

BEST PRACTICE *Guideline*



FOR CYCLING ACADEMIES



forestry, fisheries
& the environment

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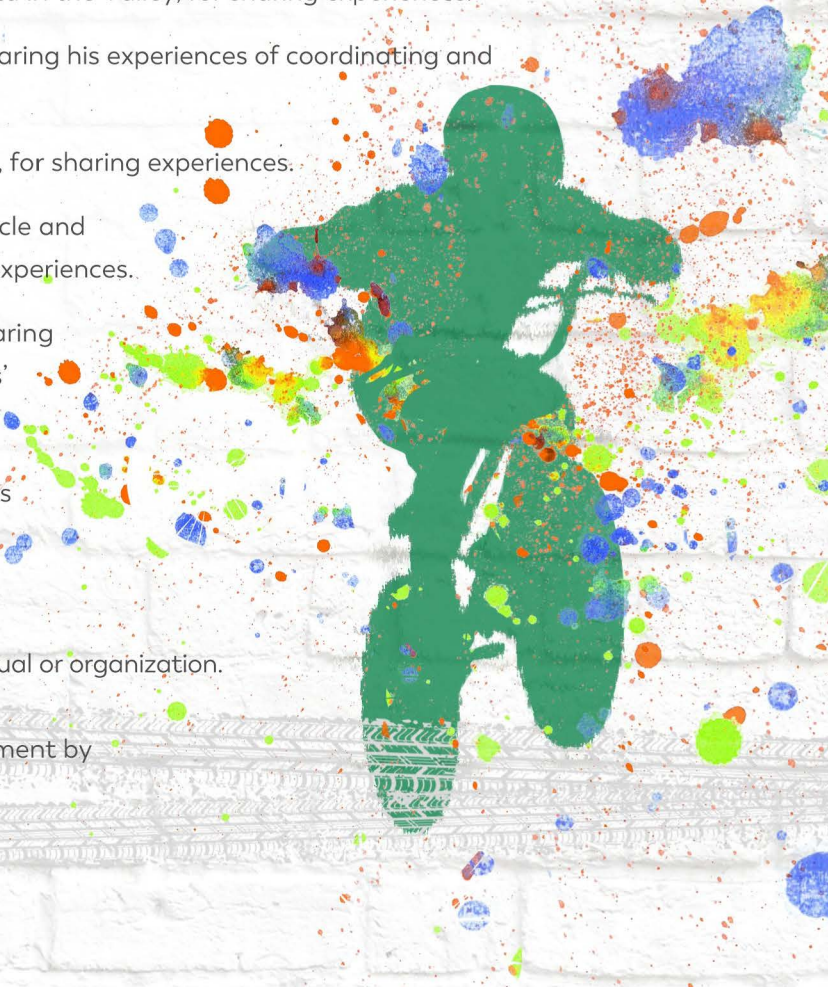
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ACRONYMS AND ABBREVIATIONS

BEC	Bicycle Empowerment Centre
BEN	Bicycling Empowerment Network
ETA	eThekweni Transport Authority
CATHSSETA	Culture, Art, Tourism, Hospitality, and Sport Sector Education and Training Authority
CLO	Community Liaison Officer
IRPTN	Integrated Rapid Public Transport Network
M&E	Monitoring and Evaluation
MFMA	Municipal Financial Management Act
MTB	Mountain Bike
NPC	Non-Profit Company
PPA	Pedal Power Association
POPIA	Protection of Personal Information Act
SDGs	Sustainable Development Goals
SMME	Small Medium and Micro Enterprises

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EXECUTIVE Summary

“As cities around the world embrace cycling as an increasingly important part of their transport strategies, policies to encourage this mode of travel are still predominantly focused on urban planning and design measures, in line with the mantra “build it and they will come”. If we are to successfully combat the many challenges caused by motorised vehicle dominance in cities, a dramatic shift in mobility cultures is essential. To achieve such a shift, we need to think about strengthening the human infrastructure of cycling, alongside transforming the physical infrastructure of our streets.

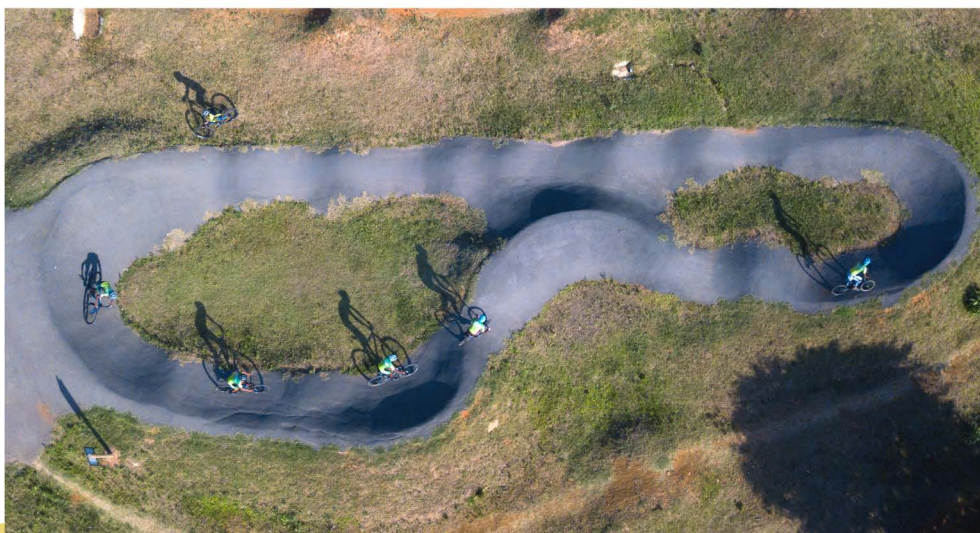
- Institute for Transportation and Development Policy, Germany.

With the global and local surge in cycling as a mode of transport, hobby and sport, cycling is not only a perfect tool for changing how people move from A to B, but can also be a catalyst for changing lives! How does one create a culture of cycling in South Africa where cycling has historically been inaccessible, and where a culture of cycling and learning to ride a bicycle at a young age is largely still considered somewhat of a privilege? This Best Practice Guideline for Cycling Academies aims to help answer this question by unpacking the key practical and operational considerations needed for establishing and managing a cycling academy.



(Image: GO!Durban, KwaDabeka Cycling Academy)

The cycling academy at the most basic level is a safe space where children and adults can learn to ride a bicycle. However, the work and impacts of a cycling academy can extend into positive impacts across many spheres of a community. Herein lies the strength of cycling academies, they can be small, grassroots



(Image: GO!Durban, eNanda Cycling Academy)

community projects driven by sheer passion or they can be multi-functional youth development facilities and everything in between. No matter what resources and budgets are available, there are examples of cycling academies across the country with greatly varying levels of equipment, facilities and budgets, however, they all still have the common goal of promoting cycling!

Having a well-defined vision for a cycling academy and a champion to drive that vision forward is a critical success factor for cycling academies. However, getting people to buy into that vision, is equally important. The success of a cycling academy will depend on how well implementing organisations are able to engage community members to find common goals and get buy-in. Community input can be invaluable for helping shape a cycling academy project, in ensuring that the cycling academy is responding to local needs and enabling local support.

Planning and consultation for a cycling academy should carefully consider the various community groups and stakeholders who need to be consulted, paying special attention to socially excluded groups (such as the elderly, geographically removed or minority groups.)

Making effective use of local leadership structures, ward councillors and municipal-appointed Community Liaison Officers (CLOs) has proven to be invaluable in securing local community support and keeping the momentum going on the development of cycling initiatives. Beyond the broader community structures, having open and constructive engagement with parents and schools helps safeguard a shared vision and understanding of individual and community shared benefits. If done correctly, active social engagement processes will ensure an ever-expanding circle of partners and supporters for a cycling academy emerge over time.

The positive impacts of a cycling academy can extend throughout the community

Selecting a suitable location for a cycling academy should be based on what is available and attainable in a particular community. At a minimum, a cycling academy requires an open space that is accessible for children to learn to ride safely. A cycling academy can be effective with even the most basic of facility and equipment needs.

This includes a riding surface, bicycles, helmets, basic maintenance equipment, safe storage areas and ablutions. There is no definitive answer to what this will cost, what equipment gets purchased, the cycling academy's team composition, how many children the cycling academy anticipates being able to work with, and what additional activities are on offer which will all have a significant impact on the final cost estimates.

Budgeting for a cycling academy will evolve from plans which consider both infrastructure and operations requirements. A good starting point for a cycling academy is to create two budgets. Firstly, a practical working budget based on existing available financial resources. Secondly, a wish list budget which considers the ideal scenario and vision, this is the budget that could be used when approaching funders and partners to support the growth of a cycling academy. It is important to think creatively in the early stages of establishing a cycling academy to find ways to get the project off the ground in the absence of significant capital availability.

A cycling academy also needs to market itself and reach out to a wide range of people for many different purposes. This includes communicating the cycling academy's role in the community, building momentum and excitement amongst children joining the academy, gaining a sense of trust among parents, teachers, and the community at large, and showcasing the good work to potential funders and partners.

Knowing the target audience is the key to effective marketing. A cycling academy needs to carefully consider who the various market segments are and what messages to send to them, these audiences are likely to include amongst others, parents in the community with children, schools, local businesses, potential partners and influencers.

The marketing messages for a cycling academy should be engaging, concise and resonate with target audiences. The messages should tell the stories of the cycling academy and its beneficiaries. This can be done with a range of traditional marketing materials combined with active use of social media, local community chat groups and networking. The most impactful marketing for a cycling academy does not need a significant budget. It just requires passion, creativity and people sharing the message!



*Knowing the
target audience
is key to
marketing the
cycling academy
effectively*

Cycling academies are also very well positioned to create net positive environmental impacts through a wide range of interventions ranging from entrenching environmentally friendly behaviour to structured environmental education programmes and allowing children simply being able to experience free play in natural areas. Also, developing an environmental management plan and identifying environmental risks before they happen can help ensure minimal negative environmental impacts are associated with a cycling academy site.

Beyond environmental and social impacts, cycling academies are well-placed to create economic benefits for communities through a range of entrepreneurial and job creation opportunities. At many cycling academies, these entrepreneurial opportunities include a mix of tourism, bicycle hire and cycling tours, delivery services, bicycle maintenance and retail of spares and equipment. These activities can also become innovative self-generated income opportunities for cycling academies.

Understanding the impact of a cycling academy through monitoring and evaluation (M&E) is a critical process for ensuring continuous positive impacts. Monitoring and evaluation can also assist coaches and cycling academy management teams to identify potential positive or negative changes in a child's performance and intervene as necessary.

The cycling academy model provides an opportunity to start having conversations about alternative means of transport. It's an opportunity to introduce cycling to youth when they are still at a very impressionable age and an opportunity to make difference in a community. While the impacts may seem small at a local community level, the ripple effects of small things can create significant impacts.

This guideline aims to inspire you to take those first steps, start the journey and be part of something that can have extraordinary effects.



(Image: GO!Durban, KwaMashu Cycling Academy)

CHAPTER 1

THE POWER OF CYCLING AND CYCLING ACADEMIES

“ Truly inclusive cycling cities cannot be achieved if we ignore how the attitudes and cultural values transmitted at an early age shape a person's understanding of the world, and how these socio-cultural elements in turn shape people's mobility behaviours and cultures. These are barriers to cycling that infrastructure simply does not solve, perceptions such as awareness, access, or ability. Whilst a person may have access to the best protected bike lane outside their door, if that person doesn't know how to ride a bicycle, can't afford one, or doesn't perceive cycling as a mode of transportation that is suitable and beneficial for them, this infrastructure will not be used. Failure to account for such barriers will continue to exclude those who would benefit the most from cycling.

- Institute for Transportation and Development Policy, Germany. ”

Cycling not only improves the liveability of cities, citizens' health, air quality, and lower CO₂ emissions, but also creates a range of outdoor recreational opportunities, hard economic benefits and jobs (in particular more local and lower-skilled jobs)¹.

Cycling has become an increasingly popular means of transport and form of recreation around the world, demonstrating that it can be used not just to change how people move between places but, can also create life changing opportunities for young people! Cycling offers a low-cost, high-yield, and scalable solution to some of the most pressing global issues. At a more local level in South Africa, the challenge may arise in establishing a culture of cycling in communities where cycling has historically been financially inaccessible and where a culture of cycling and learning to ride a bicycle at a young age is still considered somewhat of a privilege, even more so for young girls.

¹ How Cycling Powers People and Economies - Institute for Transportation and Development Policy. (2022, June 14). Institute for Transportation and Development Policy - Promoting Sustainable and Equitable Transportation Worldwide. <https://www.itdp.org/2022/06/14/how-cycling-powers-people-and-economies/>



The Best Practice Guideline draws on best practice and knowledge gained from the development of the Cycling Academies in KwaZulu-Natal, Gauteng and Western Cape. When considering initiatives from across South Africa, it becomes clear that cycling can be a powerful tool for generating numerous benefits for our cities, our communities, our environment and our country. This section unpacks the concept of a cycling academy, what it is, the critical factors for success and how cycling academies can help address a range of social challenges in communities.



(Image: Langa Bicycle Hub, Cape Town)

1.1. WHAT IS A CYCLING ACADEMY?

At the most basic level, a cycling academy is a safe space where children and even adults can learn to ride a bicycle. However, the work and impacts of a cycling academy can extend into positive impacts across many spheres of a community.

These impacts include numerous social benefits ranging from improved health, increased social cohesion, increased confidence amongst children and improved educational outcomes. At an environmental level, cycling academies promote low-carbon transport alternatives, an appreciation for nature and being outdoors. At an economic level, cycling academies can be exciting catalysts for a range of economic opportunities relating to tourism and bicycle maintenance-related services.

Some cycling academies focus on particular benefits more than others, for example, Timbuktu in the Valley in Gauteng evolved from and continues to place a lot of emphasis on bicycle maintenance as a core pillar of their academy whereas other academies such as the GO!Durban cycling academies in KwaZulu Natal, put more emphasis on grassroots sports development.

Some academies are small and consist of a single storage container with an open space for children to ride, whereas other cycling academies are multifunctional youth centers which provide academic support and a range of cycling and recreational facilities.

CRITICAL SUCCESS FACTORS FOR A CYCLING ACADEMY INFOGRAPHIC 2

	<i>A champion, every cycling academy has a visionary, passionate champion who makes things happen.</i>		CHAPTER 3.4.	
	<i>Location and site, a safe, accessible space for children to learn to ride safely.</i>		CHAPTER 3.1.	
	<i>Community support, ongoing consultation, co-creation and building trust will ensure a supportive community.</i>		CHAPTER 2.	
	<i>Physical resources, basic resources such as bicycles for children to learn to ride on, helmets and maintenance equipment is all that's needed to get started.</i>		CHAPTER 3.2.	
	<i>Financial support from donors or other self generated income streams allow for the growth of a cycling academy, improved facilities and the ability to reach more people.</i>		CHAPTER 4.3.	
	<i>Advocacy and promotion ensures that the academy is known, allows for the opportunity to share success stories and ultimately encourages more people onto bicycles.</i>		CHAPTER 5.	



(Image: GO!Durban, Cornubia Cycling Academy)

Herein lies the strength of cycling academies. Cycling academies can be small grassroots community projects driven by sheer passion or well-funded, multi-functional youth development facilities. Irrespective of the availability of financial and human resources, there are examples of cycling academies across South Africa, with varying levels of equipment, facilities and budgets. However, they all still have the common goal of promoting cycling!

1.2. PROMOTION OF CYCLING: ADDRESSING THE CHALLENGES

Growing cycling, even with all the potential benefits, remains a challenge in many parts of South Africa. With a range of historical, cultural, and socio-economic challenges to overcome, cycling initiatives such as cycling academies can bridge many of these gaps and address complexities which include²:

- ✓ **Access to equipment:** A bicycle comes with a substantial price tag and for low-income families, access to available finances to purchase a bicycle, is problematic. Cycling academies provide an opportunity for children to learn and enjoy cycling without any major financial outlay.
- ✓ **The ability to ride:** In many communities around South Africa, children and adults alike often do not learn to ride a bicycle or have access to someone to teach them. At a cycling academy, dedicated coaches can teach children to ride and nurture a love for cycling amongst children.
- ✓ **Appropriate infrastructure and facilities:** Using bicycles for day-to-day use, such as commuting or travelling to school, carries significant safety risks due to the lack of cycling infrastructure and safety concerns. Cycling academies teach children how to ride with exposure to road safety measures. Whilst the development of bicycle-friendly cycling infrastructure may not be addressed within the scope of most cycling academies' work, many do lobby and advocate for improved road infrastructure and safety.
- ✓ **Resource requirements:** Learn-to-cycle projects require significant funding for infrastructure, human resources and advocacy, to be successful. Cycling academies have proven to be solid models for attracting financial resources to develop facilities and resources required for successful learn-to-ride projects.

Cycling academies can address these challenges through the adoption of a comprehensive set of interventions to promote and encourage the uptake of cycling as a preferred mode of transport. The following case study looks at how cycling academies address these challenges.

² Ellison, G.T.H., De Wet, T. Structural and Attitudinal Barriers to Bicycle Ownership and Cycle-Based Transport in Gauteng, South Africa. Transp. in Dev. Econ. 8, 16 (2022). <https://doi.org/10.1007/s40890-021-00134-3>

CASE STUDY 1

TWO CONTRASTING CYCLING ACADEMIES ADDRESSING LOCAL CHALLENGES



(Image: GO!Durban, KwaDabeka Cycling Academy)

THE GO!DURBAN CYCLING academy model was conceptualised within the context of the development of eThekweni Transport Authority's (ETA) Integrated Rapid Public Transport Network (IRPTN). The aim was to move people safely, conveniently and cost-effectively, with the seamless integration of all kinds of non-motorised transport within the GO!Durban Network, including active mobility like cycling, walking, running, skateboards, wheelchairs, push scooters, skates and strollers. The eThekweni Transport Authority identified a range of benefits that could be derived from increased non-motorised transport within the city, which included access to economic opportunities and encouraging healthier lifestyles.

This led to the eThekweni Transport Authority partnering with a local non-profit organisation, Green Corridors, and sports development expert, Peschl Sports, to develop the GO!Durban Cycling Academy with the purpose of assisting local communities in eThekweni, through a youth-based sports development programme that builds self-confidence amongst youth and advocates for cycling in township areas. These academies include high-end facilities with pump tracks, classrooms and a wide

range of support structures. The core focus and efforts are on teaching children to ride a bicycle and identifying young sporting talent. The cycling-related activities are enhanced through structured academic support and nutritional programmes

By contrast, at a similar time, another cycling academy was evolving in Lorentzville, Gauteng an inner-city area with high rates of unemployment and crime. Unlike in eThekweni, the children in this community were no strangers to bicycles but faced a very different set of challenges.

In late 2018, two boys, Joakim and Andy-Brian came to Victoria Yards, a shared working and creative arts space in Lorentzville, where journalist Victoria Schneider and social worker and photographer Lungile Mfumo were sharing a desk in a co-working space. Victoria was helping Lungile repair a puncture on her bicycle in front of the office when one of the boys asked if they could fix his flat tyre for him too. Instead of fixing it for him, the two women decided to show him how to fix it himself. This simple action was the catalyst for a remarkable story of the power of cycling which evolved over the subsequent years.

CASE STUDY 1 CONTINUED...

Children in the area knew how to ride bicycles but were more constrained by the maintenance of their often patched-together bicycles. Over time, more children started coming around with their bicycles and before long a small workshop was established where children could come on a Saturday morning to get coaching on bicycle maintenance. Before long, these Saturday morning bike repair sessions grew into a more formal cycling academy and non-profit organisation.

“Bikes are a powerful tool to convey the concept of independence, you can travel, it's fun, you can transport things...

bicycles provide endless opportunities for young people.”

- Victoria Schneider, founder, Timbuktu in the Valley.

Five years later, Timbuktu in the Valley has become much more than a cycling academy, it's a learning space which accommodates 75 children who come every day to spend their days with purpose, and serves as a contact point for family members to assist in overcoming some of the challenges they face. The subjects at their workshops range from fixing bicycles to gardening, arts, re- and upcycling, cooking, baking, swimming and other areas which convey skills that can be useful now and in the future. Being in a very urban area, road safety and vigilance are core themes that coaches work with at Timbuktu as well as instilling the principle that a bicycle can become a means of generating an income among children attending the academy.

These two examples show how cycling academies can evolve differently and the contrasting approaches, addressing different local challenges, but ultimately using bicycles as a catalyst for positive community benefits.

Irrespective of the relevant stakeholder (i.e., municipality, schools, communities, partner organisations), a school teacher, a parent or partner in the programme, each stakeholder may have varying goals and expectations from a cycling academy, yet all cycling academies still address the same common challenges.

Cycling academies can also help address an even wider set of global challenges. This makes the cycling academy model particularly replicable as goals and objectives cut across many themes and provide for addressing triple bottom line imperatives, which have relevance to at least five global sustainable development goals.

INFOGRAPHIC 3

How Cycling Academies contribute to Global Sustainable Development Goals

SDG3: GOOD HEALTH AND WELLBEING

Cycling encourages healthy and active lifestyles.

SDG4: QUALITY EDUCATION

Physical activity has an impact on cognitive skills such as concentration and attention, and also enhances classroom attitudes and behaviours³. Cycling academies also provide a form of motivation for children to excel academically.

SDG8: DECENT WORK AND ECONOMIC GROWTH

Cycling can create a range of entrepreneurial opportunities from bike maintenance to delivery services and tourism.

SDG11: SUSTAINABLE CITIES AND COMMUNITIES

Cycling helps reduce car use, enhances mobility and independence, and is economical for both public and personal budgets.

SDG13: CLIMATE ACTION

Cycling provides a low carbon transport alternative.

³ Buehler, R., & Pucher, J. (2021). *Cycling for Sustainable Cities*.

1.3. HOW CYCLING ACADEMIES CAN BUILD SOCIAL COHESION

The psychology of sport has been a widely discussed and studied topic. More specifically, sports psychology looks at the intersection of physical well-being and mental mindset. Practicing a sports discipline such as cycling tends to bring people together onto a relatively equal playing field regardless of background. Cycling encourages themes of acceptance, belonging, participation and self-worth, which are all basic pillars of social cohesion. Having a common goal, passion and interest is a catalyst for cohesion and respect among role-players. For children attending a cycling academy, the life skills, the ability to express themselves, being accepted and the feeling of belonging are essential tools for building social cohesion⁴.



(Image: Green Corridors)

Social cohesion can be enhanced further through tourism activities, which may include guided cycling routes, bicycle hire or use of the cycling academy facilities by non-community members. By way of example, at the eNanda Cycling Academy in the peri-urban area of eThekweni, one of the cycling coaches offers guided tours through his community and within the Inanda Dam vicinity on mountain bikes. These tours include stops at local taverns, visits to local homesteads and even coaching sessions for tourists who want to venture onto more technical mountain

⁴ Dr Le Roux, S 2022. The role of cycling academies in building social cohesion [PowerPoint presentation]. 4th National Non Motorised Transport Conference, October 2022

bike trails. This allows for a rich level of community engagement, allows tourists to experience community life and enables cross-cultural understanding and integration. Over time, unlikely friendships have been forged, local taverns now welcome mountain bikers as a new source of income, and homestays and craft projects have emerged to service the tourism market. This has all occurred in an area which was previously considered to be “out of bounds” for tourists. Refer to Chapter 6.5, for more on this theme.

The hosting of cycling events can also stimulate social cohesion in many ways. As an example, the Red Bull Pump Track Championship qualifying event that was held at the KwaDabeka Cycling Academy attracted attendance from large groups of community members as well as out-of-town cycling enthusiasts. Events and outreach activities are further covered in Chapter 5 Marketing, Outreach and Public Relations.



Some cycling academies also place a focus on identifying and supporting young, talented cyclists through attendance at various national competitive cycling events. For many children from cycling academies, it would have been their first experience for air travel or staying at a hotel, but more meaningfully, cycling provided them with an opportunity to engage and share their passion with other cyclists from a range of different backgrounds, ages and social standings.

Cycling academies provide a safe haven for children to grow, develop and provides opportunities to expand their world views, which all contribute to the basic building blocks of social cohesion.



(Image: GO!Durban, KwaDabeka Cycling Academy)

1.4. OTHER SPORTS DISCIPLINES



(Image: GO!Durban, KwaDabeka Cycling Academy)

There are numerous examples of cycling academies which have branched out into other sports disciplines to either attract a broader group of beneficiaries to their sites and/or to diversify the offering for youth at cycling academies. Skateboarding, trail running, indigenous games and canoeing are hosted at some locations. The decision to offer these often depends on the availability of facilities and finances. For example, the eNanda Cycling Academy within eThekweni Municipality, located on the shores of the Inanda Dam, provides an ideal location for canoeing based activities which are undertaken in collaboration with KwaZulu-Natal Canoe Union. Other academies with pump tracks include skateboarding as a natural alternative use for the cycling-based infrastructure.

There are many benefits to considering a broader base of sports disciplines at a cycling academy if resources and space allow. These include:

- ✓ Participation in sporting activities **provides a healthy outlet for youth and a focus area for their lives**, this could be in a form of many sports disciplines which are likely to overlap with the goals of a cycling academy.

- ✓ Participation in sporting activities **provides a healthy outlet for youth and a focus area for their lives**, this could be in a form of many sports disciplines which are likely to overlap with the goals of a cycling academy.
- ✓ Some sports disciplines may act as a **catalyst to attract certain segments of a community which may not be particularly interested in cycling** because they have never had the opportunity or been exposed to it.
- ✓ At some cycling academies, the availability of bicycles or space may be limited and offering additional sports disciplines **allows for greater attendance** even though resources may be limited.
- ✓ Incorporating other sports disciplines will inevitably **unlock new opportunities for partnerships, events and growth** within a cycling academy.

Using other sports disciplines as a means to reach a more diverse group of children can provide a useful impetus for getting more children into the cycling academy, scale up benefits and ultimately get more children onto bicycles.



(Image: GO!Durban, KwaDabeka Cycling Academy)

CONCLUDING REMARKS

Cycling offers more than a means of transport from point A-B. It is a low-cost, high-yield, and scalable solution to helping address a large number of pressing issues. At a domestic level in South Africa, the challenge may arise in establishing a culture of cycling in areas where cycling has historically been inaccessible due to the costs of a bicycle and where learning to ride at a young age is still considered somewhat of a privilege, even more so for young girls and marginalised groups of society.

Through coaching children to ride, providing a safe space to learn and access to equipment, cycling academies can help address many of these and other local community challenges whilst simultaneously building social cohesion and unlocking a variety of local social development, economic and environmental opportunities.



(Image: GO!Durban, Chesterville Cycling Academy)

CHAPTER 2

THE IMPORTANCE OF SOCIAL ENGAGEMENT

“ There is no power for change greater than a community discovering what it cares about.

- Margaret J. Wheatley ”

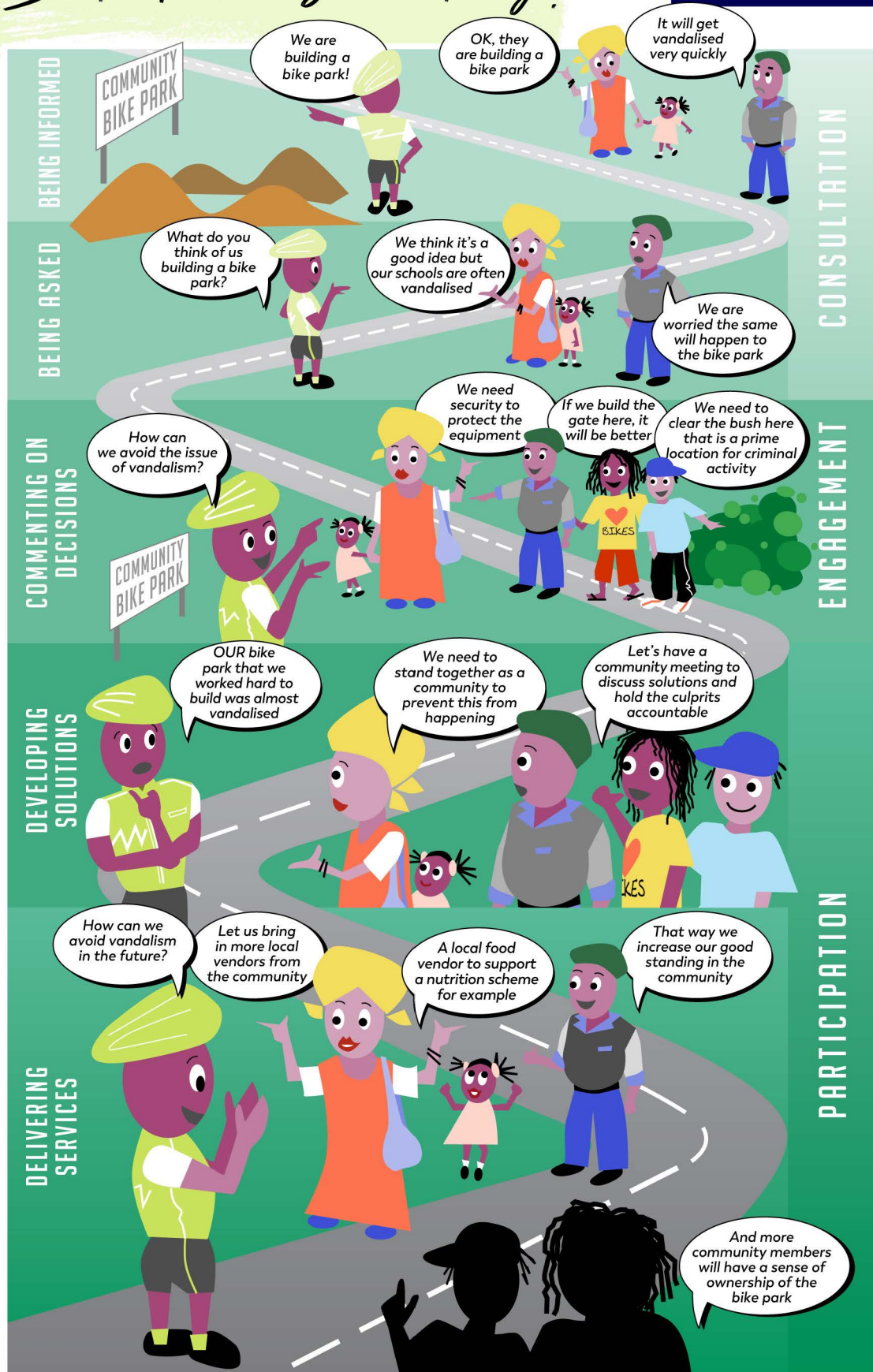
The success of a cycling academy will almost inevitably depend on how well implementing organisations are able to engage community members to find common goals. Community input can be invaluable for helping shape a cycling academy project, ensuring that the cycling academy is responding to local needs, and helping to build support for the project and cycling. At the earliest possible stages of planning, a strong community engagement plan will help forge lasting relationships, identify new partnerships, and create something that everyone can be proud of. This chapter outlines best practice considerations and strategies for planning a cycling academy, much of which will be an ongoing process which should also include advocacy, outreach and public relations, all of which are also addressed in further detail in Chapter 5 on Marketing, Outreach and Public Relations.

2.1. THE IMPORTANCE OF CONSULTATION

Planning a cycling academy contains a level of complexity when considering the trust that needs to be developed. Local communities as a group as well as parents need to trust their children with the operator of the cycling academy. Across the board, conversations with cycling academy managers and coaches have highlighted the need for trust! This means going beyond consultation to ongoing engagement, co-creating the cycling academy with parents and community leaders, and building lasting community partnerships.

Stakeholders are key!

INFOGRAPHIC 5



THE VALUE OF COMMUNITY OWNERSHIP

CASE STUDY 2

BUILDING A SENSE OF OWNERSHIP and co-creating a cycling academy with a community can have many benefits in terms of design, ensuring programmes are relevant and ensuring safety. This case study from KwaZulu-Natal, demonstrates the practical impacts of having strong community support and buy-in at all levels.

In July 2021, a wave of civil unrest spread across KwaZulu-Natal with widespread destruction of property and looting. The KwaMashu Cycling Academy was in the heart of one of the hardest hit communities, shops, schools, factories and even homes were severely damaged or looted and staff had no access to the cycling academy for an extended period.

The KwaMashu Cycling Academy had thousands of Rands worth of bicycles, equipment and moveable assets on site which somehow experienced very little damage or theft, even with very little security and staff presence on site during the week of unrest.

- A strong sense of ownership by the local community and recognition of the value the academy played in the community.
- Strong consultation with local political groups, ward councillors and other community groups throughout the development of the KwaMashu Cycling Academy ensured that it was not targeted and seen as belonging to any “outsiders”.
- There was recognition that all the cycling academy employees and beneficiaries were from the KwaMashu area and part of the community.

Maintaining strong community relations, co-creating and building a sense of ownership can provide significant benefits and risk reduction for a cycling academy. Ultimately a collaborative approach will underpin the effectiveness and success of a cycling academy project.



(Image: GO!Durban, KwaMashu Cycling Academy)

Without effective community engagement, effective implementation becomes an unlikely scenario. To mitigate this, the community engagement plan needs to address the following:



The approach needs to be underpinned by the principle of listening first. In fully understanding community needs, expectations and the local context allows for the planning process to respond more strongly to local needs and increases the likelihood of community buy-in to the cycling academy model.

When planning and undertaking consultation, cycling academies should ensure that they:

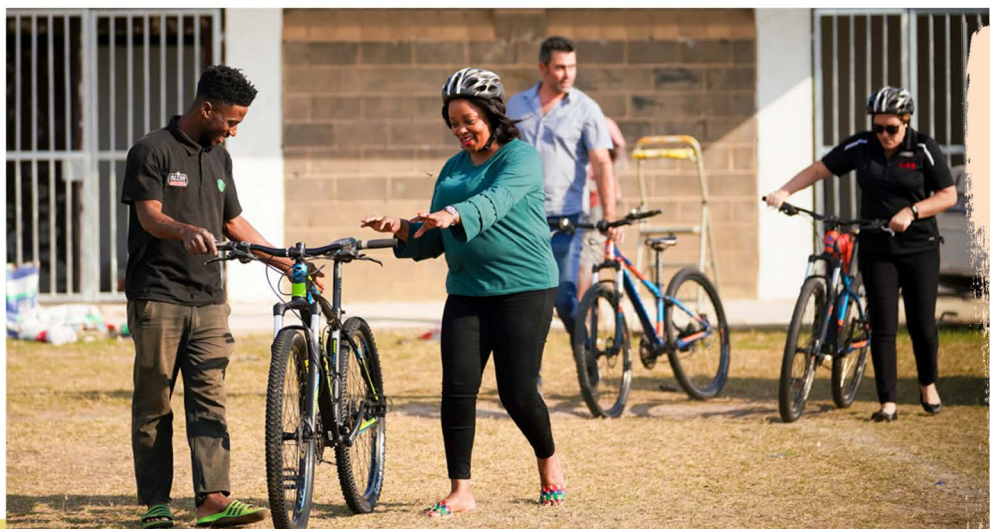
- ▶ Engage community members to **co-create a shared vision**.
- ▶ **Inform and educate the public** about the cycling academy and its construction.
- ▶ **Bring to life the vision** for the cycling academy.
- ▶ **Engender a sense of community ownership**, pride and stewardship of the cycling academy.
- ▶ **Create enthusiasm around the opportunities** the cycling academy can create and be used as a social anchor and outlet for youth.
- ▶ **Create strong relationships** between the cycling academy, the beneficiaries, the local community and other local civil society organisations.
- ▶ **Engage schools and youth** to become active participants.

- ▶ **Seek champions** and an ever-expanding circle of partners and supporters for the cycling academy.
- ▶ **Keep consultation regular and structured** to ensure continual growth and sustainability of the academy. Ensure that the community consultation plan outlines a schedule of events and communications, ideally coordinated with approval. This includes communicating development milestones for the cycling academy and hosting regular community events; and
- ▶ **Ensure each stage of the cycling academy planning reaches individual groups** of unique players that may require different types of consultation methods.

Effective community consultation plans also need to be cognizant of limitations which some participants and important stakeholders may have. These include:

- ▶ The capacity and ability of different stakeholders to participate.
- ▶ Hard to reach groups such as young people, older people, minority groups or socially excluded groups.
- ▶ Varied levels of community infrastructure and access to services.
- ▶ Travel distances and possible rural groups which may be relatively isolated.
- ▶ Gaps in information and context.
- ▶ Uneven literacy and numeracy levels.
- ▶ Most practical time of day for stakeholders to participate in consultation processes.

Finally, the planning of a consultation process should also include a careful focus on the best means of communicating with various unique groups. This can range from one-on-one interviews with small focus groups, and expand to larger public engagements. It may even include tools such as social media groups, local radio stations or local ambassadors. It may require some lateral thinking and creativity, but ensuring people are informed and have an opportunity to participate in the process can be a great benefit to the process.



(Image: GO!Durban, Wentworth Cycling Academy)

2.2. CRITICAL GROUPS FOR CYCLING ACADEMY CONSULTATION

2.2.1. WARD COUNCILLORS AND COMMUNITY LEADERS

Ward councillors, municipal-appointed Community Liaison Officers (CLOs) and other community leadership structures have proven to be invaluable partners in securing local community support and keeping the momentum going on the development of cycling initiatives.

Engaging with community leadership structures, ward councillors and CLOs is a crucial part of the community engagement process. Although well-established consultation approaches exist and many communities will already be familiar with the municipal processes of engagements, extending the consultation process beyond the mandated municipal process through engagement with local leadership, councillors and CLOs will be of benefit to the project. Ward councillors can also provide invaluable support in navigating complex political structures and possible associated community groups.

“AS A NEWLY ELECTED WARD COUNCILLOR, I have witnessed how the cycling academy has attracted a lot of day visitors and tourists from the surrounding affluent suburbs. People who come and use the facility with friends and family members, it's opened up all sorts of new opportunities for us in the tourism sector. As a politician, I'm normally just concerned about unemployment, but have also seen the benefits of cycling, yes, it creates employment in the community but it also introduces sports to the youth, it keeps them active and off the streets. I would like more schools to be involved and have cycling as one of the extra-curricular activities on offer. This will also allow the academy to grow and cultivate even more support in our community.

- Mr Jomo, KwaDabeka Ward Councillor.”



(Image: GO!Durban, KwaMashu Cycling Academy)

2.2.2. SCHOOLS AND PARENTS

Parents and schools are critical stakeholders. Without their support and buy-in, encouraging children to attend the cycling academy will be challenging. It is particularly important to have open conversations with parents and schools on not just the aims and objectives of a cycling academy, but also the needs of the children.

Such an objective may be achieved within the context of hosting an open day, whereby parents are able to view the cycling academy facilities, ask questions and become acquainted with where children will be spending their time and the benefits which the cycling academies may offer.

Working closely with schools on using the cycling academy to support their own educational outcomes may further create a mutually beneficial environment. In addition, addressing the pertinent matter of safety is equally important.

The community, educators and learners should be seen as core partners in the cycling academy and systems for continuous feedback should be implemented. Chapter 6.1 provides information on monitoring and evaluation at cycling academies as a means to ensure continuous feedback.

“AWANDE HAS BEEN COMING TO THE CYCLING ACADEMY SINCE 2016.

There has been significant improvement in her school work. She loves riding a bike and getting the opportunity to go out and compete with other children from different areas in Durban. I think it is important to have the Academy in our community because it takes our children off the street and provides a healthy lifestyle for them. The Cycling Academy has done a wonderful job to create a platform where our children can learn through sports. We really appreciate what it has done for our community!

- Phumelele Sibiya, mother of Awande (11) from KwaMashu Cycling Academy.



(Image: GO!Durban Cycle Academy)



(Image: GO!Durban Cycle Academy)

2.2.3. OTHER PUBLIC SECTOR DEPARTMENTS

Local government and public sector departments are well positioned to play a key role in the growth and development of a cycling academy. There is often an overlap between a public sector department's focus areas, local government mandates and the challenges a cycling academy may need to address. Engagement and consultation with local government and public sector departments can ensure that some aspects of a cycling academy possibly get integrated into various planning processes and/or budget cycles.

In many cases throughout South Africa, cycling academies engaging with public sector departments ranging from economic development through to sports, arts, culture, planning and recreation, have been able to develop strong, mutually beneficial partnerships that have had a significant impact on a cycling academy's ability to flourish.

2.2.4. LOCAL BUSINESS

The opportunities for engagement, planning and creating mutually beneficial outcomes with local businesses are potentially valuable areas for cycling academy collaboration. This is particularly valuable in the context of creating economic benefits from activities relating to tourism, bicycle maintenance and even the delivery of goods in partnership with local business. Examples such as the Langa Cycling Hub in the Western Cape, demonstrate how a cycling academy can evolve from a small local business providing cycling-related services in a community into a broader community-based project. On a broader scale, local businesses can also create important networks and links to potential private sector funding and in-kind support.

Collaboration with local businesses can unlock opportunities. The value of collaboration with local businesses includes other examples such as a local construction business working on a nearby road project that supported a cycling academy with earth-moving equipment to create pump tracks in KwaZulu-Natal at no cost; where cycling academies provide children with meals through donations from local businesses as experienced in the Western Cape; and where a local business provides a cycling academy with premises at no cost in Gauteng.



(Image: Langa Bicycle Hub, Cape Town)

MAKING FRIENDS IN UNEXPECTED PLACES, THE VALUE OF WORKING WITH LOCAL BUSINESS

CASE STUDY 3

“ Crime is an issue in townships and taxi drivers have become our guardian angels to protect children riding bicycles and to protect us when doing deliveries. ”

- Mzikhona Mgedle, founder, the Langa Bicycle Hub. ”

THE INITIAL REACTION FROM MANY SOUTH AFRICANS

would be to assume that the taxi industry is a risk to the safety of cyclists on the roads. However as this case study from the Western Cape community of Langa demonstrates, engaging with local businesses such as the taxi industry and exploring opportunities to collaborate can bring about very valuable outcomes.

Mzikhona Mgedle, founder of the Langa Bicycle Hub noticed many children riding bicycles getting into conflicts with people in private cars. Drivers would be shouting at children on bicycles and at times even physically threatening them. Mzikhona felt an urgent need to try to find a way to make motorists more understanding and share the roads with cyclists. Not knowing how to call a meeting with car owners themselves, he turned to the local taxi industry for help.

As luck would have it, one of the taxi owners in the area was a cyclist himself and regularly serviced his bicycle at the Langa Bicycle Hub, together they developed a plan to create awareness for road safety for cyclists in the Langa Community. This led to a series of ongoing meetings and workshops where taxi drivers and cyclists shared their mobility challenges with residents and various government departments.

Together the Langa Bicycle Hub and taxi industry now advocate for non-motorized transport along the narrow and unsafe roads around Langa. The taxi industry looks out for children on bicycles and works together with the Langa Bicycle Hub to encourage bicycle deliveries around the community.

Spending time with local businesses ensures greater community involvement. This can unlock opportunities that may not have been immediately apparent.

Working relationships with local businesses can be developed by having conversations, and finding common ground and mutually beneficial opportunities.



(Image: Langa Bicycle Hub, Cape Town)

CONCLUDING REMARKS

Consultation and engagement are critical aspects in shaping a cycling academy that responds to local needs, whilst being cognisant of the local context. Local consultation helps shape a cycling academy into something that has a mutual understanding with its beneficiaries, where everyone understands the direct and indirect benefits to the individual and the larger community.

Co-creation through ongoing engagement with stakeholders promotes shared ownership between the cycling academy and the community, in which it operates. Engagement with stakeholders and potential partners such as ward councillors, community leadership, schools, parents, public sector departments and local businesses is an opportunity to increase impact and finds opportunities for greater collaboration.

Consultation creates opportunities and helps ensure success!



(Image: GO!Durban, KwaDabeka Cycling Academy)

CHAPTER 3

ESTABLISHING A CYCLING ACADEMY (FACILITIES, EQUIPMENT AND PEOPLE)



(Image: GO!Durban, eNanda Cycling Academy)

This chapter addresses the practicalities of establishing and operating a cycling academy: the where, what and how. What facilities are required, what equipment may be required and how does one ensure that the cycling academy meets community expectations?

It is also important to note that, almost all the cycling academies referenced in this guide have evolved over time. As an example, the eNanda Cycling Academy in the peri-urban area of eThekweni Municipality started out with a gravel pump track, some rudimentary mountain bike trails, a storage container and basic ablution facilities which were shared with a neighbouring tourism operation. Despite these humble beginnings, more than 100 children initially enrolled in the programme. As the demand grew, the proof of concept was refined, more resources were allocated and, over time, the equipment, resources and infrastructure improved.

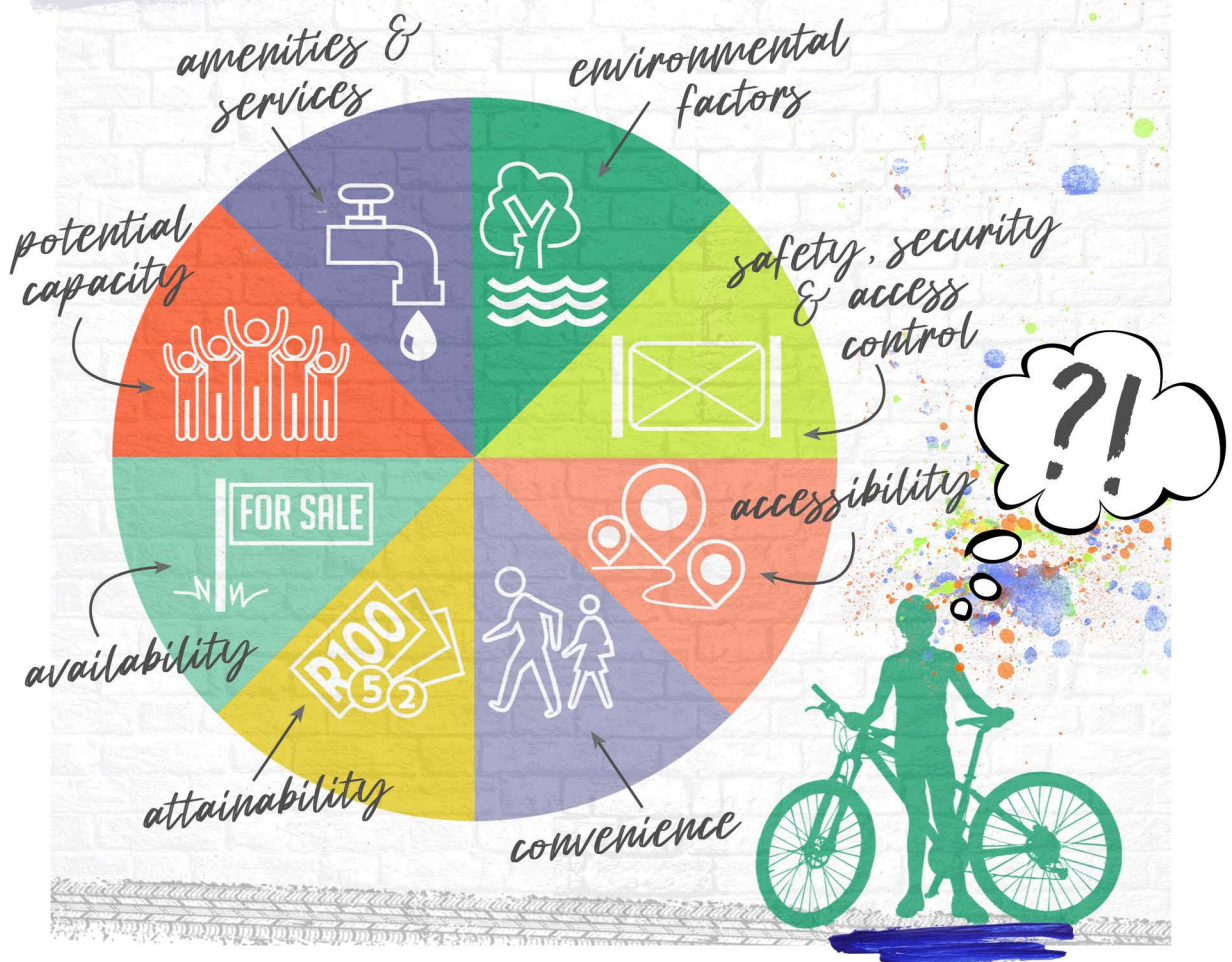
Even though this chapter outlines the best practice approach and ideal scenarios, one of the great advantages of the cycling academy model is that the benefits can be reaped from very basic facilities. Therefore, as a starting point, there is no need for an advanced facility to make a start and positively impact the lives of children (and parents) in communities.

3.1. SELECTING A LOCATION

Selecting a suitable location will most likely be based on what is available and attainable in a particular community. Careful thought into the location and the accessibility of an academy is critical to its success. Cycling academies need to be readily accessible in a safe and convenient location for community members that minimizes additional transport related expenses or extensive walking time. A cycling academy when centrally located as part of the community and in close proximity to schools will facilitate access and participation of more children. Accessibility also extends to capacity, i.e. the size and location needs to be able to serve the potential volume of children expected to attend. Access control is also an important consideration. A cycling academy needs to create a safe space for children. It is advisable that a secure location is selected where access control can be implemented to ensure that safety and security considerations are mitigated. There are also a range of potential environmental factors to consider when selecting a location these are further unpacked in Chapter 6.4.

IMPORTANT ELEMENTS TO CONSIDER WHEN SELECTING A LOCATION

INFOGRAPHIC 7



3.2. INFRASTRUCTURE AND EQUIPMENT

A cycling academy space should be secure in terms of managed access and have access to basic ablution facilities. Basic equipment should include bicycles, helmets, basic maintenance equipment and ideally a safe storage area for storing equipment when not in use. Many cycling academies have opted for repurposed shipping containers for storage and office facilities as they offer a low cost and movable solution.



(Image: Langa Bicycle Hub, Cape Town)

THE CASE FOR HIGHER END BICYCLES AND EQUIPMENT

There has been much debate as to what type of bikes to purchase for a cycling academy. The question of more affordable bikes versus more expensive bikes, geared versus single speed bicycles, mountain bikes versus BMXs or road bikes always arises and the jury is certainly not out. Although from lessons learned at existing cycling academies, the general recommendation is to go as high end on mountain bikes as the budget allows for the following reasons:

INFOGRAPHIC 8



Safety is a primary concern and well maintained, quality bikes create less of a chance for mechanical issues that could result in an accident.



Better quality equipment means less maintenance and therefore less money spent on spares and repairs.



Bicycles at a cycling academy will be heavily utilised, often by multiple riders on the same day. Higher end bicycles are better equipped and designed to take the day-to-day knocks the bicycles will be exposed to.



Cycling needs to be fun and comfortable, a good gear system allows for a more comfortable ride on various terrains. Knowing how to ride on good equipment in varied terrains is an important skill for children to master.



Good quality mountain bikes can be used in a wider range of contexts than road bikes or BMXs, allowing for more versatile activities to be offered by the programme.



As a cycling academy matures and more financial resources become available, a cycling academy may want to scale up the quality of equipment, resources and infrastructure they have on offer⁵. The table below provides an indication of what elements are suggested during different phases of the development of a cycling academy:

INFOGRAPHIC 9

KEY BENCHMARKS	ESSENTIAL	INTERMEDIATE	ADVANCED
An open space where children can learn to ride safely	●	●	●
Gravel pump track and cycling obstacles	●	●	●
A small selection of bicycles	●	●	●
Helmets	●	●	●
Basic bicycle maintenance equipment	●	●	●
Basic ablution facilities with running water	●	●	●
A safe storage area for the equipment	●	●	●
Sheltered meeting area to provide protection from the sun or rain		●	●
Computers, tablets and electronic administrative tools		●	●
Access control	●	●	●
On site security		●	●
A larger selection of bicycles of various sizes		●	●
Uniforms and cycling apparel		●	●
Tracking units for bicycles			●
Asphalt pump tracks for learning to ride			●
Access to longer outside trails, where practical for endurance and more technical training			●
Bike repair workshops for on site maintenance of cycling academy bikes			●
Equipped kitchen and catering areas for providing meals pre- or post-training			●
Individual storage lockers			●
Male and female showers, ablutions and changing rooms		●	●
Classroom area for after school academic support programmes		●	●
Audio-visual facilities and equipment for academic support programmes			●
Grandstands and spectator viewing area for hosting events			●
Formal administrative office areas		●	●
Solar power where possible to mitigate electricity costs			●
Vehicle for transporting children to events			●

*How a
Cycling Academy
can develop
over time*

⁵ Further guidance relating to the specifications and design of these cycling academy facilities are included in Appendix A. These specifications are based on the Go!Durban Cycling Academies in eThekweni, which may be useful for consideration but do not necessarily represent the most appropriate specifications or design for other locations.

3.3. BEST PRACTICE - PROCUREMENT

Establishing and managing the daily activities of a cycling academy will require the procurement of a range of goods and services. Ensuring procurement is undertaken ethically, professionally and transparently is not only good governance, but it can also play a vital part in stimulating local economic activity, building partnerships and helping enable access to external donor funding.

When procuring goods and services, endeavour to spend locally as this supports local businesses and reduces import costs and time delays. Working with local suppliers furthermore supports the upskilling and development of businesses. Such procurement practices can greatly assist in boosting local economies, which in turn, can contribute to a cycle academy's good standing in the community.

It is also possible to propose sponsorship opportunities to suppliers. Most businesses in the current economic climate will not be able to offer entirely free equipment. They may however offer reduced prices or in-kind exchange of goods or services in return for branding opportunities on site, on cycling kits, on vehicles, or acknowledgement on media platforms.

Ultimately, procurement should be managed as an unequivocally, transparent and ethical process. Cycling academies should also try to work with suppliers to create mutually beneficial outcomes in order to build lasting business relationships.



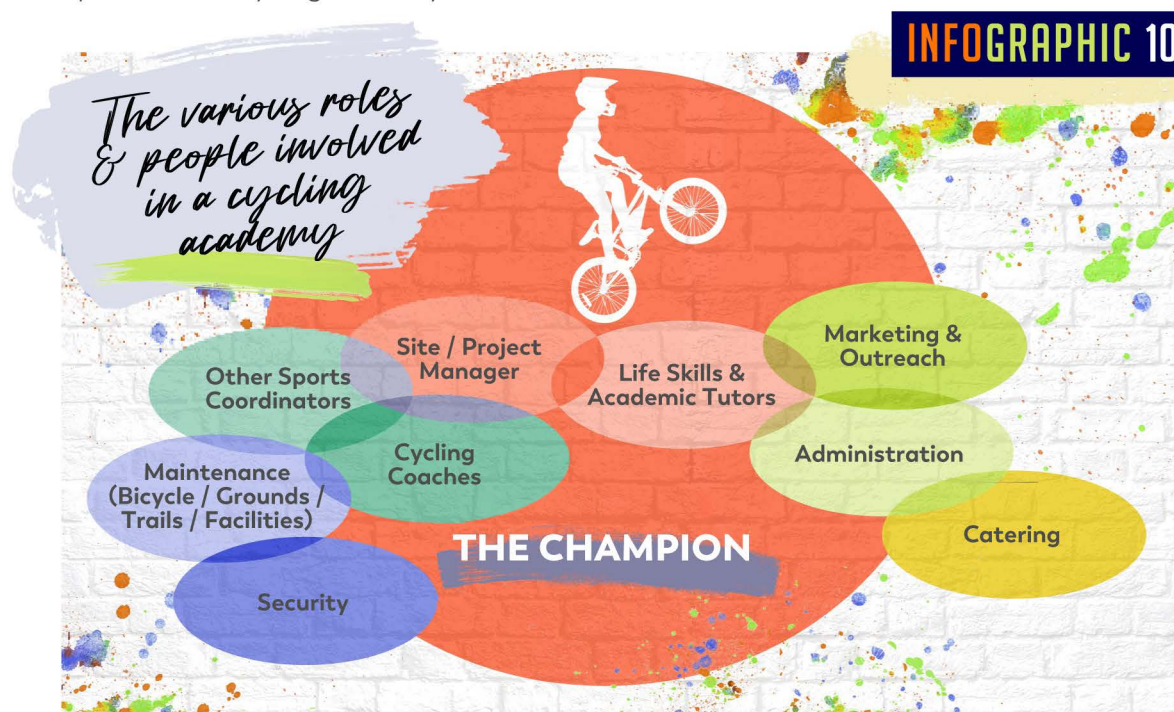
(Image: GO!Durban, KwaMashu Cycling Academy site preparation)

3.4. CHAMPIONS AND THEIR TEAMS

A dedicated, passionate and visionary leader who drives the project forward is widely considered a critical success factor for a cycling academy. These “champions” are almost always cycling enthusiasts themselves and have the desire to share their love for cycling with others. Some of these “champions” are highly experienced professional cyclists, others are more social entrepreneurs who started out with some sort of cycling related business and some are just fervent cyclists. These champions all have a clear vision and commitment to creating a positive impact in their communities. Every cycling academy needs a “champion,” someone who has vision, understands the industry and can create connections and drive projects forward from idea to fruition.

Cycling academy “champions” need to be well supported by a broad, multi-skilled team comprising the coaching staff and a broad range of support staff. For less resourced cycling academies, circumstances may determine what roles are prioritised and which functions can be shared across the team members.

Many of these roles can be combined based on available budget and needs and some roles can potentially be filled by volunteers. For example, a local community member may volunteer to manage a cycling academy’s social media or coaches could also be engaged to undertake bicycle maintenance. It is also worthwhile to note that the staff contingent which may be required, will be determined by the number of children attending. The nature of coaching and other human resource roles are unpacked in more detail in Chapter 4, Management and operation of a cycling academy.



CONCLUDING REMARKS

A dedicated, passionate and visionary leader who drives the project forward is a critical success factor for cycling academies. A “champion” with a passion for cycling, connected in the cycling community with a commitment to establishing an academy which may benefit communities, may make a remarkable impact on how a cycling academy will evolve, over time.

At a minimum, a cycling academy requires an open secure space where children can learn to ride safely. This space should be secure in terms of managed access and have access to basic ablution facilities. Basic equipment should include bicycles, helmets, basic maintenance equipment and ideally a safe storage area for storing equipment when not in use. The starting infrastructure, equipment and human resources of a cycling academy will greatly depend on initial capital and resources available, the goals and objectives of the cycling academy and ultimately location capacity.

This may seem like a challenging task to achieve in terms of infrastructure, equipment and financial needs. It is important to remember that all cycling academies started off as an idea. As a cycling academy matures and more financial resources become available, cycling academies can start to scale up the quality of equipment, resources and infrastructure they have available for beneficiaries. It does not need to all happen at once.



(Image: GO!Durban Cycle Academy)

CHAPTER 4

MANAGEMENT AND OPERATION OF A CYCLING ACADEMY

This chapter considers the aspects associated with running a cycling academy, from business planning, institutional structures and day-to-day operational considerations. This is not intended to be a definitive guide to business planning, rather to provide guidance around best practice for managing a cycling academy, in terms of legal and institutional requirements and ensuring that the day-to-day aspects of a cycling academy deliver maximum benefits to communities in a safe, legal, structured and effective way.

This chapter does draw a lot on fully-funded non-profit company (NPC) type models for the management of cycling academies. These models all receive either public sector and/or private sector funding for their work. However, there are also many examples of social enterprises which address identical core goals and objectives of NPC type cycling academies. This should not be overlooked as an opportunity to individually develop a cycling academy that is driven by entrepreneurial spirit.



(Image: Langa Bicycle Hub, Cape Town)

4.1. DECIDING ON A PREFERRED LEGAL ENTITY

In almost all cases, the best practice of a preferred institutional entity for a cycling academy is a non-profit company (NPC). There are also other alternatives such as partnering with existing non-profit companies, social enterprise models and even more informal learn to ride type initiatives which could be a viable starting point for some.

NPC MODEL VS SOCIAL ENTERPRISE MODEL

INFOBOX 1

THERE ARE TWO DISTINCT MODELS for existing cycling academies in South Africa, those that are managed and operated as non-profit companies with specific public benefit objectives and others which are operated as small businesses, there to make a profit but also provide a social good through their work.

NON-PROFIT COMPANY

The NPC model typically:

- Operates with a core goal of teaching children to cycle.
- Provides social support services such as youth development, academic support, mentorship and coaching.
- Specifically planned and/or funded by the public sector and other civil society organizations.
- In certain cases, an NPC could be contracted by local government to provide specific services for the development and management of a cycling academy.

SOCIAL ENTERPRISE

The social enterprise model is typically:

- Driven by a passionate, business minded individual.
- The core focus is on entrepreneurial activity with strong social outcomes and a need to support the greater good.
- Projects are very organic in nature and funded (partially) through business activities and local support.

In examples such as the Langa Bicycle Hub in the Western Cape, the academy initially started out and is still operated as a social enterprise but the management team are working to establish a parallel NPC to help unlock additional funding. There are many approaches and models for legal entities to manage a cycling academy and it is worthwhile carefully considering options and approaches to find the most suitable solution.

An NPC does come with a range of fiduciary and legal responsibilities for directors to consider, these include the need for:

- Audited financial statements and high levels of financial management oversight which can be a costly exercise;
- Annual returns and reporting to the department of social development;
- Managed board meetings and records maintained at a very high and transparent standard;
- Financial, human resources, procurement and related policies that go beyond minimum requirements and of a high standard;
- A newly established organisation will often need a few years of audited financial statements and annual reports to access certain donor funding, navigating these early years needs careful planning and meticulous record keeping.

These requirements can seem onerous and make establishing and operating an NPC for a cycling academy, a long journey. However, the long-term benefits are well worth it. An NPC will ensure longevity and can significantly help in facilitating the donor funding that will be required to start, develop and operate a cycling academy. There are alternative options available, and it is worth exploring opportunities to partner with existing NPCs working in a community with which there is a common interest.

As in the Go!Durban Cycling Academy case study, a cycling academy could become a project of an existing local NPC such as Green Corridors, which allows the academy to focus on its core goals and objectives whilst being financially supported by local government and administratively supported by the NPC.



(Image: GO!Durban, KwaDabeka Cycling Academy)

PARTNERING WITH EXISTING NPCS - HOW THE GO!DURBAN CYCLING ACADEMY WORKS WITH GREEN CORRIDORS NPC

CASE STUDY 4

THE GO!DURBAN CYCLING ACADEMY

has an interesting working model with the eThekweni Transport Authority, a Department within the eThekweni Municipality and Green Corridors, a locally based NPC, focused on adding value to the municipality's open spaces.

GO!Durban is the name of the integrated rapid public transport network being developed by the eThekweni Transport Authority that aims to provide a flexible, safe, cost effective, seamless transport experience. Supplementing public transport with non-motorised transport options is also a core focus area for GO!Durban.

In the early conceptual stages of the GO!Durban Cycling Academy, stakeholders were looking for possible locations to develop a pilot model cycling academy. A site at the eNanda Adventure Centre, owned by eThekweni Municipality and managed by Green Corridors, was identified. This became a catalyst for the rapid growth and roll out of GO!Durban Cycling Academy facilities at eNanda Adventures as the site's land tenure and existing institutional relationships were already in place.

Green Corridors receives an allocation for the management of maintenance of sites for tourism and other sport related activity from eThekweni's economic development unit and receives additional funding from the eThekweni Transport Authority for roll out and management of the cycling academy project at various sites across the city.

Due to existing agreements and relations between Green Corridors and eThekweni Municipality, which under Section 67 of the Municipal Finance Management Act (MFMA) allows for grants-in-aid to non-profit and public benefit organisations, the rollout of GO!Durban Cycling Academy under the Green Corridors umbrella created a seamless process. This also further allowed for the cycling academies to plug into an existing NPC structure with management and administrative support structures in place.

As this example shows how exploring opportunities for mutually beneficial relationships, working together with existing structures and organisations can be invaluable in fast-tracking the cycling academy development process.



(Image: GO!Durban Cycle Academy fifth anniversary celebration)

4.2. PLANNING AND BUDGETING

What does it cost to create and manage a cycling academy? There is no definitive answer, but it is important to note that many examples exist of small cycling academies that have grown organically and operate on very small budgets. What equipment gets purchased, the cycling academy's team composition, how many children the cycling academy anticipates being able to work with, and what additional activities are on offer, will all have a significant impact on the final budget.

Budgeting should also be undertaken within the context of a broader business plan which includes a structured plan for growth over time.

BUSINESS PLANNING AND ONLINE RESOURCES FOR STARTING AND MANAGING A NON-PROFIT COMPANY IN SOUTH AFRICA

INFOBOX 2

Having a well-considered business plan is essential for many reasons. For the organisation's it helps to clearly define processes, issues and or questions that may be encountered and to subsequently address these upfront. For outside entities, such as a community, potential partners or donors, it is an indication that their resources and support will be well managed. Business planning can be a technical and complicated process. consider approaching business school students and universities for support or organisations such as *For Good*, which may be able to provide connections with professionals who offer pro-bono services.

The Green Business Guideline for small, medium and micro enterprises, start-ups and entrepreneurs, published by the Department of Forestry, Fisheries and the Environment also provides a template which can assist in guiding the drafting of a business plan <https://www.dffe.gov.za/sites/default/files/docs/greenbusinessgide.smallenterprise.pdf>

There is also a wealth of resources and further information on starting an NPC in South Africa. The National Department of Social Development website <https://www.dsd.gov.za/index.php/npo> has a range of guidance documents outlining obligations when starting a non-profit company, in addition, there are other organisations such as <https://hashtagnonprofit.org/> which are dedicated to advising start up non-profit organisations.



(Image: Langa Bicycle Hub, Cape Town)

Budgeting for a cycling academy will evolve from plans which consider both infrastructure and operations requirements. A good starting point for a cycling academy is to develop an operational plan and, from this, create two budgets. The first, is a practical working budget based on existing available financial resources and the second is a wish list budget which details costs for an ideal scenario and vision. The second is the budget which would likely be used when approaching investors and partners to support the growth of a cycling academy.

Budgeting should be comprehensive and also include services and goods which may be possible to procure through donations or through volunteers and/or sponsorships. It is important to think creatively in the early stages of establishing a cycling academy and to find ways to get the project off the ground without significant capital.

Indicative equipment, infrastructure and operational costs associated with managing a cycling academy can be found in Appendices B and C. These figures are based on cycling academies in the eThekweni Municipality and based on 2022 financial year costings. This should not be considered as a final indicative budget, but rather, a guideline for expenses to consider in the budgeting process.

4.3. FUNDING FINANCE AND FUNDING OPPORTUNITIES

A core part of the planning process will be to ensure that the proposed cycling academy is financially viable. In addition, the planning process must reflect on self-sustainability in the medium to long term. This will include exploring income generating opportunities that go beyond proposal writing for large grants or public sector funding. The first step in most projects, having identified the goals and objectives and an initial operational or business plan, is to write a proposal to secure funding. Browsing the internet and donor agency websites as well as consulting networks in local government, community groups, and other agencies for funding opportunities are options for consideration. In some cases, it may be worthwhile to secure funding for a feasibility study or pre-assessment prior to applying for larger funding for the actual cycling academy. Please refer to Appendix D for potential fundraising resources and platforms. Some of the more effective fundraising tools adopted by cycling academies across South Africa include;

- ▶▶ **Networking with the cycling fraternity.** Cyclists are passionate about their hobby and sharing the cycling academy needs with like-minded individuals has proven to be a valuable tool in generating financial and technical support within the GO!Durban Cycle Academy.
- ▶▶ **Consider and explore in-kind support.** A potential partner may not be able to provide financial sponsorships but may be willing to provide in-kind support. For example, at the Langa Bicycle Hub local retailers provide food items for nutritional programmes.
- ▶▶ **Explore mutually beneficial relationships with local businesses** that have a vested interest in the community, or larger corporates which may have a footprint in the area.
- ▶▶ **Develop a fundraising plan targeting what budget items could be secured from which organisations.** There are many online resources available that can assist in identifying suitable funding partners, their funding requirements and application processes. Please refer to Appendix D for potential fundraising resources and platforms.
- ▶▶ **Look into alternative fundraising models such as online fundraising** through crowdsourcing and similar campaigns which has been a very successful strategy adopted by Timbuktu in the Valley.
- ▶▶ **Explore opportunities with organisations** such as For Good and Impact Direct **that specialise in connecting donors and projects.**

Much of the effective fundraising comes down to networking and the ability of a cycling academy to get others to share and buy into their vision.

4.3.1. SELF-GENERATED FUNDING INCOME STREAMS

Self-generated funding can be a very valuable, unencumbered source of funds for a cycling academy. Although these sources of revenue are unlikely to be very large, they would allow the subsidisation of other revenue streams. These include entrepreneurial activities such as bike hire, tourism activities and bicycle maintenance-related activities. Chapter 6.5, Creating Economic Benefits, unpacks more details on these self-generated income and business opportunities that can be directly or indirectly linked to a cycling academy.



(Image: Langa Bicycle Hub, Cape Town)

4.4. LEGAL CONSIDERATIONS

The safety of children should be a priority for a cycling academy and maintaining a system of indemnity forms, emergency contact details and other health related information for children attending the academy, is essential.

Coaches are largely responsible for the safety of children under their care and as a result, should be screened for any criminal records. Coaches should also be responsible for

implementing safety requirements such as ensuring children wear helmets, bicycles are well maintained and are safe for use. Coaches should be guided by clear policies relating to standard operating procedures on site and a code of conduct for staff and children attending the academy.

It is important to note that in the Protection of Personal Information Act (POPI) and Children's Act, children are identified as “vulnerable individuals” and deserving of special protection. As such the use of children's photographs for social media, any promotions and marketing should have prior, explicit consent from parents beforehand.

A cycling academy should also develop health and safety policies as well as an emergency response plans that cover how emergencies are dealt with. This includes identifying an emergency response team, comprising staff on site who are well versed in emergency protocols and hold valid first aid certificates. These plans should cover a range of potential emergency scenarios from a fall or injury on site to a child going missing, as well as planning off-site activities where children attend events or races outside of the cycling academy.

Safety procedures and guidelines should also be in place to support the travel of children from school or home to the cycling academy site. Although this is not the direct responsibility of the cycling academy, including this in indemnity forms and having guidelines in place to ensure the safe movement of children is important.



(Image: Langa Bicycle Hub, Cape Town)

INFOGRAPHIC 11

OPERATING PROCEDURES & SAFETY REQUIREMENTS



Establish standard operating, health and safety procedures and guidelines



Keep a record of important contact details and children's medical information



Ensure safety protocols are adhered to, equipment is regularly maintained and children always wear helmets



Develop protocols for off-site activities

LEGISLATION & POLICIES



Ensure compliance with government legislation



Staff and attendees to sign Code of Conduct



Maintain a system of indemnity forms



Screen staff for criminal records

Legal considerations a Cycling Academy should be aware of

EMERGENCY RESPONSE



Establish an emergency response plan



Identify emergency response team and ensure members have first-aid certificates



Keep a list of emergency numbers

4.5. ENSURING GENDER INCLUSIVITY AT CYCLING ACADEMIES



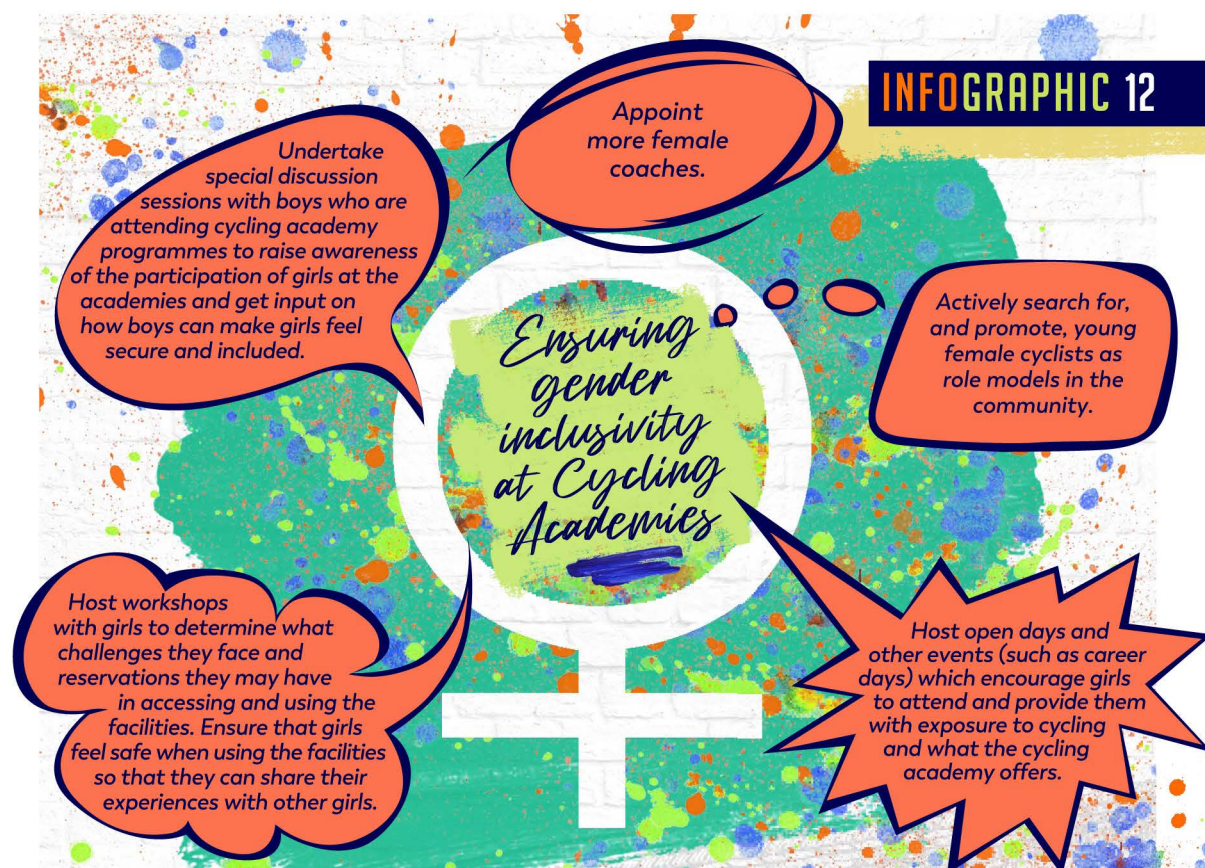
(Image: GO!Durban Cycle Academy)

Ensuring an equitable gender spread at cycling academies across South Africa is a recognized challenge. The need to introduce young women to cycling is a common goal within cycling academies. Strategies adopted to support this objective are outlined in the next infographic.



(Image: GO!Durban Cycle Academy)

INFOGRAPHIC 12



“ I am so excited to be a part of the Wentworth Cycle Academy! Being the first female coach has allowed me to be part of a whole new world. It has not only humbled me, but has also proven that there is a place for female sportswomen in our community!

On a daily basis, it is important to ensure that children on the programme are not only performing well on the track but in the classroom too.

The children know that school is a priority and the bike is a privilege.

We work closely with parents. They give us a lot of support.

We work together to raise these children.

We have just initiated a new “Thursday Girls Only” programme in which we mentor young girls in sport and general life skills. At our cycling academy the children have created bonds and relationships with each other, there are no gender or race boundaries.

We are all here to learn and play in a safe environment.

My personal goal is to see the academy grooming more professional female cyclists in the future and to develop them into ambassadors for cycling in our community. **”**

- Sydelle Wilsons, Wentworth Cycling Academy Coach

4.6. COACHING AT CYCLING ACADEMIES

Learning to ride a bicycle and road safety are common core goals of cycling academies. However, having fun and allowing for sessions of free play, where children can explore physical and recreational activities in a protected environment, is equally important.

To achieve the core goals, it is recommended that cycling academy coaches also have a diverse range of skills such as being able to identify talent, the ability to monitor the progress of each child to actively assist them in reaching the next skill level and the ability to recognise varying levels of physical capabilities. They should also possess good mechanical, bicycle maintenance and administrative skills, be able to teach, be patient, and of course be vigilant and on the constant look-out for potential safety issues.

Coaches also require a very special skill set as they are more than just coaches; they become mentors who are expected to guide children through a range of personal challenges. Consideration should be given to upskilling coaches in terms of their soft skills such as life skills, emotional intelligence and leadership, their ability to identify and manage issues such as abuse or bullying (at home or at school,) and how to know when incidents need to be escalated and where and when to seek professional support.

Additionally, the need to ensure each cycling academy has at least one female coach should be emphasized as critical to ensure gender inclusivity and to create a space where girls feel safe.



(Image: Langa Bicycle Hub, Cape Town)

INFOGRAPHIC 12

Duties of a cycling academy coach



Providing a safe and friendly environment, and recruiting more children to enrol at the academy



General site administration including monthly reports



Daily bike checks and maintenance



Stock control



Reporting incidents



Supporting cycling academy facilities maintenance



Assisting with promotions and events



Teaching technical skills and all-round bike riding skills which is in line with bike safety and active mobility

(Images: Langa Bicycle Hub and GO!Durban Cycle Academy)

4.7. ACADEMIC SUPPORT AT CYCLING ACADEMIES

Academic programmes at cycling academies aim to provide support for children in terms of homework and extra classes and tutoring for specific subjects. Developing an academic support programme at a cycling academy has proven to be very impactful and ensures that academic performance is not replaced by a singular focus on sport. For example, children who want to participate in cycling academies within eThekweni Municipality must adhere to a strict “no pass, no ride” policy that ensures equal commitment to their academic journey as well as their sporting development.

Incorporating some level of academic support into a cycling academy ensures that cycling becomes something that enhances a child's academic performance and becomes a motivator for a child to strive to achieve more.

ACADEMIC SUPPORT PROGRAMMES AND THE IMPACTS AT CYCLING ACADEMIES

CASE STUDY 5

THE ACADEMIC PROGRAMME AT GO!DURBAN cycling academies are largely focused on ensuring that participating children have access to quality education support, with a focus on math and English literacy. This is practically realised by the appointment of part-time youth development facilitators or tutors who are experienced, registered teachers with the core role of:



(Image: GO!Durban Cycle Academy)

- Preparing weekly lessons in English and Mathematics to support the school curriculum.
- Preparing worksheets for students to complete during the tutoring sessions.
- Assisting students with homework when requested.
- Providing revision for exams with senior students.

These lessons are usually held on a Saturday morning and supplemented where needed with additional midweek sessions. The core academic support programme is further supported by a range of educational initiatives such as career guidance and workplace readiness programmes.

CASE STUDY 5 CONTINUED...

The case of Nomfundo Mtshali from the KwaDabeka township in eThekweni, KwaZulu-Natal demonstrates the impact a structured academy support programme can have on cycling academy participants.

Nomfundo was a keen cyclist from a young age, a rather unusual scenario for a girl living in eThekweni's townships. Once she joined the KwaDabeka Cycling Academy she finally had a cycling "home," a safe space where she could enjoy the freedom of riding her bicycle and improve her technical skills with the help of MTB coaches.

By 2019, Nomfundo and a few of her female peers had progressed to a level of competing in provincial races, and in particular, the KZN Spur Schools League, where they consistently placed within the top 10 of their age groups.

Through a partnership with Velosolutions, Peschl Sports put together a semi-professional all-girls' cycling team, the first of its kind in the country, to specifically promote the development of black female cyclists. By this time, Nomfundo was 16 years old and was starting to think about the direction of her future. She consistently worked at improving her cycling skills as well as her grades at school with the motivation and help of tutors at the cycling academy.

Unfortunately, with COVID-19 lockdown measures in 2019, Nomfundo found herself at the start of her Matric year at Reservoir Hills Secondary School, unable to attend class and no way to access her teachers or school resources. The cycling academy intervened by contracting a professional Maths and English tutor for all the matric students at the time. A Whatsapp line was set up for the tutors to connect with the learners. Resources were shared via the chat, and, once the very strict lockdown restrictions were eased, printed materials were supplied by the cycling academy to the students to help with their studies.

By the end of the year, Nomfundo passed her Matric exams with exceptional results and was put forward for a bursary at Varsity College - another partner to the academy. She applied and was accepted to study a IIE Higher Certificate in Event Management in 2021. She became the first black female cyclist for Varsity College (nationally) and continues to represent the cycling academy as an ambassador and remains as a female role model, to her peers.

In her own words:

“ I love cycling because it gave me the strength and bravery to express who I am. Growing up, I was shy and I couldn't talk to people easily, but after coming to the cycling academy I am now able to talk to anyone without hesitation. It's important for girls in my community to join the cycling academy because they will get exposure to so many opportunities that they never knew or thought they could even get. Cycling will keep them safe and away from bad habits that will destroy their future. ”



(Image: GO!Durban Cycle Academy)

4.8. NUTRITIONAL SUPPORT AT CYCLING ACADEMIES

Poor nutrition, especially in disadvantaged communities is a hindrance to a child's development at many levels⁶. Adequate nutrition and ensuring children's basic nutritional needs are met is an important part of a cycling academy so they may perform at their best.

Several cycling academies offer a nutrition programme where the aim is to ensure children have at least one healthy and filling meal, while training. This is specifically associated with the academic support

programme where an extra meal can go a long way to help children to concentrate, particularly over weekends when children do not benefit from school feeding programmes.

There are a range of innovative solutions that can be employed to support nutrition programmes at cycling academies. These include:

- ✓ **Establishing food gardens** on site where children can help grow vegetables. Not only does this provide a valuable skill set but also instils values of responsibility, sustainability, and a sense of achievement.
- ✓ **Bakeries can be established** at cycling academies to provide bread but also as an innovative business model for a small local SMME to expand.
- ✓ Working with a range of companies such as local butcheries, specialised supplement providers and food manufacturers to provide **in-kind donations of food**.
- ✓ At some smaller cycling academy sites teams secure donations of very basic food goods from local supermarkets to **offer soup kitchens** on an ad hoc basis.
- ✓ Contracting **local caterers to prepare meals** and thereby enhance the overall community benefits derived from the cycling academy through additional job creation or enterprise development.

Undernourished children simply cannot be expected to perform at their peak and as a result, exploring options for providing basic nutritional support can have a positive impact on a child's academic, sports performance and inform a child's growth and development.



(Image: GO!Durban Cycle Academy)

⁶ Rosales FJ, Reznick JS, Zeisel SH. Understanding the role of nutrition in the development of children: identifying and addressing methodological barriers. *Nutr Neurosci*. 2009 Oct;12(5):190-202.

CONCLUDING REMARKS

The operation and management of a cycling academy is broad and multi-faceted. A new cycling academy needs to start with a careful business and financial planning process to understand which of the various facets of a cycling academy will be included in the project and how these can be effectively managed and funded.

It is also critical to understand the likely expenses that will be incurred in establishing the academy and what is required to access various funding sources. Much of effective fundraising may be informed by networking and the ability of a cycling academy to influence key stakeholders of its vision.

Due to the nature of cycle academy's work with children, legal requirements should be stringent. In particular, the health and safety risks associated with working with children must be fully addressed. The planning processes should also explore the potential of a cycling academy to increase its impact through coaching, academic support, ensuring children are well nourished and putting measures in place to ensure gender inclusivity. These expanded outcomes will go a long way to increasing the scope and potential impact of the cycling academy, thereby potentially unlocking additional opportunities for new partnerships.



(Image: GO!Durban, eNanda Cycling Academy)

CHAPTER 5

MARKETING, OUTREACH AND PUBLIC RELATIONS

“Communication leads to community, that is, to understanding, intimacy, and mutual valuing.”

- Rollo May



(Image: GO!Durban, KwaDabeka Cycling Academy, Red Bull Pump Track World Championship)

A cycling academy needs to market itself and reach out to a wide range of people for many different purposes. This could include communicating the cycling academy's role in the community, building momentum and excitement amongst children joining the academy, gaining trust amongst parents, teachers, the community at large and for showcasing the good work to potential partners.

Marketing a cycling academy is no simple task. Unlike marketing for a traditional business, the aim of marketing a cycling academy extends beyond branding and selling a product, it also seeks to inform, gather support and generate enthusiasm amongst a broad group of potential stakeholders. All these groups require targeted messages through different mediums. This chapter unpacks best practice approaches to marketing, outreach and public relations for a cycling academy.

5.1. KNOW YOUR AUDIENCE: IDENTIFY YOUR MARKET SEGMENTS

The process of market segmentation involves grouping different people together for purposes of marketing or communicating a specific message. Market segments are part of a larger market, often combining individuals together based on one or more similar characteristics. For example, teenagers in the community could be categorized into sub-groups of teenagers who live within two kilometres of the cycling academy and that can be further broken down into males and females. Similarly, outside of the immediate community, businesses or individuals with an interest in mountain biking could be another segment to communicate with, albeit, for an entirely different purpose of securing funding or in-kind support. Understanding the various groups of people to be communicated with, and how to best reach them is an important first step in effectively marketing a cycling academy. It is also important to consider that a cycling academy would need to communicate different messages during the various stages of its development and lifecycle.

Core market segments may include, but should not be limited to:

INFOGRAPHIC 14



Where necessary, market segments may also be broken down into smaller more relevant sub-groups. This allows for the specific crafting of different messages and approaches for communicating with for example young men compared to young women. Similarly, the need to differentiate between potential funder groups who may have different focal areas or funding requirements, may arise.



(Image: GO!Durban Cycle Academy)

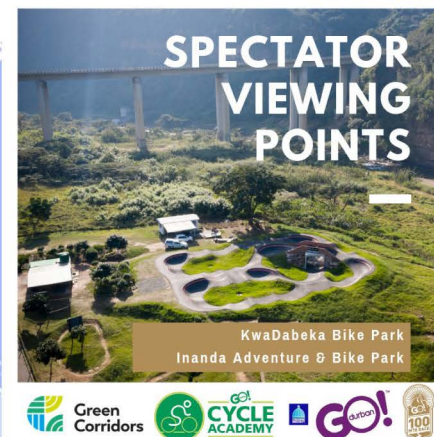
5.2. CRAFTING YOUR MESSAGE AND TELLING YOUR STORY

Effective marketing messages need to have a unique positioning point that explains how a cycling academy can solve a specific problem in a community or benefit a specific target group.

An effective marketing message should:

- ▶ **Tell stories**, people respond to stories they can associate with.
- ▶ Be **visually appealing** (where practical), resonate with community needs and **offer a value proposition** for beneficiaries and stakeholders.
- ▶ Emphasise what is exciting and valuable about the cycling academy to **create excitement** among potential youth and supporters.
- ▶ **Share success and results** to show the impact of the cycling academy.
- ▶ **Take into consideration different media** to communicate the message, for example, a personal presentation at a local school, an interview on a local radio station, or a post on a local WhatsApp group, may require subtly different approaches even though the core message may remain the same;
- ▶ Be clear on **what action you want people to take** after seeing your marketing message.

Take each market segment identified earlier and then create a specific marketing message for each audience.



5.3. ABOVE THE LINE MARKETING

Above the line marketing activities are marketing activities mostly used to build general awareness for a cycling academy and to establish goodwill in the community, schools and beyond.

This could include mediums such as:

- ▶ Organic, not paid-for social media.
- ▶ Television interviews or showcasing your work.
- ▶ Interviews on local radio stations.
- ▶ Media releases in local or regional newspapers.
- ▶ Print media in specialist magazines or local community publications.

Effective use of above the line marketing can lead to significant growth of community support for the work and general goodwill by communicating the cycling academy's successes and vision.

It may also lead to generating greater and significant interest amongst individuals and organisations who want to get involved, would like to partner, or simply begin following social media channels. This in turn provides a downstream opportunity to engage with such stakeholders in a more direct, targeted manner.

Ultimately, above the line marketing can have considerable reach and generate a lot of goodwill and local awareness for the cycling academy.

Securing the services of a professional publicist on a contract or on a pro-bono basis can be invaluable, if not critical to activating these types of marketing channels. If this is not available, spend time nurturing relationships with local media outlets and reach out to local journalists who can become invaluable partners in communicating the cycling academy message.



5.4. BELOW THE LINE MARKETING

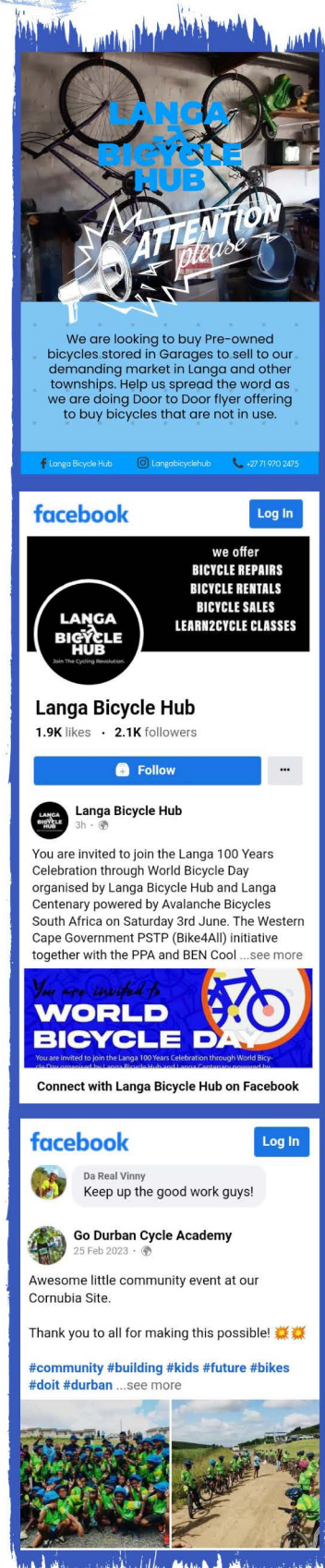
Below the line marketing strategies focus more on getting people to take action rather than on building general awareness. For most cycling academies, below the line marketing is where most of the efforts are focused as these marketing tactics target very specific groups with a specific call to action or request.

Targeting very specific groups, such as schools, partners, mountain bike riders to attend an event or open day will have a distinct call to action and purpose. For example, coaches may distribute flyers at a local school, not for the purpose of creating general awareness of the cycling academy, but to encourage children to join the cycling academy.

Below the line marketing approaches includes a wide range of activities such as:

- ▶ Messages to local community WhatsApp or social media groups.
- ▶ Direct email (with consent to send marketing content as per the POPI Act).
- ▶ Open days at the cycling academy.
- ▶ Presentations at schools or local events.
- ▶ Paid for, targeted social media posts.
- ▶ Posters or flyers handed out at schools and/or in public places.
- ▶ Monthly newsletters.
- ▶ Website, blog and other social media content.

It should be noted that social media platforms such as Facebook or Instagram straddle these two approaches to marketing. Some social media posts could be purely for the purposes of brand building and awareness, whereas others may have a more direct, targeted purpose relating to event attendance or sponsorship requests.



5.5. SUPPORTING MARKETING COLLATERAL AND COMMUNICATION CHANNELS

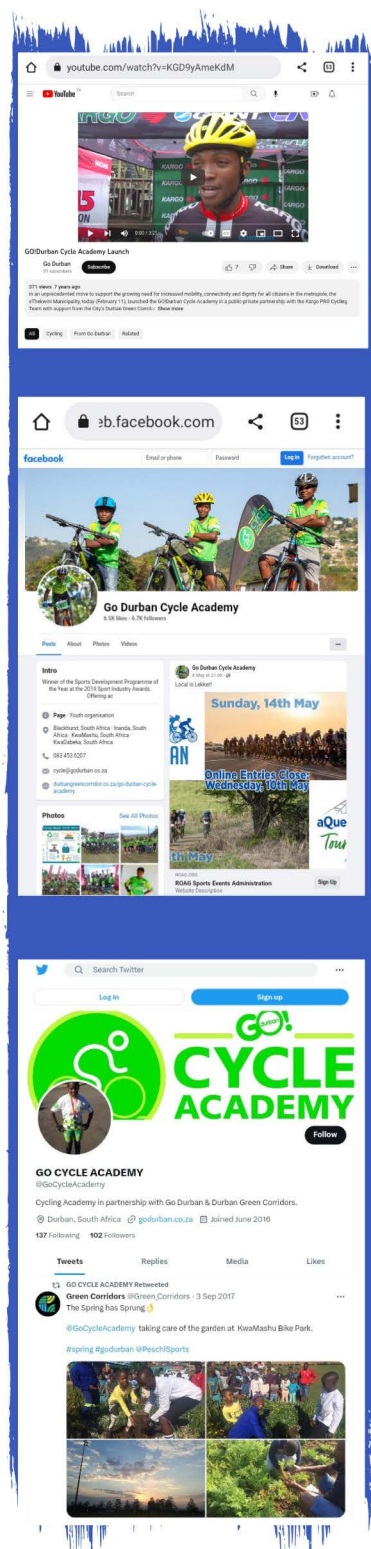
Besides the opportunities to communicate to the relevant target audiences via events, open days, newspapers, local radio and other media, there is a range of associated and owned marketing material that is important for marketing purposes.

Social media channels, including but not limited to Facebook, Instagram, TikTok and YouTube, provide low cost, high reach and a relatively simple means of telling stories and sharing the news with a very broad audience in real time. WhatsApp Groups are invaluable for communicating with parents of children who are enrolled in the programme.

A cycling academy could also consider setting up a website for publishing news articles and sharing the academy's work that essentially becomes an online profile for the cycling academy. There are a host of online tools such as Google Sites, Wix and Yola that allow for online profiling to be undertaken without any special technical skills and at a nominal expense. Alternatively, secure support from a volunteer to assist with such related activities, on a pro bono basis.

Printed marketing materials can incorporate everything from a simple flyer to a hand-out at schools to a cycling academy prospectus that can be sent to potential partners and future funders to introduce the cycling academy and its work. This could also extend to more formal documents such as cycling academy annual reports which are not only important for showcasing achievements and presenting to potential funders.

Other supporting marketing materials which a cycling academy may consider developing, may include pre-packaged PowerPoint presentations that outline the cycle academy's work for community meetings and for use when presenting to potential new partners. Curating a video and image library for media use that is readily available for graphic designers or social media managers to access. A collection of testimonials and case studies that tell the story of the academy and its members is also always valuable for media releases, social media and for sharing with partners.



5.6. ACTIVATIONS AND EVENTS

Activations and events provide a cycling academy with excellent opportunities for engaging directly with the community to support the identified goals, as well as opportunities to build social cohesion, generate additional income or recruit new members to the cycling academy.

These events should be seen as an opportunity to:

- ▶ **Present an overview of the academy**, including its purpose, vision and operations.
- ▶ **Provide parents with the opportunity to meet** the coaches, site managers (where applicable) and **staff who will be managing the programme**.
- ▶ **Hand out enrolment forms** to potential recruits who may want to sign up on the day.
- ▶ **Engage local businesses to sponsor the cycling academy** or set aside a small budget to produce branded gift items such as caps and water bottles for distribution - not only will this entice visitors, but it's a great way to get the name of the cycling academy out there.
- ▶ **Allow children to ride bicycles** to experience what the programme offers.
- ▶ **Invite journalists** from the local newspaper to write a story on the opening event.

Events should also have a detailed plan as to the activities and logistical requirements including safety and emergency plans. Permit requirements may vary between local authorities, depending on the location, number of attendees and types of activities on offer at the event. There are overarching national requirements to consider in terms of Act No. 2 of 2010: Safety at Sports and Recreational Events Act, 2010 (<https://www.gov.za/documents/safety-sports-and-recreational-events-act>). If an event is being planned the cycle academy management team should confirm with their local authority as to the requirements for permits and permissions.

Events also create a valuable opportunity to get partners, supporters and the broader community involved. Over time these events could evolve into more formal events. Such cycling races or sports days may attract tourists and people from outside of the community, creating even greater reach and awareness. The following case study illustrates how events provide a powerful tool for creating awareness for a cycling academy and introducing new audiences to cycling.



(Image: GO!Durban, KwaDabeka Cycling Academy)

HOW EVENTS CAN CHANGE PERCEPTIONS AND BUILD LOCAL SUPPORT

CASE STUDY 6

THE KWADABEKA COMMUNITY

on the outskirts of eThekweni Metro is a scenically beautiful area which has been trying to promote tourism to the area, without much success.

The KwaDabeka Cycling Academy was the first to get a professionally-built pump track in Durban. Chris Philli, the chairman of the local community tourism association, at the time, recalls seeing the construction process at KwaDabeka and wondering why everyone was going to such effort to build a “bicycle track.”



(Images: GO!Durban, KwaDabeka Cycling Academy)

“

I only understood after seeing the finished product, the professional layout, it was world class! It was something I hadn't seen before, it changed the entire look and purpose of the KwaDabeka site, in a very positive way.

This brought a lot of opportunities to our community, we witnessed the first Red bull BMX championship being hosted in KwaDabeka. It was unbelievable to see our own children, the academy coaches and international people, compete in the competition.

The KwaDabeka cycling academy has given exposure to our community, it showed our community the tourism potential that is here, if we can expand our horizons. We have witnessed mountain bike races that have passed through using the adjoining trails, numerous times. This introduced people to the site, people who are now regular, returning visitors to KwaDabeka, all because of the cycling academy. This is something our tourism industry would like to see more of, more events. This creates a lot of awareness for cycling in our community and at the same time increases recreational tourism in our area.

The new road into our area is now completed and the new bus routes are about to become active. We are looking at ways to increase involvement in the cycling academy to coincide with the launch of the new transport initiative. We want to get our community as a whole on bikes!

”

- Chris Philli, Chairman, KwaDabeka Community Tourism Association



5.7. AMBASSADORS FOR CYCLING

Arguably one of the most powerful means for a cycling academy to create awareness for cycling and a cycling academy is using a local ambassador, a cycling enthusiast who is from and well known in the community. The role of an ambassador is to actively work to promote cycling and encourage children to join a cycling academy. These could include formal ambassadors or such as the Bicycle Mayors example, in the following case study or even coaches who can visit schools or events and advocate for cycling.

As the following case study indicates, local ward level ambassadors can create a lot of opportunities and reach people in creative and innovative ways. This approach is particularly useful if the ambassador is representative of groups, such as young girls, as it also creates an opportunity to break stereotypes.

CREATING LOCAL AMBASSADORS FOR CYCLING

CASE STUDY 7

Ward ambassadors are needed to embed cycling at a micro level for all generations and genders.



(Image: Stellenbosch Cycling)

CASE STUDY 7 CONTINUED...

BICYCLE MAYORS ARE INDEPENDENT CITY LEADERS who bring together all members of society around new ideas that can accelerate cycling progress. They are the face of cycling in a city. The Bicycle Mayor programme is overseen and funded by BYCS, an Amsterdam-based social enterprise that has a mission called 50by30: 50% of all city trips by bike by 2030. According to BYCS, bicycle mayors help accelerate the changes we need to see by uniting all citizens to take action. They bring creative diversity with new insights and approaches, from both inside and beyond the world of bicycle planning professionals or the political establishment.

Lebogang Mokwena was one of South Africa's first Bicycle Mayors under the programme and has some valuable insights into how advocacy and outreach at a local community level can accelerate change and get people onto bicycles.

Lebogang believes that ambassadors and champions are required for cycling at ward level to embed cycling at a micro level for all generations and genders. One of the areas Lebogang believes that focus should be placed on is teaching adult women how to ride - if moms are cycling and cycling safely then the children, especially girl children, are likely to follow.

“ *Bikes are expensive, there is a historical association between masculinity and cycling therefore if a family has money for a bicycle, it's typically the boys who receive it. This, along with the perception that the streets are less safe for girls and girls do not see other (older) woman cycling, all create barriers for girls getting into cycling. Bicycles should be for all of us. We should be encouraging everyone to get on a bicycle. We should be taking bicycles to the people and finding innovative ways to get people to try it out.* **”**

One of the strategies Lebogang employs is taking bicycles to clinics where women will often queue all day, a visit to the clinic is a major time commitment for people. This provides a perfect opportunity to spend time teaching women the basics of cycling and it creates a connection between health and cycling.

Another barrier which Lebogang believes needs to be addressed, is the perceived class associations of riding a bicycle. Many people still believe that a car is a symbol of status and wealth and commuting on a bicycle means that one is poor. These perceptions persist and need to be slowly broken down by changing our approach. People need to feel like they're being model citizens by being on a bicycle.

Working with motor vehicle drivers, making sure they understand that their role is not just to use the road, they are also the first means of protection for cyclists is another advocacy area that Lebogang believes is important to focus on. Taxi drivers, in particular, are an excellent group to work with, of all drivers, taxi drivers are the most aware of what is happening around them on the roads as they are always looking around for passengers, therefore they actually see the cyclists as opposed to normal motorists who are generally just looking ahead. Spend time with taxi drivers, in the front seat, and talk about each other's experiences on the roads. This will inevitably lead to a more fruitful engagement.

5.8. MARKETING BUDGET

Sourcing funding for marketing activities is arguably one of the more difficult areas of a cycling academy's work. Together with the inevitable need to prioritise funds for the academy's core activities, making a budget available for marketing can be challenging.

To ensure that a cycling academy has sufficient marketing reach, whilst simultaneously managing available budgets, the following recommendations are suggested to get the marketing wheels in motion:

- ▶ **Find volunteer support** or consider approaching a marketing agency or publicist for pro bono marketing support. This could also be in the form of working with young graduates, or marketing departments at universities or colleges, to help build their own portfolios and work experience, whilst promoting the cycling academy.
- ▶ **Focus on creating authentic, self-generated content.** High-end professional videos and photographs are becoming less impactful than lower quality homemade videos and images as people gravitate towards authentic content, rather than contrived content.
- ▶ **Earned media**, such as social media reviews, media releases on the good work conducted, endorsements and interviews on local radio or television is equally beneficial. This form of marketing **is the most valuable and it's free.**
- ▶ **Network with like-minded people**, other cycling academies and organisations that share a common goal or influential individuals in the business or cycling community, creates opportunities that even the most professional marketing campaign will unlikely be able to compete with.
- ▶ **Deliver presentations**, showcase the work at local business networking meetings, or at a local community tourism associations meetings, trade shows, wherever possible, **tell your story.**
- ▶ **Use the myriad of free online marketing tools** that are available for non-profit organisations. Tools such as Google for non-profits (<https://www.google.com/nonprofits/>) allow access to free website hosting, tools for collaboration, free online advertising grants and many other benefits.

The most impactful marketing for a cycling academy does not need a significant budget it just needs people with the right vision, creativity and ambition to make it happen!

CONCLUDING REMARKS

Successful marketing, outreach and public relations will be reliant on identifying the various market segments that exist for a cycling academy in a given area, and what marketing strategies can be employed to best reach each segment. Clear marketing objectives should be established in order to understand which audience needs to be targeted and for what purpose. Once this is in place, crafting creative stories and engaging marketing messages for target audiences becomes much more focused and can be readily rolled out across a variety of marketing channels.

Accessing funding for marketing activities is arguably one of the more difficult areas of a cycling academy's work. To ensure a cycling academy has sufficient marketing reach whilst simultaneously managing tight budgets, it is worthwhile to consider options such as securing volunteer support to focus on marketing activities and networking. The use of ambassadors and sharing the cycling academy's story with the community, media and partners can gain greater exposure. With some creativity, a good story to tell and a strong sense of purpose may provide for very effective marketing outcomes, which may be achieved with a limited budget.



(Image: GO!Durban, KwaDabeka Cycling Academy, Red Bull Pump Track World Championship)

CHAPTER 6

GOING FURTHER: SUSTAINABILITY AND INCREASING IMPACT



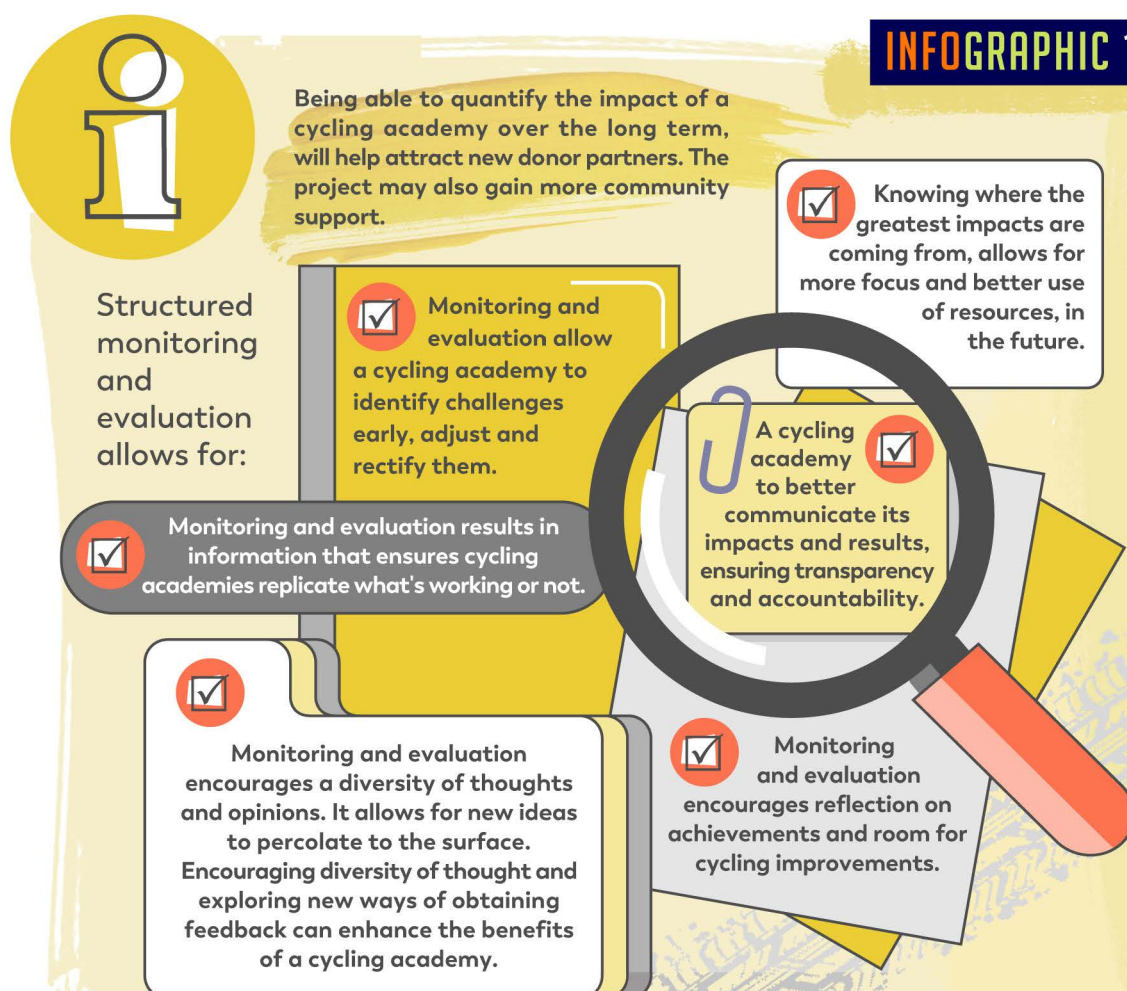
(Image: GO!Durban, eNanda Cycling Academy)

This chapter explores activities that a cycling academy can consider to expand its impacts and create upstream and downstream social, environmental and economic benefits for a community and for the beneficiaries of the cycling academy. It also describes the use of monitoring and evaluation to quantify and understand what is working and what is not, so as to strengthen the impacts of a cycling academy and also considers strategies for ensuring that positive economic and environmental impacts are realised.

6.1. KNOW YOUR IMPACT TO EXPAND YOUR IMPACT

Increasing social impact at a conceptual level is underpinned by the assumption that impacts are understood and can be quantified. For cycling academies, ongoing monitoring and evaluation allow for an understanding of what is working well, what can be improved upon and more importantly, the identification of gaps which may influence the ability of a cycling academy to achieve the envisaged outcomes and impacts that were originally planned for.

Different beneficiaries or stakeholders at a cycling academy will have different indicators of success, for example, a parent would view the success of a cycling academy based on their child's academic performance at school, whereas a funder may view the success based on how many children benefit from attending the cycling academy. Therefore, from the outset, it is important to identify what data and information needs to be collected for monitoring and evaluation to ensure that a cycling academy is able to quantify its impact.



BENEFITS OF IMPLEMENTING STRUCTURED MONITORING AND EVALUATION AT CYCLING ACADEMIES

Information and data that should be maintained by a cycling academy may extend to information on demographics, including the age group of children, gender and/or disabilities. Other valuable information which could be relevant to monitor a cycling academy's performance over time could include academic performance indicators, spend per participant per annum or changes in community awareness of cycling as a mode of transport.

In order to determine the impact that the cycling academy may have on the beneficiaries, undertaking surveys on a regular basis may provide insight into what is working or not working.

From surveys conducted with the children at Durban's cycle academies, it is quite evident that attending the cycle academies fulfill a need on a personal level. Younger children (ages between 6 - 13), look for a sense of belonging, learning social skills and being part of a broader group. Older children tend to focus on refining their skill sets, maintaining academic performance and staying clear of trouble, given that the communities within which the cycle academies are located are faced with high levels of unemployment, poverty, substance abuse, gangster-related activities and domestic violence.

Monitoring and evaluation can also assist the coaches and cycling academy management team to identify areas for improvement (at a cycling academy level and an individual level.) This is a critical process for ensuring continuous positive impacts.



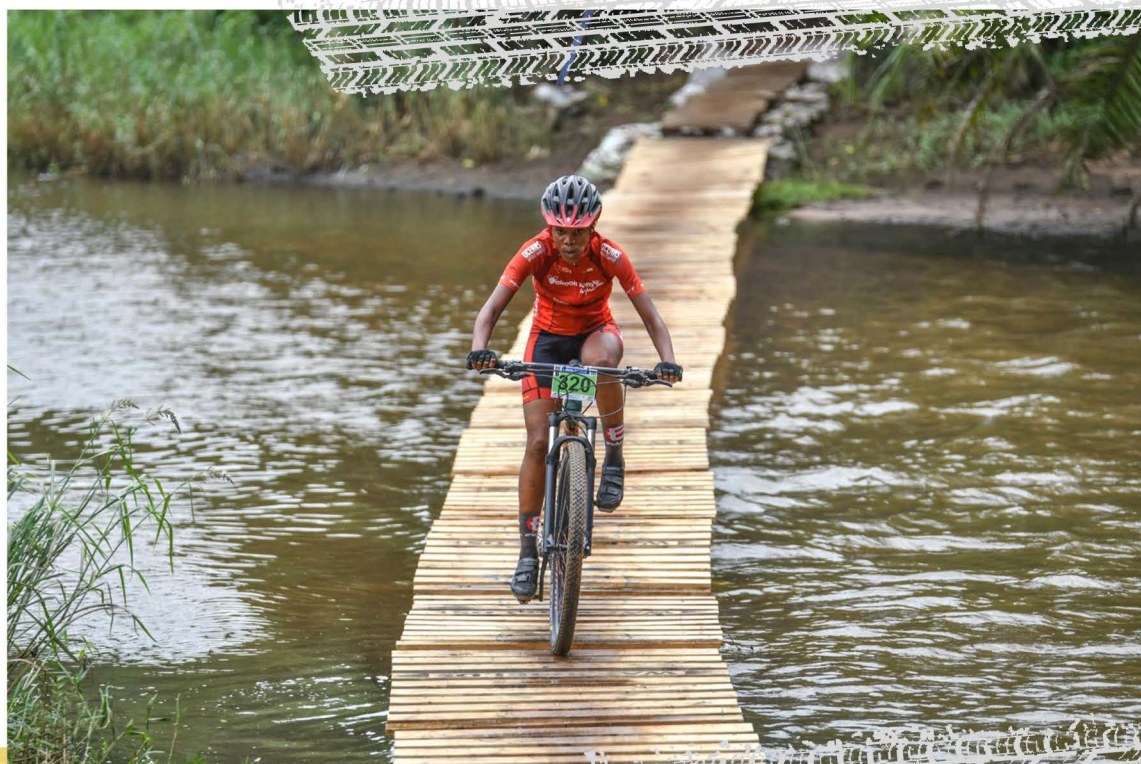
(Image: Langa Bicycle Hub, Cape Town)

6.2. CREATING ENVIRONMENTAL BENEFITS AND MITIGATING ENVIRONMENTAL RISKS

Research undertaken by the Global Health Institute⁷ has shown the range of environmental benefits that cycling can have. For example, in the United States, if the share of trips taken on bicycles, rather than cars, increased by six-fold, it would provide approximately \$1.2 billion each year in global benefits due to climate change⁸ mitigation. Initiatives such as cycling academies can meaningfully support these benefits by developing a culture of cycling.

Having children outdoors and active also creates opportunities for cycling academies to integrate environmental education into their programmes which can create further net positive environmental impacts.

Conversely, careful consideration should also be given to potential negative environmental impacts associated with a cycling academy which could arise depending on factors such as the sensitivity of the site and location.



(Image: GO!Durban Cycle Academy)

⁷ The potential health and environmental benefits of cycling in the U.S. 2021. Available at: <https://ghi.wisc.edu/wp-content/uploads/sites/168/2021/04/Bicycling-Climate-and-Health-White-Paper-1.pdf>? (Accessed: February 19, 2023).

⁸ The potential health and environmental benefits of cycling in the U.S. 2021. Available at: <https://ghi.wisc.edu/wp-content/uploads/sites/168/2021/04/Bicycling-Climate-and-Health-White-Paper-1.pdf>? (Accessed: February 19, 2023).

6.3. OPPORTUNITIES TO CREATE ENVIRONMENTAL BENEFITS

Direct contact with nature improves children's cognitive, emotional, and moral development⁹. A healthy, natural environment is critical for a child's development. Integrating environmental benefits is an extension to the core work of a cycling academy. This can be achieved by:

INFOGRAPHIC 16

Opportunities to create environmental benefits



Engaging participants on community clean up days.



Providing recycling activities (and teaching the underlying principles of reuse and recycling) on site.



Beautifying cycling academy sites through tree planting and agro-ecology on sites.



Using cycling academy sites to entrench environmentally-friendly behaviour through structured environmental education programmes.



Ensuring cycling academy sites are well maintained, clean, free of litter and can provide an inspiring space for children.



Exploring the various sustainable development goals and considering where a cycling academy can make a further impact in a community.



Being the eyes and ears on the ground for environmental issues which may need to be raised with relevant authorities.



In appropriate locations, developing and maintaining a network of mountain bike trails encourages children to spend time out into nature.



Labelling indigenous trees, putting out bird feeders, and removing alien invasive plants can serve to create awareness and improve the sense of place at a cycling academy.



Where budget and opportunity allow, using solar power as a source of electricity can become a cost saver over time.



Capturing rainwater in storage tanks and where feasible reusing greywater (where safe and applicable).

Cycling academy programmes should also consider building time into coaching and academic programmes for unstructured, free play in an outdoor setting, this is proven to powerfully boost the cognitive, creative, physical, social and emotional development of children¹⁰.

⁹ Summers, J. K., Vivian, D. N., & Summers, J. T. (2019). The Role of Interaction with Nature in Childhood Development: An Under-Appreciated Ecosystem Service. *Psychology and behavioral sciences* (New York, N.Y. 2012), 8(6), 142. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7424505/>

¹⁰ Burdette, H.L., & Whitaker, R.C. (2005). Resurrecting Free Play in Young Children: Looking Beyond Fitness and Fatness to Attention, Affiliation, and Affect. *Archives of Pediatric and Adolescent Medicine*, 159(1), 46-50

6.4. MANAGING ENVIRONMENTAL RISKS

In certain contexts, there is a range of potential environmental risks that cycling academies need to consider and mitigate. First and foremost, at a planning stage, is to ensure that the selection of a site for a cycling academy is appropriately located, laid out and designed with potential environmental risks in mind. Beyond the planning stage, other environmental risks that are closely associated with the day-to-day use of the site may emerge.

Examples of the types of environmental impacts that need to be considered include:

- ▶▶ Location in terms of **proximity to wetlands and associated flood risks** may require an environmental impact assessment, basic assessment and/or water use licence.
- ▶▶ Location in terms of **sensitive habitats and other biodiversity** on site which may be impacted even if no formal environmental authorisations are required.
- ▶▶ The management and disposal of **solid waste, wastewater and sewage**.
- ▶▶ Increased foot traffic and bicycle traffic on unsurfaced trails, can create an increased risk of **soil compaction** and associated negative environmental impacts.
- ▶▶ Paved, tarred or compacted areas of a cycling academy can increase runoff from the site and create potential **erosion** risks, unless carefully constructed and managed.
- ▶▶ Clearing of trails and undertaking the development of an area for the establishment of a cycling academy site, increases the risk of **alien weed infestations**.

Even if no specific environmental authorisations are required, developing an environmental management plan for a cycling academy site, which specifically highlights potential environmental risks and outlines mitigation measures for these, is a good practice to ensure potential negative environmental impacts are identified and addressed before they happen.



6.5. CREATING ECONOMIC BENEFITS

Cycling academies can support a range of local economic benefits from the management of the cycling academy facility and its direct job creation opportunities. This chapter examines further opportunities for creating direct and/or indirect economic benefits from a cycling academy associated with bicycle maintenance and repairs, tourism and associated activities.

Cycling academies are well placed to support these economic activities. In examples such as Langa Bicycle Hub, it was the economic and commercial activities associated with cycling that became the catalyst for establishing a cycling academy.

“How do we make sure we keep youth involved in cycling, especially when they reach the ages of sixteen and above when cycling is not considered “cool” by their peers? We do this by creating incentives and showing that cycling can make money!”

- Victoria Schneider, founder,
Timbuktu in the Valley.



(Image: Langa Bicycle Hub)

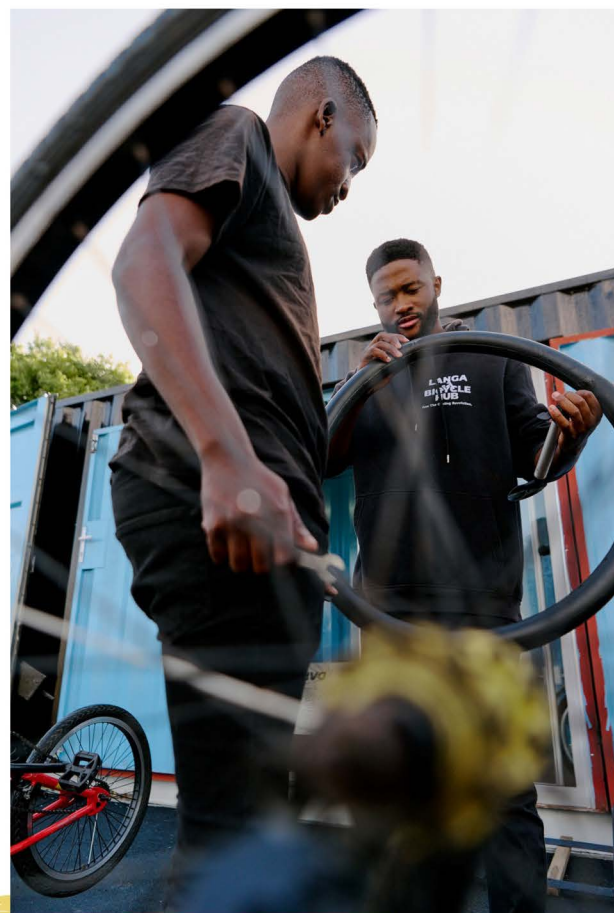


(Image: Green Corridors)

6.5.1. BICYCLE EMPOWERMENT CENTRES (BECs)

Bicycle maintenance presents an opportunity for cycling academies to provide a commercial, potentially profitable service. A BEC is essentially a business model which can be operated by an SMMEs for the maintenance and servicing of bicycles and may provide the community with access to bicycle spares and maintenance services.

For organisations such as the Bicycling Empowerment Network (BEN) and Pedal Power Association (PPA) BECs form an important link to their bicycle distribution projects where community-based entrepreneurs, who receive bikes from BEN and distribute them into their communities are able to also maintain those bicycles. These community entrepreneurs receive training in small business management and as bike mechanics and play a key role in ensuring the bikes that are distributed are kept in a roadworthy condition. BEN also further upskills these BECs with a range of short courses on bicycle maintenance, a concept that can be used by cycling academies to ensure access to sustainable mechanical support. Some of these original BECs have even gone on to establish their own cycling academies.



(Image: Langa Bicycle Hub, Cape Town)

At the GO!Durban cycling academies in eThekweni Municipality, BECs are being rolled out at key sites to support the growing need for bicycle maintenance and spares in various communities where this has not previously been available. The BECs are initially set up with basic equipment including:

- ✓ A container-based workshop at the cycling academy site,
- ✓ Workbench,
- ✓ Bike repair tools,
- ✓ Bike repair stand,
- ✓ Air compressor,
- ✓ Drill press and bench drill,
- ✓ Computer or tablet and other administrative tools.

Over time, it is projected that the BEC will be a viable small business providing bicycle hire, sales and repair services, that can further support the goals and objectives of the cycling academy, whilst also servicing the local cycling fraternity needs. However, in order to ensure BECs' viability, the cycling culture has to grow and be sustained within communities.

6.5.2. TOURISM AND BICYCLE HIRE

Bicycle hire and guided cycling tours are well entrenched entrepreneurial opportunities at many existing cycling academies, across South Africa. Through establishing relations with local tour operators, several cycling academies have benefited from a steady stream of tourists, who visit communities for guided tours. A group of 10 or more tourists per week for a tour, may become a very valuable source of income and also expand entrepreneurial opportunities throughout a community. Partnerships with local tour operators and tour guides have seen this model reap valuable rewards at cycling academies in the Western Cape, and KwaZulu-Natal provinces, respectively.

At some sites, such as the eNanda Cycling Academy in eThekweni, KwaZulu-Natal, coaches work as tourist guides over the weekends, taking tourists to local taverns, visiting traditional healers and stopping for a traditional lunch at a local homestead, thus creating a growing value chain of small businesses which can benefit from cycling-based tourism.

There are some important legal considerations to keep in mind when offering a tourism function as part of a cycling academy or as a self-standing small business.

By law, anyone working with tourists as a guide, for financial gain, needs to be registered with their relevant provincial department of tourism, which will require guides to be at least 21 years old, having completed a CATHSSETA (the Culture Arts, Tourism, Hospitality and Sports Sector Education and Training Authority) recognised tourism guiding qualification, hold a valid first aid certificate and signed a code of conduct for tour guides.

Working with tourists and taking guided tours comes with inherent safety risks which may require additional public and professional liability insurance to be in place.



(Image: Green Corridors)

6.5.3. DELIVERY SERVICES

Individuals and businesses across the world have started using bicycle delivery services to ensure their packages arrive safely and quickly, especially within busy, urban centres. Also known as bicycle couriers, these companies deliver anything from legal correspondence to food. As with bicycle maintenance services, this is a business opportunity that has evolved quite naturally at several cycling academies in the Western Cape and is fast gaining traction.

Ordering a takeaway for delivery or deliveries from supermarket chains in township areas of South Africa largely remains unavailable for the big online delivery players. Whether this is due to lower consumer demand and/or, possible confusion with local outlets or businesses fearing for the safety of their drivers, a gap has been identified. This gap is being taken up by local bicycle-based entrepreneurs such as Cloudy Deliveries, in the Western Cape, who use a network of bicycles to deliver goods from shops to people in the community. Residents request grocery and takeaway deliveries via WhatsApp or a phone call, and the young delivery men, aged 16 to 19, deliver the goods directly to residents' doorsteps for a flat rate using bicycles as their mode of transport.



(Image: Langa Bicycle Hub, Cape Town)

With the growth in courier bike rentals, the availability of electric cargo bikes and bicycle related delivery services in other cities around the world, one can expect the option to become a growing space for bicycle focused local entrepreneurs.

CONCLUDING REMARKS

Understanding the impacts of a cycling academy starts with monitoring and evaluation. Ensuring that the outcomes of a cycling academy can be clearly quantified, is important for beneficiaries, stakeholders and partners. This also allows a cycling academy to identify challenges early, adjust and rectify them, put limited resources to use where they will have the most impact and ensures more effective overall communication.

Environmental education is a key area where a cycling academy can easily expand its core focus area into a range of environmental opportunities associated with environmental education type initiatives which can foster a sense of appreciation for nature and the outdoors.

Conversely, in certain contexts, there are a range of potential environmental risks that cycling academies need to consider and mitigate through a careful environmental management planning process.

There are significant opportunities to expand the economic impacts of a cycling academy beyond direct employment through catalysing entrepreneurial opportunities associated with bicycle maintenance, tourism and delivery services.

The support of these cycling related entrepreneurial opportunities not only creates economic impact, but ultimately contributes to the sustainability of the cycling academy itself.



(Image: GO! Durban Cycle Academy)

REFLECTIONS

Cycling in South Africa has enjoyed tremendous growth in the past decade, in line with international leisure cycling trends¹¹. Events such as the Cape Town Cycle Tour and Johannesburg's 94.7 draw masses of entries and new events are emerging across the cycling fraternity calendar. Although, the need to bring cycling into the mainstream across all sectors of the South African social fabric, remains to be fully incubated. To truly reap the benefits of cycling in society, the sport needs to be adopted by people from all socio-economic backgrounds. Cycling needs to become an accepted daily form of transport rather than a weekend outdoor activity.

Challenges exist and the transition to a society that fully embraces non-motorised transport is a process that is likely to be seen over generations, rather than in the short term. However, there are quick wins which can help smooth the path to cycling becoming more mainstream, to cycling becoming more a part of people's daily lives, as a means of commuting, means of physical exercise and/or means of generating an income.

The Cycling Academy model is one of these quick wins and provides an opportunity to start having conversations about alternatives, conversations that can lead to buy-in for a cycling academy and greater involvement from a broad sector of the community. It's an opportunity to introduce cycling to youth when they are still at a very impressionable age and an opportunity to a small difference in a community.

Harnessing this opportunity will certainly rely on someone with a passion for cycling and a vision, a champion who can bring people around the table, keep the momentum going and build on each success to create something that can leave a lasting impact on a community. These champions are the drivers of cycling academies, gathering resources, support, planning and building a strong team around them.

Once the momentum gets going and marketing and communications start reaching more people, more community members get involved and more opportunities emerge for partners and funders to come on board, a cycling academy can start scaling up its impacts. Through monitoring and evaluation, harnessing innovative entrepreneurial opportunities and increased reach, slowly but surely something remarkable may emerge.

Remember, every cycling academy started off as an idea!

¹¹ McKay, T., Coumbias, M. & Kotze, N. (2021). Leisure cycling entrepreneurialism in Johannesburg, South Africa. *African Journal of Hospitality, Tourism and Leisure*, 10(5):1533-1548. DOI: <https://doi.org/10.46222/ajhtl.19770720-177>

APPENDIX A:

EQUIPMENT AND FACILITIES GUIDELINES

Please note that the specifications provided below serve as an example to guide the setup of a cycling academy. These items may be amended to suit specific requirements according to available resources and needs.

CLASSROOM SPECIFICATIONS

- 49m² Container/Marley Industrial Classroom
- Reinforced flooring
- 2 x white boards
- 2 x pin boards
- Aircon 12000 BTU
- Ventilation: Whirlybird extraction
- Entrance: Door and gate
- Electrical: 4 x plug points, 4 x fluorescents (1200W)
- 6 x Aluminum windows (1100mm x 1200mm) with burglar bars and blinds
- 3 x Steel cupboards with adjustable shelves and lockable doors.

KITCHEN FACILITY SPECIFICATIONS

- Container or park home: 6m x 2.4m
- Chromadek internal cladding and insulation
- 3 x gas burner
- Counters, shelves, undercounter cupboards
- Serving hatch 1.2m x 2m
- Electrical, 2 x plug points, 2 x LED strip 1200mm
- Whirlybird extraction
- Plumbing, water, waste
- Gas bottle and lockable cage for ingredients
- Refrigeration facilities.

ABLUTION AND CHANGING ROOM SPECIFICATIONS

Female

- Toilets x 4
- Changing space (14 bench seating spaces)
- Steel lockable double lockers x 14
- Geyser 200L
- Boxed in basins x 3
- Whirlybird extraction
- External door
- Electrical 2 x waterproof bulkhead type lights in roof
- Must include pipes for plumbing - an onsite meeting will be arranged to assess the water connections.

Male

- Toilets x 2
- Urinals x 2
- Changing space (14 bench seating spaces)
- Steel lockable double lockers x 14
- Geyser 200L
- Boxed in basins x 3
- Whirlybird extraction
- External door
- Electrical 2 x waterproof bulkhead type lights in roof
- Must include pipes for plumbing - an onsite meeting will be arranged to assess the water connections.

MAINTENANCE WORKSHOP

- Steel container 6m x 2.4m
- Painting: Wire brushed, treated for rust, painted outside (green in colour)
- Sealant: Poly rubber sealant on roof to prevent leaks
- Insulation: 40mm Polystyrene insulation with Chromadek cladding internally
- Windows: 1 x C2H large steel windows (950 x 1022mm) with steel burglar guards
- Roller Door: Manual operation standard size roller door
- Electrics: Distribution board, earth leakage, 6 x 16amp double plug points, 6 x double fluorescent lights
- Flooring: Rubberised floor
- 16 x concrete slabs to elevate container.

STORAGE CONTAINERS

- 6m x 2.4m "B" Grade Storage Container in a wind and watertight condition.

BICYCLES

- Small, medium and large sizes. Supplied with mid range, one size fits all helmets
- Aluminium frame with 29 and 26 inch wheel options
- Front suspension
- Disc brakes
- 8/9 speed drive train (gears)
- Alloy wheels
- Front suspension
- Disc brakes
- 7/8 speed drive train (gears).

ASPHALT PUMP TRACKS

- Based on a total footprint of 1200m² and 577m² of asphalt surface.

Materials

- 40 m³ Drainage gravel
- 900 m³ G5 gravel 0-45mm
- 120 tonnes of asphalt (special pre-defined mix)
- Drainage material (pipes, shafts, etc.).

Machinery

- 2x 8 tonnes crawler excavator 2 weeks
- 1 tonne drum compactor (remote controlled if possible) 2 weeks
- 5 tonne loader 2 weeks
- 4 compactor plates
- 86kg shaping tools, special small tools, shovels, wheelbarrows, rakes.

Labour

- 4 workers for the 2 weeks of shaping
- 10 workers for 1 week of asphalt.

Landscaping

- Estimated 500m² of turf.



APPENDIX B:

ESTIMATED INFRASTRUCTURE AND EQUIPMENT COSTS FOR ETHEKWINI- BASED CYCLING ACADEMIES FOR 2022

ESTIMATED SITE DEVELOPMENT COSTS

Bike storage and workshop	R 280 000,00
Toilets and change room facilities	R 225 000,00
Kitchen	R 185 000,00
Classroom	R 480 000,00
Office for site managers	R 180 000,00
Office equipment	R 20 000,00
Sub-total site development	R 1 370 000,00

ESTIMATED PUMP TRACK COSTS

Earthworks and landscaping	R 410 000,00
Asphalt pump track	R 1 100 000,00
Sub-total pump track	R 1 510 000,00

TRAINING AND EQUIPMENT

Training for bike coaches and bike mechanic	R 165 000,00
20 Bikes and safety kits	R 90 000,00
Bike spares and tools	R 40 000,00
Subtotal training and equipment	R 295 000,00

TOTAL ANTICIPATED CAPITAL COSTS

R 3 175 000,00



APPENDIX C:

ESTIMATED OPERATIONAL COSTS FOR ETHEKWINI-BASED CYCLING ACADEMIES FOR 2022

Site manager	variable
Bike coaches	variable
Sports co-ordinator	variable
Site maintenance staff	variable
Life skills and academic tutors	variable
Marketing and outreach HR	R 140 000
Nutrition programme	R 200 000
Security	R 201 360
Board expenses	R 10 000
Accounting and payroll support	R 36 000
Insurance and public liability	R 105 000
Communications	R 24 000
Software and IT	R 10 000
Travel and workshops	R 120 000
Marketing and events	R 350 000
Pump track maintenance	R 20 000
General site maintenance	R 20 000
Bike maintenance	R 20 000
Kit and safety equipment	R 10 000
Bike spares and tools	R 20 000
Bike race costs	R 15 000
First aid training and first aid kits	R 5 000



APPENDIX D:

FUNDRAISING SUPPORT RESOURCES

FUNDS FOR NGOS

<https://www.fundsforngos.org/>

Funds for NGOs is an online portal which is arguably one of the biggest databases for funding opportunities from organisations around the world. Funding opportunities can be searched and filtered by country and area of interest. The portal also includes a range of very useful funding templates, online fundraising training courses and alerts when new opportunities arise.

THE SUSTAINABLE DEVELOPMENT NETWORK

<https://sdnafrica.org/>

The Sustainable Development Network helps NGOs become more sustainable through networking, resource mobilisation strategies; training in fundraising and social enterprise development.

THE BICYCLING EMPOWERMENT NETWORK

<https://www.benbikes.org.za/>

The Bicycling Empowerment Network's overall objective is to promote sustainable social and economic empowerment through the use of bicycles. BEN supports cycling through donations of bicycles and training for mechanics and road safety training.

THE PEDAL POWER ASSOCIATION

<https://pedalpower.org.za/>

The Pedal Power Association (PPA) promotes cycling and the interests of cyclists through a range of initiatives. BEN and PPA collaborate on the Bike4All and Cool Kid on a Bike programmes.

GLOBAL GIVING AND BACK-A-BUDDY

<https://www.globalgiving.org/>

<https://www.backabuddy.co.za/>

Amongst others, these organisations provide very simple, low cost online platforms for digital fundraising and crowdsourcing.

ENGISCAN

<http://www.engiscan.co.za/>

Engiscan distributes an annual fundraising directory for all South African corporate social investment funds as well as national and international trusts and foundations.



APPENDIX E:

USEFUL CONTACTS AND RESOURCES

Bicycle Empowerment Network	www.benbikes.org.za
Bicycle South	www.bicyclesouth.co.za
BYCS	www.bycs.org
Department of Forestry, Fisheries and the Environment	www.dffe.gov.za
GO!Durban Cycling Academy	www.durbangreencorridor.co.za
Langa Bicycle Hub	www.langabicyclehub.co.za
Open Streets Cape Town	www.openstreets.org.za
Pedal Power Association	www.pedalpower.org.za
Timbuktu in the Valley	www.timbuktuinthevalley.org
Velokhaya Life Cycling Academy	www.velokhaya.com

VIDEO RESOURCES - CYCLING ACADEMIES IN ACTION

Good Hood Stories: Langa Bicycle Hub

<https://youtu.be/yIRYE0pdqal>

GO!Durban Cycle Academy - On the Right Track

<https://youtu.be/7mPhG-pSTag>

GO!Durban Cycle Academy KwaDabeka Bike Park

https://youtu.be/QvITD_6GSoo



