**PLANS TO REVIEW THE MEMORANDUM OF UNDERSTANDING BETWEEN SRSA AND DBE**

1. **INTRODUCTION**

The School Sport programme is bedrock of sport development in the country. The existence of the current MoU between the Department of Basic Education and Sport and Recreation was a product of thorough consultation between the two departments which culminated in the signing of the MoU in November 2011. As indicated in the MoU School Sport programme was developed to “*ensure that the optimal condition for a child’s participation in sport and recreation is one of the best investments the government can make*”. When the current MoU was put in place, it was done so with the purpose of:

1. addressing 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;
2. ensuring that institutional structures are in place to implement and monitor the delivery of a school sport system;
3. regulating access and delivery of school sport for all learners, irrespective of ability, across all schools based on the principle of equity and access;
4. clarifying the roles and responsibilities of all role players for both delivery and funding; and
5. ensuring that all relevant role players delivering school sport should adhere to this plan.

To this date, there has been some progress in certain areas of implementing the school sport programme through the partnership with the Department of Basic Education. In the same token there has been some challenges for implementation of the programme. These two will be outlined as they form the basis for a thorough review of the MoU with DBE.

1. **MOU IMPLEMENTATION TO DATE**

| **No.** | **Activity** | **Responsible** | **Status to date** |
| --- | --- | --- | --- |
| 1 | Finalization of the Schools Sport Policy | DBE | Ongoing |
| 2 | Finalize guidelines for agencies supporting the delivery of school sport | SRSA | Completed |
| 3 | Establish school sport committees and support these committees at all levels to deliver school sport leagues. | DBE | To be reviewed |
| 4 | Ensure the delivery of well-organized intra/inter school sport activities. | DBE | Not yet achieved |
| 5 | Together with provincial governments and federations identify talent at inter-district school tournaments for further development through the academy system. | SRSA | Ongoing |
| 6 | Development of Training Material for Teachers | DBE & SRSA | On-going |
| 7 | Facilitate Capacity Building programs for Teachers | DBE & SRSA | In progress |
| 8 | Assist National Federations in the hosting of National Junior Championship | SRSA | Ongoing |
| 9 | Host National Junior Olympic Games biannually in conjunction with SASCOC ( to serve as a feeder system for the IOC Youth Olympic Games) | SRSA | Completed (Currently under review) |
| 10 | Develop the concept of Sport Focus Schools | SRSA | Completed |
| 11 | Develop a 5 year competitive schools sport plan with National Federations | SRSA, DBE AND FEDERATIONS | Ongoing |
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1. **CHALLENGES**

There is a serious concern for the lack of strategic and policy support for the implementation of the School Sport programme and the National Championship by the Department of Basic Education whose core mandate is the provision of access to sport and recreation for all learners in schools.

The National Sport Federations continue to see the National School Sport Championships as additional programme imposed on them by government. They continue to implement and prioritize their age group youth programs irrespective of the government programme that is now in place. Little significance is placed on the National School Sport programme as a viable talent excellence programme aimed at optimizing talent for national imperatives.

Restrictions on resources is placing a considerable pressure on government to continue to effectively deliver the school sport programme nationally using the seasonal (3) model currently in use. Severe restrictions on resources limit the possibility of implementing national competitions across all age across the 16 priority sport codes.

This limitation of funding provides Sport Federations with the opportunity to implement other national programs that are in conflict with governments National School Sport Programme. Participation in these alternative Federation programs are largely funded by parents and the Department of Basic Education. Federations have justification in implementing alternative programs in some instances as the age groups of these tournaments are directly aligned to development pathways.

The current funding model for public schools limits the resources available for the promotion of sport and recreation. Most schools do not have sufficient resources to support the implementation of two codes of sport. It is near impossible for most public schools to implement 16 codes of sport due to a lack of appropriate infrastructure and other resources (financial and human). The result is that public schools that implement all 16 codes of sport spread their resources widely and which minimizes the impact of the school sport programme. The lack of benefits and apathy of educators to support extra-mural sport programs is also a limiting factor.

National Federations have adopted the LTPD pathway and which focuses on participation in key age groups across different development bands of the pathway. Sport Federations provide access to elite national competitions which are adequately resourced and which serves as talent identification opportunities and is supported through structures affiliated to National Sport Federation. The net effect of this is that those sectors/structures that may be performing well, but who are not affiliated, show limited progress for participants on the development pathway. This is particularly true for rugby, swimming, gymnastics and cricket.

Some of the age categories implemented at the National Schools Championship is supported with little scientific evidence to promote the objectives of talent identification, development and elite performance. The implementation of programs in the U18/U19 age groups has little impact on talent and skills optimization as the participants have grown beyond the optimal age for the maximum enhancement of technical development. Implementation of these and other age groups at National Schools Championships is indicative of a lack of alignment of this programme with the LTPD model and, which has significant relevance for school sport.

1. **RECOMMENDATIONS FROM THE REVIEW DOCUMENT**
2. Serious consideration need to be given to the review of the MoU with the Department of Basic Education, as they have not implemented their undertaking of the MoU fully.
3. Commitment of an adopting of a funding model of school sport by the National Office of DBE should be confirmed as the objectives of school sport programme would not be realized in the absence of funding.
4. All prioritised National Federations that are participating in the School Sport Program must align participation and development of the school sport program to their respective Long Term Participation and Development (LTPD) strategy, Youth programs, so that there is assurance that learners’ participation in the National Championship have a clear pathway of how they progress to higher levels of participation with in any of the sporting codes of choice.
5. The three seasons National Championship must be retained from the leagues at local levels to the National Championship. The only age groups that must proceed to the National Championship must be those that have been expressed in each National Federation LTPD strategy. This will reduce the burden of the volume of teams that proceed to National Championship but it will also address the fundamental alignment of the pathway of the leaners that participate in this program to all other learners that participate in the National Federation programs.
6. National Championships must be aligned to the sponsored programs of the National Federations so that they can increase the number of schools and learners that can benefit from the corporate sponsored programs. These programs must be aligned to the schools’ sport objectives and timelines in order to create synergy in the programs.
7. **PROCESS TO FOLLOW FOR OPERATIONALISATION**

Provinces must table detailed presentations in the National Forum of the outcomes of 2016/17 Schools Sport League from level 1 – 3 and the plans for 2018/19 in order to address the fundamental gap of participation of schools in the levels 1 – 3 which are fundamental in producing quality participation at levels going up.

Provinces must take changes of the Schools Sport Program through to the MEC’s for further financial support which will ensure that leagues are taking place at levels 1-3.

Strong monitoring is recommended in order to create a true reflection of each provincial picture. Provincial Departments of Sport must monitor what is happening at levels 1 – 3 and what progress is being made whilst SRSA also monitors the District and Provincial Championships.

Maintain and support the schools’ sport structures and provincial federations as they are key and fundamental to developing schools’ sports. Align the participation of age groups according to each National Federation LTPD strategy and their respective Transformation targets. This should inform the age groups that participate up to National Level, as well as the development of educators in coaching, sport administration, technical officiating and team management.

Talent identification must start at District level and must be supported by Provincial Academies and the Sport Focus Schools. Develop a strategy document that will produce a Roadmap to 2022 Commonwealth Games and 2024 Olympics emanating from the Schools Sport Program.

The three seasons National Championships will be maintained and it will take place every 4 years.

There is a need for a policy development for advancing sports and sports development which will get the SGB’s & principals to be on board. SASCOC must be part of the process with SRSA and DBE in developing these policies. Lack of foot print of National Federations and unsustainable clubs needs to be addressed as clubs are paramount to the growth of sport development in communities as well as strengthening schools sport.

To get an insight into how the club pilot program is progressing and what lessons can be learnt from these two provinces. The foot print of federations will also make these clubs successful by advancing technical skills and sustainability of clubs.

1. **SCHEDULE OF WORK TO BE DONE**

| **ACTIVITY** | **PROGRESS** | **DATE** |
| --- | --- | --- |
| Consultation with provincial departments of Sports | Held | 5th- 6th May 2017 |
| Minister’s School Sport Workshop | Held | 17 May 2017 |
| Joint Meeting of DG’s | Held | 20 June 2017 |
| Joint Task Team Meeting | Ongoing, Every second week | Next meeting 26 July 2017 |
| Meeting with Provincial Departments of Sport for inputs on the MoU | TBC | August 2017 |
| Provincial Consultations | TBC | August till 30 September 2017 |
| Joint HEADCOM | Held | 14 August 2017 |
| Stakeholders Workshop | TBC | August 2017 |
| Joint National Task Team and extended JNTT meetings | TBC | September 2017 |
| Consultation with SGBs | TBC | September 2017 |
| Joint MINMEC | TBC | September 2017 |
| Joint PC Sport and Recreation and Basic Education | TBC | November 2017 |
| Presentation of the 1st Draft of MoU | TBC | December 2017 |