**NATIONAL ASSEMBLY**

**WRITTEN REPLY**

**QUESTION 1960**

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**INTERNAL QUESTION PAPER: 28/2016**

**1960. Mr D Bergman (DA) to ask the Minister of Basic Education:**

(1) How many (a)(i) public schools, (ii) full-service schools and (iii) schools for children with special educational needs have sports facilities in each district and in each province and (b) of the specified schools twinned with previously disadvantaged schools in their respective areas to give them access to the specified sporting amenities;

(2) how many of the specified schools (a) have the necessary sporting equipment to practice the different school sporting codes, (b) have qualified physical education educators, (c) make use of external qualified trainers for the different school sporting codes and (d) receive a budget from their respective provincial departments of education for sport? NW2271E

**REPLY**

(1) (a) (i) (ii) (iii)

The Department of Basic Education is in no position to give the exact disaggregated numbers on these statistics. However, as part of the review of the Memorandum of Understanding with the Department of Sport and Recreation South Africa, provinces are undertaking a sports facilities audit in all public schools, including schools for children with special educational needs.

(b)

The Department of Basic Education has no programme of twinning advantaged and disadvantaged schools. However, provinces such as Gauteng have taken the initiative to twin schools in order to share the facilities. The Gauteng Department of Education has three pairs of schools which have been gazetted Section 17GB (Twinning Programme). The three pairs are:

* + - Bovet Primary and Lyndhurst Primary;
		- Cultura High and Zithobeni Secondary; and
		- Alexandra Secondary and Sandown High.

During the respective strategic planning sessions, per pair of schools, each pair identified transport and transport cost as a major risk pertaining to learners accessing the resources at the urban school.

In the case of Bovet and Lyndhurst, both schools have procured a Combi which transports learners / educators in order to access the facilities at Lyndhurst.

Cultura and Zithobeni have conducted inter-school athletics, soccer, netball and hockey. This however, is limited due to transport costs.

Alexandra and Sandown are in a similar position to that of Cultura and Zithobeni. Initially, Alexandra Secondary secured a sponsorship, but this unfortunately has ended.

(2) (a) The Department of Basic Education is in no position to provide statistics on the number of schools with sporting equipment. Every school receives a Norms and Standards budget allocation, which covers a variety of needs, including equipment. Over and above the Norms and Standards allocation, sporting equipment is provided to schools by the Department of Sports and Recreation South Africa (SRSA) as part of the Memorandum of Understanding. A summary of sporting equipment distributed to schools as indicated by SRSA is as follows:

|  |  |  |  |
| --- | --- | --- | --- |
| **2013/14** | **2014/15** | **2015/16** | **Target****2016/17** |
| 6 520 | 1 693 | 3 000 | 2 500 |

 (b) A recent situational analysis of the state of Physical Education in South Africa revealed that Physical Education is taught by Life Orientation (LO) Educators who do not necessarily have formal training in Physical Education. As a short-term plan, the Department undertook educator training on Physical Education nationally. The Department is now finalizing a Physical Education qualification framework, developed with the Physical Education Institute of South Africa (PEISA).

 (c) The Department provides training to educators through the national federations and school sport codes so that schools are self-reliant for training. There are some instances where schools are supported by local clubs and private entities. The Department has further engaged with the South African Universities on the implementation of Physical Education in schools including support for the educators. This has led to the establishment of the South African University Physical Education Association (SAUPEA). The Association will undertake a national on-site research project within the selected public schools in South Africa in all nine provinces. The Universities that will be part of this research are:

* University of Johannesburg;
* University of Witwatersrand;
* University of Zululand;
* University of KwaZulu-Natal;
* University of Free State;
* Stellenbosch University;
* University of Western Cape;
* Nelson Mandela Metropolitan University;
* University of Pretoria; and
* North-West University.

The rationale is for each participating University to select a sample from the primary and secondary school representative of:

* Ex-Model C schools;
* Township schools;
* Rural schools; and
* Schools for children with physical disabilities.

In addition to the on-site research visits, an in-depth research based on a multi-method approach will ensure the capturing of qualitative and quantitative data from decision-makers, HODs, educators and learners (Grades 7 and 11 respectively), parents (represented on the School Governing Body) and service providers offering Physical Education or physical activities in the Life Orientation or Life Skills Curriculum.

 (d) Every school receives a Norms and Standards budget allocation, which covers a variety of needs, including school sport equipment/amenities.