for Focus Group Interviews Data Analysis

Theme	Categories
1. Learners' awareness of programmes and activities	1.1 Sports programmes and activities 1.1.1 School based 1.1.2 Community based 1.2 Extra-mural programmes and activities 1.2.1 School based 1.2.2 Community based
2. Participation in programmes and activities	2.1 Participation by male learners 2.1.1 Sports 2.1.2 Extra-mural 2.2 Participation by female learners 2.2.1 Sports 2.2.2 Extra-mural
3. Factors that hinder participation	3.1 Crime 3.2 Gangsterism

4.4.1 Learners' awareness of programmes and activities

The following section highlights the learners' own awareness levels of programmes and activities available to them in Hanover Park. These include both school and community based programmes and activities.

4.4.1.1 Sports programmes and activities

4.4.1.1.1 School based

The most frequently mentioned sports programmes and activities at school for boys by all three Focus Group respondents were the following: soccer, cricket and rugby. Male respondents indicated that both soccer and cricket are played informally and depending on the level of skill, a learner could represent their school at inter-school tournaments. Amongst the female respondents, netball was clearly a popular activity. In addition, as the focus group interviews occurred during the first term of the school calendar, school athletics was also mentioned in two focus group sessions.

4.4.1.1.2 Community based

The Hanover Park Soccer Club was the most popular sport programme available for both males and females in the community as highlighted by the majority of respondents. Two

female respondents reiterated Key Informant 3's indication that netball clubs were also active in the community.

Researcher: *What sports activities are available to you in Hanover Park?*

School B Female Respondent: *Netball, swimming*

School B Male Respondent: *Jay boarding, soccer*

Researcher: *Anything else?*

School B Male Respondent: *rugby, cricket*

Researcher: *So there are many activities available in Hanover Park?*

Three respondents: *Yes*

Both School A and B Focus Group respondents were aware of the available sport activities in the community, whereas School C Focus Group respondents seemed unaware and mentioned only two sporting activities, namely, soccer and netball. This was of concern as School C is one of the larger primary schools in the community.

4.4.1.2 Extra- mural programmes and activities

4.4.1.2.1 School based

The extra-mural programmes and activities at school mentioned were computer lessons, annual surf walks and school concerts. The only activity that was mentioned during all three Focus Groups was an after-school activity called "Play and Learn" which takes place on the school premises and is coordinated by a community-based organisation called CASE. The respondents did not provide any indication that their schools had structured music, singing or art related activities.

4.4.1.2.2 Community based

All the respondents in the Focus Groups identified the community Kids' Club as a common programme for activities after school and over weekends. CASE facilitates this Kids' Club and has set up satellite clubs at more than one school and community centre to ensure that all children in Hanover Park have access to their services. While at the Kids' Club, children are involved in soccer, tennis, dancing, and art and craft activities.

Other community programmes and activities the respondents said were available included jay boarding, swimming pool, library, parks, playing sport between the houses or going to

the local game shop. However, all of these are informal and unstructured. Structured activities include going to Madressa (Islamic School) in the afternoons, Sunday activities after church, playing in a music band, borrowing books from the library and Xhosa lessons. The Cape Minstrel Festival which includes rehearsals and practice sessions months prior to Christmas and New Year was also mentioned as a popular activity.

At School C, participants were unaware of the formal and structured programmes and activities run by the small community centre just a block away from their school. They could only highlight what they did informally at home or in their street. The Soccer Club and library were mentioned numerous times. This was in contrast to Schools A and B where all the Focus Group respondents were able to highlight the nearest amenities for children.

The Focus Group respondents had varied knowledge of after-school programmes and activities offered at these three schools and in their community. The levels of participation in these programmes and activities will be discussed in the next section.

4.4.2 Learners' participation in programmes and activities

Not all Focus Group respondents provided explicit indications about participation levels. However the majority of children mentioned that they participated 'now and then' or they had been 'once or twice' only.

4.4.2.1 Participation by male learners

Male learners commented on their participation in both sports and extra mural programmes and activities.

4.4.2.1.1 Sport activities

All the male participants indicated that they played some form of sport, with a majority playing either soccer or cricket. One participant represented his school in cricket. Others highlighted that they do visit the soccer club. Most of them play sport informally in a vacant soccer field, on any available space or even in the road.

Researcher: Boys, what is there for you to do in Hanover Park?

School B Male Respondent: We play soccer, cricket, rugby.

Researcher: Where does all of this happen, where do you go play these sports? Do you play on your own or is it part of a club or a group or what?

School B Male Respondent: *We play on our own, not part of a club.*

Researcher: *Where do you play?*

School B Male Respondent: *On an open space between the flats.*

Participation in structured sport activities as noted by Larson et al (2006) allows learners to develop skills of goal-setting, persistence, problem-solving, teamwork, how to manage emotions and how to manage time. Furthermore, sport also fosters a capacity for initiative and goal achievement. However, as most of the male learners seem to be playing sport informally, the opportunity for the development of the above-mentioned skills are limited as there are no adults who can monitor and supervise their sporting activities.

4.4.2.1.2 Extra-mural activities

Only one male participant mentioned that he is involved in a band and practises regularly to prepare for the Annual Cape Minstrel Festival. Although aware of the Kids' Club, only 50% of the males indicated some form of participation, with one mentioning he had been to the club 'three or four times'. Other activities that they participated in included playing pool, games at the game shop or playing dominoes with friends. As the Focus Group session was held in summer, going swimming at the local swimming pool was mentioned in all three focus groups and everyone had utilised it at some time or the other. Eight male participants noted that they utilised the library to complete school projects. A male participant expressed his boredom: *"I am bored every day after school and during the weekends"*. However, he did not wish to expand on the reasons for his "boredom".

From the above data, it seemed that only two boys participated in structured activities on a regular basis, whereas the rest participated in *ad hoc* activities with limited or no supervision. This is cause for concern as it provides more time to 'hang out'. This finding correlates with the views of both McHale et al (2001) and Osgood et al (1996) that children of poor socio-economic backgrounds tend to be less involved in structured activities and spend time playing outdoors and 'hanging out' which can further cause poor school grades and behavior problems. Such circumstances negatively influence their decision making abilities, thus increasing the chances of them being recruited by gangs.

4.4.2.2 Participation by female learners

Female learners commented on their participation in both sports and extra mural programmes and activities.

4.4.2.2.1 Sport activities

None of the female respondents indicated that they participated in any formal sporting activities. When the researcher rephrased questions to seek clarity regarding participation, only male respondents indicated some levels of participation. However, during the researcher's visits to the schools, many female learners were seen playing skipping rope and netball in the school quads.

4.4.2.2.2 Extra-mural activities

Three female participants drew attention to their part in the Cape Minstrel Festival and regularly having to attend rehearsals. In addition, three female participants highlighted participation in church activities over the weekends. Ten respondents acknowledged that they borrowed books from the library to read and to complete school projects.

"Miss, sometimes I go to fetch books to read, and then we get projects and we go to the library again."

- *Female focus group participant*

It seems that there is a greater tendency for the females to visit the library for reading pleasure and schoolwork, whereas males only visited when they needed information to complete projects. On the other hand, only one female participant acknowledged that she visited the Kids' Club after school.

Although some female participants showed a greater indication of their participation in constructive programmes and activities, none of these programmes were sports related and most of them occurred at a specific time of the year. Once again, it is a cause for concern that they too were aware of the Kids' Club and netball activities that are available to them, yet no one indicated any level of participation.

Although the Kids' Club aims to maximise opportunities for children at venues nearest to them, learners do not utilise this opportunity sufficiently. Although all of them knew of the Kids' Club, less than half of them are regular members and participants of the satellite office nearest to them. Although the Kids' Club was mentioned during each Focus Group interview there was little enthusiasm surrounding it especially when participants mentioned what it offered them. It was mentioned as a 'by the way' activity instead of the most popular programme in Hanover Park. This makes the researcher wonder whether the children see the Kids' Club as helpful and whether it meets the needs of the children.

4.4.3 Factors that hinder participation

When probed to give reasons why there seemed to be limited participation in the available programmes and activities, everyone had something to say and the Focus Groups became very lively. When one participant mentioned their reasons or experiences, it motivated others to share their own or expand on shared experiences.

4.4.3.1 Crime as a hindrance to participation

Although there are a few small parks and fields in the community, during two of the focus group sessions the poor state of these parks was highlighted. Many of the amenities were broken due to stealing of parts, and parks and fields were scenes for domestic violence and hang-out areas for gangsters.

***Researcher:** So basically the violence stops you from playing, going places. Does it happen very often?*

***School A Female Respondent:** Yes Miss.*

***Researcher:** How often?*

***School A Female Respondent:** Some of the ladies even fight Miss. Children and girls who belong to gangs come to fight here in this park over boyfriends and when they are drunk they go on like that*

***School C Female Respondent:** It's the big people; they fight and throw the other one with stones and stuff."*

In addition, domestic violence was raised as an obstruction to their activities as family feuds were often aired in the park or where the learners would be playing cricket or soccer.

***School A Female Respondent:** Everyday they fight in the park down our road*

Researcher: Who are they?

School A Male Respondent: that man and that lady, they always fighting and hurting each other and she doesn't report him to the cops

School B Female Respondent: The children are playing outside and then there's a guy then he fights and then he 'skel'(scolds) and 'sommer' (suddenly) starts hitting the children when the children play in the park and then he sometimes bring knives out and then he wants to stab the children too...

They informed the researcher that these community spaces had to be avoided when situations became tense.

4.4.3.2 Gangsterism as a hindrance to participation

Children are often in fear having witnessed gang fights and shootings that occurred on school grounds, at parks, in their street and sometimes on their own doorstep.

"I never go out to play.... My mommy will skel (scold) me if I go outside and sometimes I am scared."

"Every time when the gangsters shoot there by my house then I do not go outside..."

"...because it's not safe and they shoot everyone that comes before them or in their way..."

"There by us, on Monday, they shot in front of our door there and they stabbed another man."

"Once they killed a boy here, with the barbed wire...here on this field (the school field)."

"Because gangsters they were shooting guns there, I don't feel free at the park when I go sit on the rides..."

"I'm scared of walking there, they shooting guns, here on the school field, during school hours"

School C Female Respondent: Miss the other gangster sommer ask me give me a 50c so I said no, I don't have money and then he became angry and wanted to hurt me.

School C Male Respondent: Then they get mad when you don't want to give. And they stabbed me already Miss

Researcher: When did they stab you?

School C Male Respondent: When I was 11 years old, last year they stabbed me, the gangster stabbed me I didn't want to give money and I started to run, he stabbed me in my leg.

The above are indications of how crime and gangsterism in the community affect their daily lives and hinder their participation levels. According to information gathered from the Key

Informants, Safe Schools and Community Safety Projects, learners are not only victims of crime and gangsterism but also participants thereof. No respondents admitted that they were gang members though some of them made mention of ‘other’ learners who were involved in gang activities.

School a Female Respondent: Miss, then they gamble on the steps also Miss
School A Female Respondent: They gamble and sell in front of our door as well
Researcher: Who are they?
School A Respondents x3: The gangsters
School A Female Respondent: And children do it Miss
Researcher: Are children involved with gangsters?
School a Male Respondent: Yes Miss, that boy here, they live here.
School A Male Respondent: And ‘B’ also, that other boy
Researcher: And he is involved in gangs?
School A Female Respondent: And gambling for them
Researcher: Are there more children like them that are involved?
School A Respondents x2: Yes
Researcher: So why do you think they get involved.
School A Female Respondent: The Gangster Boys and Corner Boys they give them things to sell to the others at school and make money.

Without a doubt, gangsterism permeates the lives of children living in Hanover Park, and it is easy for learners to fall prey to the sense of belonging and material benefits that the gangs offer. The environment does not provide encouragement to participate in sports and extra-curricular activities. In light of Sen’s approach to development as freedom (1999) and as well as Biggeri *et al.*, (2006) views on the importance of building capabilities, the children of Hanover Park clearly face challenges. Their decisions in this phase of their life will crucially affect their capabilities as adults, unless steps are taken to provide a safer and more encouraging environment for learning and growing.

4.5 Discussion regarding similarities and disparities found in data collected

The following section as indicated in Table 4.5 will highlight the themes used during data analysis to discuss similarities and disparities found in the data collected.

Table 4.5: Themes surrounding similarities and disparities

Theme	Categories
1. Programmes and activities	1. Disparities in data provided 2. Schools as safer locations

4.5.1 Programmes and activities

4.5.1.1 Disparities in data provided

There seems to be a gap between the level of awareness and level of participation. The School C respondents are the same learners attending Key Informant 2's school and they seemed the least informed regarding the sports and extra-mural activities offered by their school. This leads the researcher to wonder whether this is also the case at other primary schools in the community.

The researcher's assumption was that learners would not be aware of all that their school had to offer. At one school, the participants clearly said that their school does not offer "anything particular". In addition, a Key Informant, who is a teacher, could not mention specific programmes or activities that her school offered whereas the principal highlighted numerous activities as well as participation levels by the learners at his school. This is a cause for great concern, as teachers need to be informed of programmes and activities in order to motivate and encourage participation by learners.

4.5.1.2 Schools as safer locations for development

Two of the Key Informants highlighted the need to reproduce resources for children, as the current available structures (such the library and multipurpose centres) did not meet their needs. Even though these resources are in close proximity, they are under-resourced or children could not access them due to safety concerns and having to walk through gang turfs. Both the Key Informant 2 and 3 highlighted plans to build resource centres at the schools which they were involved in, both less than a kilometer away from the local library. Key Informant 3 is in the process of developing a soccer field and a community centre with a library, study area and vegetable garden on the premises of the school with the help of teachers, parents and friends of the school.

"...people are taking ownership of this school already and saying we want this, we want our children to have a beautiful place to play and that's kind of what we did, gave them inspiration because I think a lot of people living here feel there's nothing beautiful here, it's all hopeless here"

- Key informant 3

In aiming to make this project a reality she is working with the Western Cape MEC of Education, local municipality and various funders. The main aim of the centre is to provide a safe environment for children to learn and grow during and after school.

"...they go home between 2 and 5 and there is no one at home, that's when they get involved in these gangs and getting incorporated into the gangs and that's part of the thing, we need to keep them at the school so that they don't have to go home and they can be safe here and they can do sports and go to the library for learning and then their parents can come fetch them from the school on their way home."

- Key Informant 3

Key Informant 2 plans the following:

"I'm still busy working on a project for what I call a resource centre, there will be space for them to go and study. I'm hoping to have computers in there that would be linked to our computer room i.e. they would be able to go on the net, there would be a photocopy machine for them...there's dysfunctional families, very many children don't have a place to go to in the afternoon that they feel is conducive to doing academic work. Many of them come with the excuse that they have to look after the baby, they have to cook, they have to go the shop, they have to mind this, they have to mind that, there's no space for them. In fact there's no atmosphere at their homes, you know, they don't have a room with a desk, like many of us we would create for our children a little space with a desk and even a desktop or a laptop for that matter where they would have and create that environment, there's nothing like that at their home. So I'm trying to create that space here so that they have a venue to go to if they want to do research and if they want to do work. The library is too far. Many of them don't even go there because they fear for their physical well-being, being attacked by the gangsters, etc. so they don't even get to the library. The library is also, I feel, very poorly stocked..."

Unmistakably, schools are taking matters into their own hands and not waiting for a top down approach from government to combat these challenges. Clearly if these resource centres are successfully established and well run, Hanover Park schools will be able to offer its children a safe haven to learn and discover their capabilities.

4.6 Recommendations for improving the levels of participation

The following section as indicated in Table 4.6, highlight the recommendations made by both Key Informants and Focus Group Respondents. These recommendations indicate forms of improving the levels of participation in programmes and activities by primary school learners.

Table 4.6: Themes for Recommendations

Themes	Categories
1. Recommendations for improving the levels of participation	1. Recommendations by Key Informants 2. Recommendations by Focus Group Respondents

4.6.1 Recommendations by Key Informants

- All government departments such as the Department of Sports and Culture, Department of Community Safety, the police, Department of Education, the Department of Health and Department of Social Development and Poverty Alleviation must work together.
- All schools in the community must be part of the Safe Schools Project.
- Improve the living environment: plant more trees and greenery.
- Local heroes should have motivational talks with children.
- Improved sports and recreational facilities for the children.

4.6.2 Recommendations by Focus Group Respondents

- The parks must be fixed and there must be security for children.
- There should be more playgrounds.
- The drugs must disappear, and all violence.
- They must build playgrounds and sports fields next to the schools.
- Children must change their attitudes, no swearing.
- Drug addicts must go for rehabilitation.
- There must be museums and a hall near to school.
- People must stop doing drugs and steal and hurt children.

4.7 Conclusion

This chapter presented the findings of the study. Key Informants and Focus Group respondents presented their awareness of what Hanover Park had to offer in relation to programmes and activities for learners.

All respondents highlighted crime and gangsterism as two major hindrances to participation in programmes and activities and expressed their wish for change and freedom in order to facilitate participation. In the following chapter, recommendations will be presented which both Key Informants and learners felt were needed to bring about change as well as highlighting schools as safer locations to ensure learners have access to programmes and activities needed for their positive development.

University of Cape Town

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter will summarise and draw conclusions from the study. In addition, the researcher will make recommendations in connection with the identified concerns which emerged from the data analysis.

5.2 Realisation of the objectives of the study

The researcher's previous experience in the community led the researcher to believe that there are very few constructive programmes and activities available to the children in Hanover Park, particularly Grade 7 learners, and activities that are available, are underutilised by the learners. The researcher was of the opinion that the study would identify the programmes and activities available to learners in Hanover Park, the extent to which Grade 7 learners are aware of the available programmes and activities, and whether they participate in these programmes and activities. In addition, the research also aimed to identify the possible hindrances to participation in programmes and activities. Lastly, it aims to highlight programmes and activities Grade 7 learners wish were available to them.

A sample of 24 Grade 7 respondents was selected from the primary schools which agreed to participate in the study. Three Key Informants were chosen for their wide knowledge and insights regarding programmes and activities available to these children. A focus group interview session was held at each of the three participating primary schools and the three key informants participated in separate semi-structured interviews. The data provides us with indications that learners and schools in various areas of Hanover Park are exposed to similar experiences.

5.2.1 What are the available programmes and activities for primary school children in Hanover Park?

Hanover Park offers children a few structured sports programmes, although the majority of these programmes are provided via the school system (Please see Appendix E). Not all primary schools have the same facilities to provide equal opportunities to all learners. Apart from the Hanover Park Soccer Club no other known structured sports programme exists within the community.

Although schools are required to offer their children extra-mural activities including arts and culture, not all schools are able to provide similar programmes and activities to the learners and these events take place on an *ad hoc* basis. Hanover Park has one active community-based organisation, CASE, which offers children structured extra-mural programmes and activities at school, over weekends and during school holidays. CASE has been proactive in creating access to their programmes by setting up satellite Kids' Clubs at primary schools in the area. Hanover Park also has a few Cape Minstrel Clubs that involve children playing musical instruments.

Thus, apart from school-based activities, the only two structured and supervised programmes available to children are the Hanover Park Soccer Club and CASE. This is a cause for concern as Hanover Park has approximately 5144 children who are of primary school age.

5.2.2 Are Grade 7 learners aware of the programmes and activities available to primary school children?

There is a disparity regarding awareness levels of learners amongst the key informants. Key Informants 2 and 3 were of the opinion that learners were uninformed about available programmes and activities whereas Key Informant 2 felt that principals updated learners regularly. Although School A and B learner respondents seemed quite knowledgeable regarding programmes and activities, School C's focus group participants seemed least informed regarding available programmes and activities. This is, once again, a cause for concern.

Another observation is the potential role of the teacher as ‘informer’, as children spend much of their time in the company of the class teacher. It is important that the teacher is informed regarding available programmes and activities both at school and in the community and inform their learners.

5.2.3 Do Grade 7 learners participate in available programmes and activities?

A clear feature from this study was that ‘awareness’ does not necessarily indicate ‘participation’. This was evident in learners’ responses when questioned about their participation levels after they highlighted the programmes and activities that were available to them. In addition, it seemed that as some activities run concurrently at school, children have to choose between participating in sports or art activities. Male learners were more prone to participate in sport activities as more opportunities were available to them, whereas females had limited sporting opportunities and thus they tend to have a higher rate of participation in semi-structured activities such as borrowing library books and practising for the Cape Minstrel Festival. Although the Kids’ Club aims to provide structured after-school services in safe locations, these efforts seem to be under-utilised as learners do not utilise this opportunity sufficiently.

5.2.4 What are the possible hindrances to participation in available programmes and activities?

Without a doubt, the responses by both Key Informants and Learners indicate that gangsterism and crime are the greatest hindrances, not only to participation in sport and extra-curricular activities, but also attending school and visiting the local clinic or library. Whether it is going to school or playing soccer on the nearby field, learners are plagued by incidents that impede opportunities for their development. Not only do these social problems hamper their opportunity to participate but also influences their choices, as gangs seem to lure children away from more constructive programmes and activities. Both these impediments severely influence service delivery, and schools and NGOs have realised the need to provide programmes and activities in safer locations.

5.2.5 What programmes and activities do Grade 7 learners wish were available to them?

Once again, the effects of crime and gansterism are emphasized through the responses of the learners. They indicate that the ongoing child and drug abuse must cease in order for children to feel safe and to participate without fear of being targeted by gangs or hurt. In addition, infrastructure repair and having facilities nearer to school, if not on school grounds were also key recommendations.

By all accounts, schools and NGOs are aware of the need to provide learners with safer locations, thus efforts are in place to gain funding in order to create this reality. However, this alone will not solve the problem of poor participation as experienced by CASE and their efforts to run a safe Kids' Club.

5.3 Recommendations

Although community structures and the South African Police Services try to take a tougher stance in eradicating gangsterism from the Hanover Park community, this will not occur overnight and learners continue to fall prey to the material benefits of joining a gang. Furthermore, they continue to miss out on vital opportunities to develop competencies both academically and in extra-curricular domains of their development.

The following recommendations should assist as short-term solutions. However, a long term strategy needs to be tabled to ensure that projects will be sustainable and encourage greater levels of participation:

- Teachers should encourage and motivate learners to use their time constructively by participating in programmes and activities. As learners spend much of their time with the class teacher, it is important that principals ensure teachers are up to date regarding all available programmes and activities both at school and in the community, and remind and encourage participation by learners.

- Primary schools, local government departments and NGOs should coordinate their activities to ensure equitable opportunities for male and female learners at all primary schools. CASE needs to develop a new strategy to encourage learners to stay after school and participate in its programmes, instead of loitering and becoming targets for recruitment by gangs.
- Schools and NGOs should train unemployed parents to facilitate after-school sporting and extra-curricular activities to relieve teachers from these additional duties. Also by utilising the Cape Minstrels bands residing Hanover Park, music can be taught as part of an after-school programme either as part of a CASE initiative or schools can partner with other NGOs such as the Music Therapy Community Clinic. The Expanded Public Works Programme could be a model to guide this process.
- The individual plans to build resources centres on school property may serve the short term goals of providing safer locations for learners to study and participate in sport and extra-curricula activities. However, it does not address the crime and gangsterism in the community. The Hanover Park community can utilise the successes of the “The Proudly Manenberg Campaign” and implement similar strategies to combat the challenges it faces.
- Schools in Hanover Park need to inform the local library of their displeasure regarding the poor resources available, and approach local business to assist with funding new books and resources for the library.
- In addition, the implementation of a programme such as the Curitiba Program for Childhood and Adolescence Integration (PIA) can assist to integrate developing capabilities and meeting social needs, especially addressing the increase in learner hang out and poor participation levels in current programmes and activities.
- Learners should be recognised for their level of extra-curricular participation and this should be reflected in their report cards at year-end, to encourage participation.

5.4 Conclusion

This research has provided insight into the lives of primary school learners residing in Hanover Park on the Cape Flats. Their plight in trying to lead normal lives as growing and learning children was highlighted in the challenges they face while growing up. The opportunities for their development are clearly hampered by their socio-economic circumstances and even though they live in a country that is “alive with possibility”, they are unable to freely and safely participate in the few programmes and activities available to them for their development.

This is of great concern to the researcher and many others, as the South African government claims to have taken a developmental approach to improving the quality of life of its people. Yet, 16 years after democracy, children living in communities such as Hanover Park continue to lose out on basic developmental opportunities needed to realise their capabilities and strengths.

Clearly grass-root mobilization of people and resources must be encouraged to ensure that the wheel of change to achieve a better life for all occurs at a faster pace.

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APPENDICES

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Appendix A: Request for permission to conduct research at schools

_____ Primary
_____ Road
Hanover Park
7764
___ April 2009

Dear Mr. _____
Principal at _____ Primary

RE: PERMISSION TO CONDUCT RESEARCH AT YOUR SCHOOL

I am currently studying towards a Masters degree in Social Development at the University of Cape Town. I am registered for this degree in the Department of Social Development at University of Cape Town. One of the requirements of this course is to do an individual minor dissertation. I have chosen as a topic:

“An explorative study of the awareness of and participation in constructive programmes and activities by Grade 7 learners in Hanover Park”

The objectives of the study are:

- To identify the available programmes and activities for primary school children in Hanover Park;
- To explore whether Grade 7 learners are aware of the programmes and activities available to primary school children;
- To explore whether Grade 7 learners participate in these programmes and activities;
- To explore any possible hindrances to participation in available programmes and activities, and
- To explore what activities and programmes Grade 7 learners wish were available to them.

I would like to request permission to do the proposed study at your school. Ethical considerations will be clarified beforehand. The information that will be collected will be for academic purposes only. I would like to collect data by interviewing Grade 7 learners from various backgrounds, as part of a focus group. A focus group interview session will take approximately focus group 2 hours. I would like to conduct the research within the next two weeks if it is possible.

I would really appreciate a positive response to this request. I hope that the exploration of some of the issues will also be of benefit to your school. Should you require further information, please feel free to contact me at:

Cell Phone:
Email:

Kind Regards
N PARKER

Appendix B: Parent permission slip

Dear Parent/Guardian

Name of Learner: _____

RE: PERMISSION TO HAVE YOUR CHILD PARTAKE IN ACADEMIC RESEARCH

I am currently studying towards a Masters degree in Social Development at the University of Cape Town. I am registered for this degree in the Department of Social Development at University of Cape Town. One of the requirements of this course is to do an individual minor dissertation and I have chosen as a topic:

“An explorative study of the awareness of and participation in constructive programmes and activities by Grade 7 learners in Hanover Park”

The objectives of the study are:

- To identify the available programmes and activities for primary school children in Hanover Park;
- To explore whether Grade 7 learners are aware of the programmes and activities available to primary school children;
- To explore whether Grade 7 learners participate in these programmes and activities;
- To explore any possible hindrances to participation in available programmes and activities, and
- To explore what activities and programmes Grade 7 learners wish were available to them.

I have requested permission to do the proposed study at _____ Primary and _____ Primary Schools which have both been granted.

I will be interviewing Grade 7 as part of a focus group. Your child has been identified at his/her school as suitable participant and thus I would thus like to request your permission to have your child partake in this research.

Please note that the information that I will collect will be **for academic purposes only and that this is would be voluntary participation. All information gathered will be confidential.**

Focus groups will take place at school. The focus group will however take place on a suitable day for all learners and may commence after 2nd interval or an hour before school is dismissed.(I will send a letter home with the learner to confirm the date and time of the focus group).

I hope that the exploration of some of the issues discussed will be of interest to your child.
Should you require further information, please feel free to contact me at:

Cell Phone:

Email:

Kind Regards
Nazrana Parker

Parent Permission Slip to be returned to school on _____ 2009

I, _____ parent of _____ hereby
give permission that my child may participate in the above-mentioned research.

Name: _____ **Signature:** _____ **Date:** _____

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Appendix C: Interview schedule for focus groups

The interview schedule used during the focus group sessions:

- i. The researcher/facilitator introduced herself and explained the purpose of the research.
- ii. Each participant introduced him-herself.
- iii. The ground rules of the focus group were shared and agreed upon.
- iv. The facilitator made use of an 'ice breaker' where participants had to create a funky name tag for themselves and chose a pseudonym to be used during the session.
- v. As sessions occurred prior to and after holiday periods participants were asked to share their plans for their holidays or what they did during the holidays.

The facilitator steered the discussion to:

- Programmes and activities that are available to children in Hanover Park. Where? How accessible are they?
- How often do the learners partake in these programmes and activities?
- Discuss the different activities for boys/ girls and the various age groups.
- What hinders you from participating in these activities?
- What activities do you think should be available and provided in Hanover Park?
- How can the current activities be improved?

Appendix D: Interview schedule for semi-structured interviews

The schedule for the semi-structured interview, with the Key Informants were as follows:

- i. The researcher introduced herself and explained the purpose of the research.
- ii. The respondent was requested to name the organization he/she represented and explain their role.
- iii. The respondent was asked to list and highlight the constructive programmes and activities for primary school learners in Hanover Park.
- iv. How accessible do you think the current programmes and activities are to primary school children and what are the participation rates of learners?
- v. What programmes and activities do you feel are lacking for primary school children in the Hanover Park community?
- vi. How is your organisation/school trying to address this need?
- vii. How can current programmes and activities be improved?

Appendix E: Available programmes and activities for learners in Hanover Park

Programme	School	Community
Sports	Soccer	Hanover Park Soccer Club
	Cricket	Netball
	Netball	Swimming
	Rugby	
	Table tennis	
	Volleyball	
Extra mural	School Choir	Library
	Dance, Singing	CASE initiatives
	Cultural activities	Church and Mosque Events
		Cape Minstrels (band)
		Community Parks