**NATIONAL ASSEMBLY**

**WRITTEN REPLY**

**QUESTION 2243**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 07/08/2017**

**INTERNAL QUESTION PAPER: 25/2017**

**2243. Mr T W Mhlongo (DA) to ask the Minister of Basic Education:**

(a) Whether she will provide the members of the Portfolio Committee on Basic Education with a comprehensive report on what her department in collaboration with the Department of Sport and Recreation has achieved with regard to the transformation of sports in schools to date and (b) whether the participation of learners in sporting codes has assisted in better learning performance; if not, why not; if so, (i) on what date and (ii) what are the further relevant details? NW2477E

**REPLY**

1. Yes. The comprehensive report will include among others, the following areas of achievement in dressing transformation in schools:
2. Facilities and programes;
3. Access;
4. Youth school sport programmes; and
5. Gender Equity.
6. There is a correction between sport programmes and better learning performance of learners. This, according to various research, is based on a number of cognitive and non-cognitive skills that learners /participants acquire from participating in sport. There is reason to believe that participation in primary school sport may have a positive impact on intellectual growth and development.

Studies have further indicated that when children enter into the period of adolescence, investments in non-cognitive skills, self-concept and discipline have a greater impact on long-run human capital accumulation than investment in cognitive skills (cunha et al, 2006; Heckman et al; 2006 Pfeifer and Reuss, 2008). This is because children with better self-concept and discipline are more efficient at transforming investments in cognitive skill into learning skills. To the extent that socialization and training in sport improve self-concept and discipline, participation in school sports may improve learning.