

RECEIVED
02 SEP 2013

NATIONAL ASSEMBLY

FOR WRITTEN REPLY

QUESTION 1466

DATE OF PUBLICATION OF INTERNAL QUESTION PAPERS: 14/06/2013

(INTERNAL QUESTION PAPER: 21/2013)

Mr R B Bhoola (MF) to ask the Minister of Basic Education:

- (1) Has she taken any steps to ensure the roll-out of physical education in schools;
- (2) is she content with the levels of progress;
- (3) is the number of fully trained physical education teachers adequate;
- (4) is the equipment and infrastructure adequate;
- (5) has the memorandum of understanding between the Departments of Sport and Recreation and Basic Education been finalised? NW1716E

REPLY:

- (1) Yes. This is being done through the National Curriculum Statement (NCS) – Curriculum and Assessment Policy Statement (CAPS)

The National Curriculum Statement (NCS) – Curriculum and Assessment Policy Statement (CAPS) for Life Skills (Gr. R – 6) / Life Orientation (Gr. 7 – 12) makes provision for Physical Education to be taught in all South African schools.

The topics and content are clearly outlined for each grade in the CAPS documents. Dedicated time is allocated for Physical Education lessons. All schools must indicate on the school time table when Physical Education will take place.

According to the CAPS all learners will be assessed in Physical Education for their participation and movement. The CAPS also makes provision for those learners experiencing barriers to participating in Physical Education activities. Teachers are encouraged to adapt and modify lessons to accommodate all learners.

- (2) Yes, the Minister is content with the progress in Physical Education which is a topic in the subject Life Orientation.
- (3) In terms of numbers the training is not adequate because the Department has thus far trained only 450 educators on Physical Education (50 per province); however, in terms of content the training is adequate as it is in line with the Curriculum and Assessment Policy Statement (CAPS) requirements. Further training is being offered as part of ongoing orientation to cover a larger number of Life Orientation educators. The Department has also developed *School Sport Toolkit* to further empower educators that will be distributed by provinces to all schools.
- (4) Where there is availability of space, schools are provided with two fields for soccer/rugby and volleyball/netball. Where there are challenges with availability of space/land, schools share facilities or use municipal or community facilities.
- (5) The Memorandum of Understanding between the Departments of Sport and Recreation and Basic Education has been finalized (see enclosed copy). It is currently being implemented through the Integrated School Sport Programme.



Memorandum of Understanding

In terms of Intergovernmental Relations Framework Act, 2005 (Act No. 13 of 2005)

between

The Department of Basic Education

and

Sport and Recreation South Africa

on

An Integrated School Sport Framework

November 2011



basic education
sport & recreation



MINISTER OF BASIC EDUCATION



MINISTER OF SPORT AND RECREATION

1 STATEMENT FROM THE MINISTER OF BASIC EDUCATION AND THE MINISTER OF SPORT AND RECREATION

“Sport has the power to change the world. It has the power to unite in a way that little else does. It speaks to youth in a language they understand. Sport can create hope where once there was only despair. It is more powerful than governments in breaking down racial barriers. It laughs in the face of all types of discrimination.”

Nelson Mandela

- 1.1 Ensuring optimal conditions for a child’s participation in sport and recreation is one of the best investments the government can make. There is ample evidence worldwide of the benefits of healthy physical activities for the child, the community and the country. Investing in children increases a nation’s capacity to compete and grow in a global economy. Early exposure of children to diverse healthy physical activities is therefore of critical importance for any country.
- 1.2 The integration of physical education and sports participation into the school day will make sport accessible to all children who attend school (regardless of their physical ability, gender, socio-economic or ethno-cultural backgrounds). This integration can build on children’s early experiences by:
 - a) ensuring that children develop their physical and motor capacities to lead active, healthy lives – a major factor in preventing non-communicable disease;
 - b) providing children with opportunities to have fun and be active, reinforcing their desire to make physical activity a lifelong habit;
 - c) helping children understand and overcome barriers to physical activity;
 - d) informing, equipping and motivating children to make healthy lifestyle choices by integrating sport and physical activity with health education programmes;
 - e) improving children’s relaxation, concentration and mindset in school – helping them to focus and learn; and
 - f) attracting more children to enrol and stay in school to take advantage of opportunities for sport and recreation that they may not otherwise have.

- 1.3 It is of vital importance for the future of South Africa that the interests of the youth be well catered for. Sport has a meaningful role to play in positively activating the youth of the country. A serious concern for South Africa is the increase in dysfunctional families, which can lead to children who develop a low self-esteem. Low self-esteem is often identified to attribute to delinquent behaviour and studies reveal that there is a high correlation between non-participation in sport and delinquent behaviour.
- 1.4 The Department of Basic Education (DBE) as well as Sport and Recreation South Africa (SRSA) acknowledge that there are a number of factors that impede progress in the implementation of the **2005 Framework for Collaboration**, between SRSA and the former Department of Education, which include:
- a) overlapping and interpretation of roles – school sport administration located within both departments and planning differently/separately;
 - b) lack of clarity of the role of federations and school sport code structures in delivering school sport;
 - c) resources (financial and infrastructure) – available resources for implementation of programmes not considered when planning events
 - d) the failure to develop a funding model that clearly denotes the funding for school sport;
 - e) inability to deliver on a predictable calendar of school sport events
 - f) the absence of a regulatory tool for schools, to ensure compliance from school managers and governors with the prescripts of the **2005 Framework for Collaboration**, with regard to offering sport as a co-curricular or extra-curricular activity to every learner through intra and inter school leagues; and
 - g) poor communication, cooperation, coordination and planning collaboratively as the framework prescribes.
 - h) Bulky NACOC – the nature of this multi stakeholder structure made it difficult to coordinate, therefore, it remained ineffective.
- 1.5 We, as the Ministers of Basic Education and Sport and Recreation commit to deliver a sustainable integrated plan to provide school children the opportunity to take part in physical education and organized sport through the creation of an accessible and implementable school sport support system.

2 SCOPE AND PURPOSE OF THE SCHOOL SPORTS PLANNING FRAMEWORK

- 2.1 The School Sports Planning Framework applies to all schools in the Republic of South Africa as well as to the South African Sports Confederation and Olympic Committee (SASCOC).
- 2.2 The main purpose of this framework is to:
- a) address the challenges that prevent the establishment of a well coordinated and seamless school sport system in our country as a critical factor in the development of young people of our country;
 - b) ensure that institutional structures are in place to implement and monitor the delivery of a school sport system;
 - c) regulate access and delivery of school sport for all learners, irrespective of ability, across all schools based on the principle of equity and access;

- d) clarify roles and responsibilities of all role players for both delivery and funding; and
- e) ensure that all relevant role players delivering school sport should adhere to this plan.

2.3 The School Sports Planning Framework is underpinned by the following principles:

- a) opportunities for participation in school sport must be accessible to all learners;
- b) for the strategic delivery of school sport programmes to succeed, deliberate and focused capacity building and continuous development programmes for educators must be designed and implemented;
- c) school sport forms part of the enrichment and extramural programmes offered by a school and as such provides continuous learning opportunities that seek to engage learners in activities that support and transfer applied competence from the curriculum context to the sustainable development of self and communities;
- d) the underpinning institutional mechanisms of a successful school sport support delivery system are:
 - an effective strategy;
 - an appropriate infrastructure;
 - sufficient funding; and
 - human and intellectual capital (fulltime, part time and voluntary);
- e) delivery of excellence can only be maintained and improved if there is a well developed system in place to develop talent through foundation, participation and performance;
- f) within an integrated school sport system both federations and its clubs, together with school sport code committees, will seek to ensure that a predictable programme of organized activities is available every week so that learners have access to:
 - ongoing league programmes;
 - talent identification and development;
 - coaching to improve skills;
 - a choice of different sports; and
 - opportunities to volunteer in sport.

2.4 The principles should be supported by set of values such as: integrity, inclusivity, excellence, respect, fair play, quality delivery, professionalism, ethics, accessibility, capacity development and social cohesion, which include norms and values as enshrined in the Constitution of the Republic of South Africa.

2.5 An integrated school sport development model will also enable stakeholders and potential partners and funders to make meaningful and targeted contributions that would yield measurable returns.

3 DEMARCATION OF ROLES AND RESPONSIBILITIES

Support for sport, needs to be applied at different levels of the sport development continuum. Different stakeholders need to deliver on their roles and responsibilities in order to ensure an integrated approach that will guarantee qualitative outcomes.

3.1 THE ROLE OF THE NATIONAL MINISTER RESPONSIBLE FOR BASIC EDUCATION

The Minister of Basic Education is the custodian of schools in South Africa and has legal responsibility towards all activities that involve learners and educators. Mandated by the Constitution of South Africa and the South African Schools Act, the Minister of Basic Education has an obligation to ensure that all learners have access to quality school sport programme.

3.2 THE ROLE OF THE NATIONAL MINISTER RESPONSIBLE FOR SPORT AND RECREATION

The Minister of Sport and Recreation is the custodian of sport and recreation in South Africa. The Minister has legislative powers to oversee the development and management of sport and recreation in the country. The Minister is therefore the principal authority of Government with regards to all sport and recreation matters.

3.3 THE ROLE OF DBE

3.3.1 The objective of the Department of Basic Education through school sport is to cater for learner needs, improve access and progression of learners which is fundamental in the Action plan to 2014 towards the realisation of schooling 2025.

3.3.2 To develop a comprehensive school based policy to ensure a clear demarcation of the line function responsibilities between the stakeholders involved in sport in schools.

3.3.3 Driven by Vision 2025 of having learners leading a healthier lifestyle, which is part of learner needs, school sport will play a critical role in realising that objective. The role and responsibility of DBE in school sport is to promote mass participation and physical activities that are aimed at enriching the curriculum.

3.3.4 The following aspects are the preserve of DBE:

- a) the curriculum determination –physical education
- b) curriculum enrichment programme in schools inclusive of mass participation in sport and recreation;
- c) intra/ interschool leagues; and
- d) teacher development.

3.4 THE ROLE OF SRSA

3.4.1 The primary focus of SRSA is to provide opportunities for all South Africans to participate in sport; managing the regulatory framework thereof, and providing funding for different codes of sport. SRSA will ensure that effective partnerships are in place with other implementers of sport and recreation such as Provinces and Municipalities, SASCO, National Federations as well as other government departments.

3.4.2 The following aspects are the preserve of SRSA:

- a) to ensure that proper sport support structures are in place, viz., local clubs, talent identification systems, etc;
- b) to provide support and the necessary expertise to schools sport code committee structures;
- c) support a national school sport governing structure;
- d) support inter and intra-school sports activities;
- e) upgrade existing facilities and infrastructure to support access
- f) promote competitive and elite school sport at all levels; and
- g) promote the preparation and delivery of athletes participating in international sport in school competitions.

3.5 IMPLEMENTATION OF FRAMEWORK ACTION PLAN

SRSA DBE: ROLES AND RESPONSIBILITIES

ACTION		DEPT
1	Finalization of the school sport policy	DBE
2	Finalize guidelines for agencies supporting the delivery of school sport	SRSA
3	Establish school sport committees and support these committees at all levels to deliver school sport leagues.	DBE
4	Ensure the delivery of well organized intra/inter school sport activities.	DBE
5	Together with provincial governments and federations identify talent at inter-district school tournaments for further development through the academy system.	SRSA
6	The development of training material for teachers.	DBE
		SRSA
7	The facilitation of capacity building programmes for teachers.	DBE
		SRSA
8	Assist national federations in the hosting of national junior championships.	SRSA
9	Host national junior Olympic Games biannually in conjunction with SASCOC (to serve as a feeder system for the IOC Youth Olympic Games.)	SRSA
10	Develop concept for sport focus schools	SRSA
11	Develop a 5 year competitive school sport plan with federations	SRSA
12	Develop a 5 year capacity development and training programme for educators in code specific skills	SRSA
13	Develop a concept document for the school sport launch	SRSA
14	Develop a school sport calendar	SRSA
15	Develop a concept document on infrastructure and equipment addressing issues of redress, sharing of facilities and access	SRSA
		DBE

All roles will include funding responsibilities

4 ROLE OF PROVINCIAL AND LOCAL GOVERNMENTS

- 4.1 Within this legal framework the relevant Provincial Departments will be responsible to:
- a) support the provincial federations and school sport structures in the provision of sport at a provincial level based on an agreed national delivery programme to maintain standards nationally;
 - b) provide funds for provincial and regional sport development programmes;
 - c) provide additional support based on the demographics and geographical nature of the particular province;
 - d) ensure that the school sport system is streamlined across all provinces by setting minimum standards; and
 - e) ensure that cluster coordinators are in place to support the schools.

5 SCHOOL SPORT COORDINATING COMMITTEE

- 5.1 To implement the MoU between DBE and SRSA as well as to develop an action plan to address the critical focus areas identified, it is recommended that a Coordinating School Sport Committee jointly appointed by the Ministers of Basic Education and of Sport and Recreation exist. The committee should comprise of one representative from each identified school sport code and one representative from DBE, SRSA and SASCO. At a provincial level a similar form of coordination can be ensued.
- 5.2 The School sport coordinating committee shall be responsible for the following;
- a) facilitate the election of the school sport structures
 - b) coordination, management and monitoring of all national competitive school sport programmes
 - c) synergising annual planning for school sport programmes and teaching and learning time, thus promoting the culture of teaching and learning in our schools
 - d) preparing and presenting periodic and annual reports to the DBE, SRSA, HEADCOMs of Education and Sport; and
 - e) advising both the DBE and SRSA on policy and legislative issues
- 5.3 However, both the Ministers of Basic Education and of Sport and Recreation determine that the term of office of this committee shall be 2 years from the date of the signature of this MOU; and or the promulgation of the school sport policy depending on which comes first.
- 5.4 The National Coordinating Committee should be replicated at provincial level, to ensure that provincial, district and school needs and obligations are met in a coherent and structured manner that supports the principles.
- 5.5 ***However, schools and section 21 school governing bodies (South African Schools Act, 1996) are encouraged to organize intra- and inter-school sport extramural and recreational programmes.***

6 ROLES AND RESPONSIBILITIES OF THE FEDERATIONS

6.1 Federations should be responsible for the following:

- a) provide technical assistance and support (which includes accredited training to relevant School Sport Codes (SSCs));
- b) provide technical support in hosting of national events to support school sport code committees;
- c) link with and support school sport code structures;
- d) develop, manage and facilitate the implementation of training for the technical officials;
- e) provide updated information on latest techniques on development; and
- f) provide guidance for athlete development and tracking system.

7 PROVISION OF INFRASTRUCTURE AND RESOURCES

7.1 The DBE, in partnership with SRSA, shall periodically submit a proposal to the Lottery Board to avail funding for the school sports programmes, infrastructure and teacher development.

8 FUNDING

8.1 Funding will follow on roles and responsibilities of the two departments.

9 MONITORING, EVALUATION AND REPORTING

9.1 Both DBE and SRSA will be responsible for monitoring, evaluation and reporting on the delivery of all school sport programmes and activities to maximize returns on investment.

10 COMMUNICATION PROTOCOL

10.1 Communication to schools is the responsibility of the Department of Basic Education, therefore information to be communicated should be provided within 21 days.


11 GENERAL

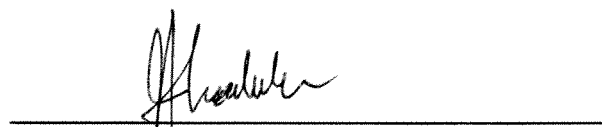
11.1 School sport shall be an integral extramural, extracurricular component of the holistic education programme. Each school will be required to allocate time for participation in school sport during or after formal school hours.

11.2 Each school shall have a structured programme for extramural school sport. Relevant games including indigenous and activities that promote mass participation shall be identified, prioritized and implemented.


- 11.3 School sport leagues may take place within a school, involving inter-class/inter-house games, as well as interschool and selected teams taking part at district, regional, provincial, national and international tournaments.
- 11.4 Opportunities for participation in competitive school sport shall be made available to all learners and not only a select elite. All learners shall participate in teams and competitions involving learners of similar levels. The continual training and skills development of all learners shall ensure their mobility to higher ability levels.
- 11.5 Mechanism will be put in place for the establishment of the coordination and management structures by **30 November 2011**, so that processes determined in this memorandum can take effect from the **2011/12** financial year.
- 11.6 The implementation process of the integrated school sport plan in the provinces may be separated by each provincial Department of Education, in consultation with its Sport and Recreation equivalent.


Signed at PRETORIA on 13 of December 2011


AM MOTSHEKGA, MP
MINISTER OF BASIC EDUCATION


FA MBALULA, MP
MINISTER OF SPORT AND RECREATION

Witnessed at PRETORIA on 13 of December 2011


ME SURTY, MP
DEPUTY MINISTER OF BASIC EDUCATION


GC OOSTHUIZEN, MP
DEPUTY MINISTER OF SPORT AND RECREATION