



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



sport & recreation

Department:
Sport and Recreation South Africa
REPUBLIC OF SOUTH AFRICA

AN INTEGRATED SCHOOL SPORTS FRAMEWORK

2011

Revised 23 June 2011

1. PREAMBLE

In 1994 the newly democratic elected South African Government inherited a complex, outdated and racist system of education and sport which was based on the previous Government's apartheid policies. Democratic South Africa was faced with the challenge of unifying sport that was fragmented and at different levels of development. School sport was severely affected by a discriminatory system of both education and sport. Owing to a lack of facilities and resources and illegitimate and fragmented structures that ran school sport, the need to bring all schools and sport into one system became paramount. School sport has a valuable contribution to make in the development and transformation of the South African society.

This School Sports Framework is a culmination of various documents developed by the Departments of Basic Education (DBE) and Sport and Recreation South Africa (SRSA) further to consultation with key stakeholders. The Framework also addresses the issues identified by the Ministers of Basic Education and Sport and Recreation during their discussions on school sport on 26 January 2011. At this meeting it was agreed that a working group (under the leadership of the two DGs) be established to draft an integrated school sport framework for presentation to the Ministers. The meeting agreed that the framework would address the following:

- The historical analysis
- Identify challenges that impact on delivery
- Provide recommendations to address the challenges
- Clarify the roles of the two Departments
- Funding
- A Calendar of events

This document will attempt to outline possible solutions to the challenges identified as well as present areas for further clarification between the two departments.

2. INTRODUCTION

Ensuring optimal conditions for a child's participation in sport and recreation is one of the best investments a 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 healthy physical activities is therefore of critical importance for any country.

See **Annexure A** for the "Case for School Sport".

3. HISTORICAL ANALYSIS

3.1 United School Sport Association of South Africa (USSASA)

The United School Sport Association of South Africa (USSASA) was the organization responsible for the coordination and delivery of organized school sport programmes. The organization was run by serving educators on a voluntary basis. The responsibility of having all children exposed to sporting codes still remained with Government.

To participate in USSASA activities schools were required to pay an affiliation fee based on learner enrolment. The majority of schools from disadvantaged areas that could not afford to pay the affiliation fees were excluded from participating in USSASA events. This brought about a call for Government to take responsibility of funding and managing school sport activities in South Africa.

Whilst much was achieved, the operations of USSASA were challenged by:

- Lack of coordination of activities;
- Lack of predictability to enable schools to plan better;
- School sport programmes were only offered by some schools;
- Learners having to pay to participate in school sport programmes;

- Internal administrative conflicts which impacted negatively on school sport;
- Lack of facilities and equipments at schools and /or in the community;
- Lack of communication and coordination between USSASA and Federations.

After the dissolution of USSASA, following the recommendations of the Ministerial Task Team appointed by former Sports Minister Ngconde Balfour, there was no entity that successfully coordinated the delivery of school sport.

3.2 Framework for Collaboration: 17 March 2005

On 17 March 2005 the Ministers of Education and Sport and Recreation signed a Framework for Collaboration with the overall objective to coordinate the delivery of school sport. The Framework was based on the understanding *“that the transformation of school sport in ordinary public schools is embedded in the transformation of sport and recreation in the entire country”*.

The Framework clarified the roles of the different departments from national to local level. Fundamentally, the Framework recognized:

- The role of Physical Education in the development of children and in developing talented sporting individuals;
- The importance of access to sport for all learners; and
- The role of school sport as an important pipeline for competitive sport and talent identification.

In terms of the agreement, the Department of Education would be responsible for mass participation as well as Physical Education and SRSA would be responsible for competitive sport and high performance activities.

In addition, the framework laid a basis for the establishment of a National Coordinating Committee (NACOC) for school sport.

See **Annexure B** for the Collaboration Agreement.

4. CHALLENGES IN THE DELIVERY OF SCHOOL SPORT

4.1 The factors identified in the Framework for Collaboration as having impeded progress but have not been successfully addressed by the NACOC structure are the following:

- The limitation on the participation of disenfranchised communities, especially women and girls, rural communities, youth and people with disabilities.
- The backlog in the provision and development of appropriate, safe and secure facilities for sport and recreation in disadvantaged communities, and the improvement of access to existing facilities, especially for youth and people with disabilities.
- In ordinary public schools:
 - ✓ The lack of participation by educators and learners in Physical Education or human movement extramural, recreational and competitive school sport programmes, especially in ordinary public schools situated in townships, rural areas, informal settlements and farms; and
 - ✓ The constraints related to the provision and capacity of educators involved in both curricular and enrichment programmes.

4.2 Attempts to deliver school sport in South Africa, according to the Framework for Collaboration between SRSA and the former Department of Education have been further challenged by:

- Overlapping and interpretation of roles – school sport administration located within both Departments and planning differently/separately.
- Lack of clarity of role of federations and school sport code structures in school sport – this function was supposed to be led by NACOC.
- Resources (financial and infrastructure) – available resources for implementation of programmes not considered when planning events.

- The failure to develop a funding model that clearly denotes the funding commitments of each of the government partners at both Provincial and national levels.
- Bulky NACOC – the nature of this multi stakeholder structure made it difficult to coordinate, therefore, it remained ineffective.
- Challenges in developing and delivering a predictable calendar of school sport programmes with realistic budgets.
- Provincial department's failure to ensure the participation of all schools in tournaments to select athletes for national events.
- Events that have been delivered through an incoherent and fractured system that included Government Departments, School Sport Code Associations, Federations and SASCOC, each with their own agenda's.
- Absence of predictability of school sport programmes through a calendar – alterations on the 2010/11 calendar were done and dates at a lower level included. Costing of the programme was to be completed and communicated to all stakeholders.
- The absence of a regulatory tool for schools, to enforce compliance from school managers and governors with the prescripts of the Collaboration Agreement with regard to offering sport as a co-curricular or extra-curricular activity to every learner through intra and inter school leagues.
- Lack of controls within the Collaboration Framework to ensure communication, cooperation, coordination and planning.
- Poor communication, cooperation, coordination and planning collaboratively as the framework dictate/ recommends.

4.3 The National Coordinating Committee (NACOC) was not successful in addressing these shortcomings mainly because of:

- Personalities and the inability to provide a clear mandate and lack of resources to support delivery.
- Bulky NACOC – the nature of this multi stakeholder structure made it difficult to coordinate, therefore, it remained ineffective.

- 4.4 The School Sport Mass Participation Programme**, funded through a conditional grant from Treasury with the specific purpose of increasing participation in sport through skills development for educators, provision of attire and equipment and human resource support by the placement of a Sport Assistants in each school in the programme has also met with challenges that had compromised rollout. These include:
- SRSA is the responsible Department for the delivery of the programme within schools which fall under the custodianship of Education.
 - The success of the programme is dependent on educators delivering sports activities for learners with the School Sports Assistant (volunteers appointed by SRSA) supporting the coordination of after school activity. SRSA however, cannot hold educators accountable who refuse to perform their duties.
 - Coach education and technical officiating training programmes have also met with serious challenges in that the majority of educators that were randomly selected by schools managers for the training had little or no interest or knowledge of the codes of sport in which they were being trained, leading to wasteful expenditure.
 - Whereas the initial plan was to exit a school after a year, this has been near impossible in most schools as there are no trained personnel to sustain the sport programme.
- 4.5 The absence of a sport development continuum system through which school sport could be delivered** and talent nurtured and developed has been the fundamental weakness in the system, both during the period of USASSA and through the Collaboration Agreement.

The continued investment of resources in competitive sport at Provincial and National levels has benefitted only a minority of talented athletes to the exclusion of the majority of youth in the 27 000 schools, many with little or no access to sporting opportunities.

5. DBE/SRSA COMMITMENT

Notwithstanding the challenges that have impeded the delivery of school sport, SRSA and DBE note that school sport has a valuable contribution to make to the development and transformation of the South African society as well as sport in the country, therefore resolve to agree on the following:

- School sport is treated as a priority issue.
- Sport and recreation must be offered in all schools within South Africa.
- Physical Education must be implemented in all schools.
- A national school sport policy must be finalised and presented for adoption by cabinet in 2011.
- Investigate international best practice regarding the implementation of school sport
- Develop a programme of action and engage Teacher Unions and agree on roles and responsibilities of school managers and educators in delivering sport in schools.
- School sport code committees must be established and supported at all levels.
- Prioritized federations and school code committees must develop integrated school sport development plans with clear and achievable targets.
- School sport leagues must be implemented through school sport code committees and federations.
- There is a commitment from Government to deliver on a sustainable legacy to provide learners with the opportunity to take part in organized sport through the creation of an accessible and deliverable school sport support system.

6. SCOPE AND PURPOSE OF THE SCHOOL SPORTS FRAMEWORK

The School Sports Framework applies to all schools in the Republic of South Africa as well as to the South African Sports Confederation and Olympic Committee (SASCOC) and recognised National Federations.

The main purpose of this framework is to:

- 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
- Ensure that institutional structures are in place to implement and monitor the delivery of a school sport system.
- Regulate access and delivery of school sport for all learners, irrespective of ability, across all schools based on the principle of equity and access.
- Clarify roles and responsibilities of all role players for both delivery and funding.
- Ensure that all relevant role players delivering school sport should adhere to this plan.

7. PRINCIPLES UNDERLYING THE SCHOOL SPORTS FRAMEWORK

There is a commitment from Government to deliver on a sustainable legacy to provide school children the opportunity to take part in organized sport through the creation of an accessible and implementable school sport support system.

The School Sports Framework is underpinned by the following principles:

- Opportunities for participation in school sport must be accessible to all learners.
- 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.
- 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.
- The underpinning institutional mechanisms of a successful school sport support delivery system are:
 - ✓ An effective strategy
 - ✓ An appropriate infrastructure
 - ✓ Sufficient funding

- ✓ Human and Intellectual capital (fulltime, part time and voluntary).
- 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.
- Within an integrated school sport system, 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
 - ✓ Opportunities to volunteer in sport.
- These 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.
- 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.

8. CONSTITUTIONAL, LEGISLATIVE AND POLICY MANDATES

- Constitution of the Republic of South Africa
- National Sport and Recreation Act as amended in 2007
- South African Schools Act of 1996
- South African Institute of Drug-Free Sport Act
- Intergovernmental Relations Framework Act
- Lotteries Act
- White Paper on Sport and Recreation
- Applicable Bills & Regulations
- Transformation Charter.

9. INTEGRATED SCHOOL SPORT PLAN FOR 2011

This section will focus on a short term plan that could be implemented with immediate effect. This plan is based on current initiatives within both departments as is intended to align different activities. In addition, this plan will lay a basis for a greater more medium and long term process (e.g. finalization of school sport policy/guidelines)

For the short term plan on Physical Education and School sport leagues which are deliverables of DBE, **see annexure C**. School leagues will be delivered jointly by DBE and SRSA

For the short term plan on competitive and high performance sport which are deliverables for SRSA, **see annexure D**

10. DEMARCATION OF ROLES AND RESPONSIBILITIES

As sport support 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. The following stakeholder roles are proposed:

10.1 Government structures

The Constitution requires that the legislative and executive authority of different spheres of Government operate within a framework of cooperative governance. Article 41 (1) (h) of the Constitution states that:

- “(1) All spheres of government and all organs of state within each sphere must -
 - (h) cooperate with one another in mutual trust and good faith by -
 - (i) fostering friendly relations;
 - (ii) assisting and supporting one another;
 - (iii) informing one another of, and consulting one another on, matters of common interest;

- (iv) coordinating their actions and legislation with one another;
- (v) adhering to agreed procedures; and
- (vi) avoiding legal proceedings against one another.”

It is therefore the responsibility of SRSA and DBE to create the appropriate enabling environment to ensure that school sport activities are coordinated, uniformed and effective.

10.2 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 the 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.

10.3 The role of SRSA

For South Africa to be successful in sport and recreation, it is essential that there be one authority charged with the responsibility to develop, coordinate and monitor a comprehensive system established in accordance with a broadly agreed national strategy. SRSA is assigned this responsibility and must ensure that the required sports development system is in place and fully operational.

The main responsibility of SRSA is to develop legislation, regulations, national policies and guidelines for sport and recreation in the country. SRSA will ensure that effective partnerships are in place with other implementers of sport and recreation such as Provinces and Municipalities, SASCOC, National Federations as well as other government departments

SRSA will also oversee the implementation of projects and evaluate results to ensure that it delivers value for public funding as well as to feed back into policy development.

For the detailed deliverables of SRSA with regards to school sport see **Annexure E**.

10.4 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.

10.5 The role of DBE

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 Action plan 2014 of the Department.

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

For the more detailed deliverables of DBE with regards to school sport see **Annexure F**.

10.6 Role of Provincial and Local Governments

The role of the Provincial and Local Governments relating to school sport is captured in **Annexure G**.

10.7 Non Governmental Organizations

For the role of NGOs such as SASCOC and the National and Provincial Federations see **Annexure H**.

10.8 SCHOOL CODE SPORT STRUCTURE

RATIONALE

The purpose of the school sport structure is to ensure that learners have access and exposure to sporting opportunities and their talents are identified and nurtured. To ensure that this happens, the school sport structure should be formed and operated at the following levels:

- School
- Circuit/cluster
- District/region
- Province and
- National

National School Sport Committee (5 members)



Provincial School Sport Committee (5 members)



District / Regional School Sport Committee (5 member)



Circuit / Cluster School Sport Committee (5 members)



School Sport Code Committees and School Sport Committees

Illustration of the constituent parts of the School Sport Structure from the bottom up

The envisaged role of the School Code Structures is captured at **Annexure I**.

11. CRITICAL AREAS OF COOPERATION

Considering the scope of school sport activities by SRSA and DBE as outlined in Annexures C and D, the following areas are regarded as the critical focus areas that need immediate intervention and action plans by means of joint cooperation by both parties:

- Finalisation of the school sport policy/guidelines.
- Development of an updated Memorandum of Understanding on school sport between SRSA and DBE.
- Organise a joint sport and education MINMEC to finalize the policy and MoU.
- Ensure the implementation of curriculum orientated physical education.
- Facilitate the implementation of school leagues in order to afford all learners in a school an opportunity to participate in sport.
- Establish school sport committees and support these committees at all levels to deliver school sport leagues.
- Ensure the delivery of well organised intra/inter school sport activities.
- Together with provincial governments and federations identify talent at inter-district school tournaments for further development through the academy system.
- The development of training material for teachers.
- The facilitation of capacity building programmes for teachers.
- Assist national federations in the hosting of national junior championships.
- Host national junior Olympic Games biannually in conjunction with SASCO (to serve as a feeder system for the IOC Youth Olympic Games.)

12. SCHOOL SPORT COORDINATING COMMITTEE

To finalize the national policy and MoU between SRSA and DBE as well as to develop an action plan to address the critical focus areas identified it is recommended that a Coordinating School Sport Committee be appointed jointly by the Ministers of Sport and Recreation and of Basic Education comprising two representatives each from the following entities:

- SRSA
- DBE
- Provincial Government (Sport and Recreation)
- Provincial Government (Basic Education)
- SASCOG.

This Committee must develop its terms of reference and could request the Ministers for additional representatives should the need arise.

13 PROVISION OF INFRASTRUCTURE AND RESOURCES

The Department of Basic Education, in partnership with SRSA, has submitted a proposal to the Lottery Board to avail funding to Section 20 to purchase sport equipment/resources as well as to build basic infrastructure for sport to exist in all school.

The role of Federation and municipalities is captured in **Annexure J**.

14. MONITORING, EVALUATION AND REPORTING

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

15. FUNDING

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

16. WAY FORWARD

16.1 Once this School Sports Framework is officially approved by the political heads it should be followed by the following:

- Develop a MOU, supported by a programme of action, and agree on roles and responsibilities
- Signing of a MOU by the two Ministers

- Finalization of the School Sport Policy.
- The implementation of the recommendations as outlined in the School Sports Framework
- Agree on funding responsibilities based on roles agreed to.

ANNEXURE A

A CASE FOR SCHOOL SPORT

It is of vital importance for the future of a country that the interests of the youth be well catered for. Sport has a meaningful role to play in positively activating the youth of a country.

A serious concern for South Africa is the increase in dysfunctional families, which can lead to children with low self-esteem, an identified characteristic of delinquent behaviour. Low self-esteem is often a characteristic of delinquent behaviour and studies reveal that there is a high correlation between non-participation in sport and delinquent behaviour. There is considerable evidence to suggest that youth who participate in sport are less likely than non-participants to engage in delinquent behaviour.

The integration of physical education and sports experiences 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:

- Ensuring that children develop their physical and motor capacities to lead active, healthy lives – a major protective factor in preventing non-communicable disease.
- Providing children with opportunities to have fun and be active, reinforcing their desire to make physical activity a lifelong habit.
- Helping children understand and overcome barriers to physical activity.
- Informing, equipping and motivating children to make healthy lifestyle choices by integrating sport and physical activity with health education courses.
- Improving children's relaxation, concentration and mindset in school – helping them to focus and learn.
- Attracting more children to enrol and stay in school to take advantage of opportunities for sport and play that they may not otherwise have.

Early exposure of children to healthy physical activities is therefore of critical importance for any country. Ensuring optimal conditions for a child's early years is one of the best investments a government can make. Investing in children increases a nation's capacity to compete and grow in a global economy.

In South Africa, as a first order of priority, focusing collective efforts on sports participation for children and youth, particularly in the school setting, would be the most effective way to improve levels of sports participation across the country. It is believed that increased physical activity by school-age children and youth will, within 10 to 15 years, have a beneficial impact on levels of participation amongst adults as well. Given that 'lack of interest' has been identified as a key barrier to participation in sports amongst adults, shaping an interest in this healthy activity early in life is of crucial importance.

The importance of a well developed school sport system in South Africa is further supported by evidence that sport and physical activity does benefit education. Sport presents the child at school with life skills in a way unsurpassed by any other activity. Sport participation in schools has the potential to maximise the potential of learners and to become the hub for sports development. Various initiatives with the private sector could assist in the implementation of sport in school projects.

However, participation in sports activities alone will not necessarily deliver the benefits outlined above. In fact, sport that is overly focused on competition and winning at all costs, or that fails to place the healthy development of children and youth at the centre of the experience, can create negative experiences. The selection and development of coaches and teachers is therefore one of the most important factors in ensuring that programmes offer a positive development experience for children and youth.



Department of Education
Sport and Recreation South Africa

Framework for Collaboration

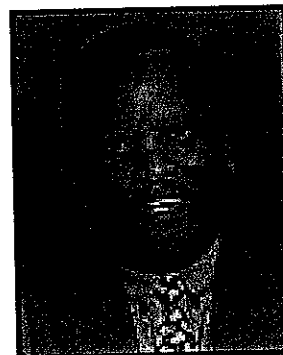
Coordination and Management of School Sport in Public Ordinary Schools

17 March 2005





MINISTER OF EDUCATION



MINISTER OF SPORT & RECREATION

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

"...The building of non-racial society, consistent with the goal stated in both the Freedom Charter and the Constitution of the republic of South Africa that South Africa Belongs to all who live in it, united in diversity. This means that we must realize the goal of the transformation of our country from our racist past, while simultaneously perusing corollary objectives of nation reconciliation and cohesion".

President Thabo Mbeki, 17 February 2005

- 1.1 Under the clause "the doors of education and culture shall be open to all" the freedom Charter declares "the Government shall develop and encourage national talent for the enhancement of our cultural life". It further declares that "the aim of education shall be to teach the youth to love their people and their culture, to honour human brotherhood (sic), liberty and peace. The colour bar in cultural life, in sport and in education shall be lifted"
- 1.2 There is consensus between the Minister of Education and Sport and Recreation that the transformation of school sport in ordinary public schools is embedded in the transformation of sport and recreation in the entire country. Similarly, the transformation of sport and recreation in South Africa is integral to the overall transformation of the South African society. Sport and recreation are important vehicles for building a transformed, non-racial, national reconciliation, social cohesion and national identity.
- 1.3 The Department of Education (DoE) as well as Sport and Recreation South Africa (SRSA) acknowledge that there are a number of factors that impede progress in this area, which include:
 - (a) the limitations on the participation of disfranchised communities, especially woman and girls, rural communities, youth and people disabilities;
 - (b) the backlogs in the provision and development of appropriate, safe and secure

facilities for sport and recreation in disadvantaged communities, and the improvement of access to existing facilities, especially for youth and people with disabilities; and

(c) in ordinary public schools.

- (i) the lack of participation by educators and learners in Physical Education or Human Movement, extramural, recreational and competitive school sport programmes, especially in ordinary public schools situated in townships, rural areas, informal settlements and farms;
- (ii) the constraints related to the provision and capacity of educators involved in both curricular and enrichment programmes; and
- (iii) insufficient financial resources, inappropriate or lack of facilities and equipment.

1.4 We, as the Ministers of Education and Sport and Recreation accept the central and, where necessary, the interventionist role that Government must play in the transformation of sport and recreation and the development of programmes aimed at increasing the participation levels in school sport as part of moral degeneration, social cohesion, promotion of healthy lifestyles, and meeting the developmental needs of our united but diverse society.

1.5 Our Departments are best placed to provide the leadership that is required to achieve the vision of equity, access, quality and mass participation in curricular, extracurricular, extramural, recreational and competitive school sport and Physical Education programmes. This guideline document is intended to confirm the collaboration between the two departments, within their respective mandates, to ensure:

- (a) coordination, harmonization and clarity of roles between the two departments;
- (b) institutional development and partnerships;
- (c) resourcing of schools to ensure appropriate sports facilities, equipment and staffing;
- (d) human resource development in sporting codes and human movement particularly for educators, as well as talent identification and further development; and
- (e) a focus on redressing past imbalances.

2. SCOPE

This framework for collaboration shall apply to all school sport and Physical education programmes – curricular, extracurricular, extramural, recreational, and competitive school sport programmes.

3. OBJECTIVES

- 3.1 To formalize Government's responsibility for Physical Education and school sport with a special focus on Constitutional principles of democracy, non-racialism, non-sexism, equity, redress and quality access, and to use school sport programmes as a vehicle to entrench acceptable values among young people.
- 3.2 To foster a sense of pride, honour and patriotism in our school-going youth through properly organized, managed and coordinated school sport programmes and to use school sport to turn schools into stable, functional and vibrant institutions of learning and centers of community life.
- 3.3 To ensure and increase access to and accessibility of safe and secure facilities and school sport and Physical Education programmes through a coordinated and optimal utilization of all the human, physical and financial resources available.
- 3.4 To ensure that Human Movement(HM)/ Physical Education (PE) is provided incrementally from the lowest school levels of the General education and Training (GET) Phase to last level of the Further Education and Training (FET) Band. Extramural, extracurricular and co-curricular school sport programmes must be strategically provided to enrich the Human Movement / Physical education in the Curriculum.
- 3.5 To facilitate the integration of Human Movement / Physical Education courses as part of the broader professional teacher development strategy to address supply and demand of professionally qualified Human Movement / Physical Education educators.
- 3.6 To develop and build capacity of (i) all learners to participate *en masse* in extramural and competitive school sport programmes; (ii) educators, coaches, community volunteers to deliver quality school sport programmes that will lead to lifelong participation in sport by all young people, and strengthen the culture of learning and teaching in schools; and (iii) school governing bodies to enable them to execute section 21 functions of the South African Schools Act, 1996, especially those related to "extramural" school sport programmes.
- 3.7 To organize inclusive and integrated school sport programmes for abled and differently abled learners, that are learner-centered, learner-paced and that promote healthy life-practices, mutual respect, and career opportunities. These programmes should promote indigenous games.
- 3.8 To strategically link school sport programmes to national interventions such as HIV and AIDS Awareness Campaign, National Crime Prevention Strategy, moral regeneration, etc., in ensuring institutional safety and security, anti-doping, substance abuse, and adherence to a code of conduct in school sport.

4. MODEL FOR THE LEVELS OF RESPONSIBILITY AND TARGET GROUPS

- 4.1 The proposed model for the levels of responsibility and target groups reflects the ideal towards which implementers of this framework could strive.

Fig.1: Model of levels of responsibility and target groups

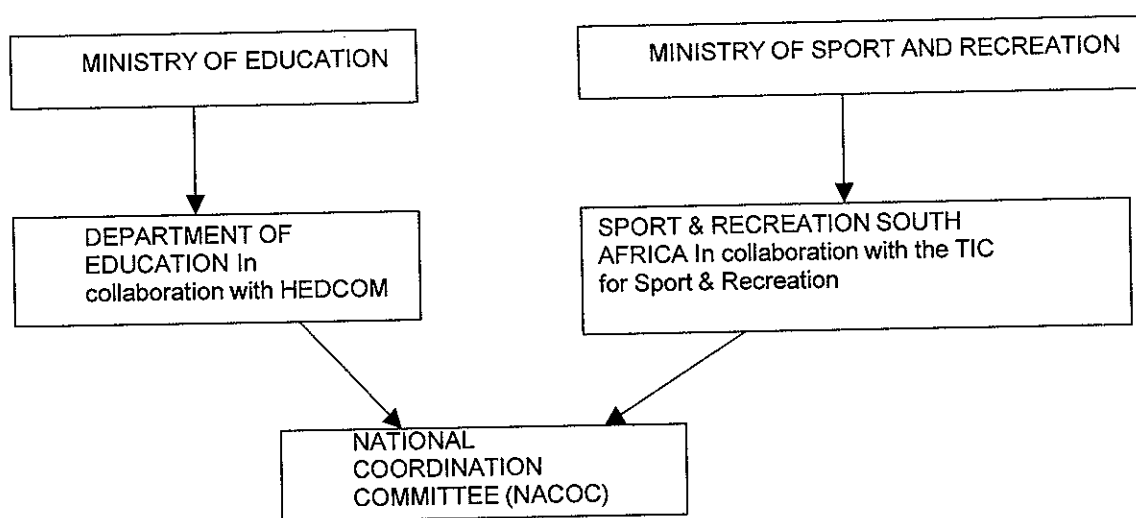
LEVEL	CORE RESPONSIBILITY	ACTIVITY	TARGET GROUP
1	DoE, PED, School and Section 21 SGB	Intra-curricular activities	All learners
2	DoE, PED, School and Section 21 SGB	Intra-school, extra-curricular, extra-	All learners
3	PED, School and Section 21 SGB	Inter-school programmes	Selected learners
4	PED and PDSR	Inter-regional/Intra-provincial programmes	Selected learners
5	DoE, SRSA and / or SASCOC	Inter-provincial / National	Selected learners
6	SRSA and / or SASCOC	International programmes	Selected learners

- 4.2 In terms of this model, the DoE and provincial education departments (PEDs) will be directly responsible for levels 1-3; while there will be shared responsibilities between the PEDs and provincial departments responsible for sports and recreation (PDSR) for level 4. At level 5, the DoE and the SRSA and/or the South African Sports Confederation and Olympic Committee (SASCOC) will share the responsibilities for inter-provincial or national events. At level 6, the SRSA and/or the SASCOC will be solely responsible for international responsibilities.
- 4.3 The national and provincial departments identified above will examine the resource and planning implications of the model and develop plans for collaboration with their public and private sector partners, as well as the applicable organizing and coordination school sport structures and national federations where applicable.
- 4.4 In accordance with decisions taken by the organizing structures, service providers will be contracted to provide and/or manage identified national programmes and activities. However the coordination and management structure in paragraph 5 will ensure compliance with approved terms of reference.

5. COORDINATION AND MANAGEMENT OF SCHOOL SPORT IN SOUTH AFRICA

- 5.1 Competitive school sport in South Africa, especially national and international programmes shall be managed and coordinated as illustrated in Figure 2 below:

Fig.2 Coordination and Management for school Sport and Physical Education



- 5.2 The Heads of Education Departments Committee (HEDCOM) will collaborate with the Technical Interdepartmental Committee (TIC) for Sport and Recreation on all matters related to competitive school sport. Both bodies can determine whether to invite the South African Local Government Association (SALGA) to assist with matters related to sport facilities. Both HEDCOM and the Sport and Recreation TIC will have an oversight responsibility over all competitive school sport programmes, and provide directives and/or mandates to the National Coordination Committee (NACOC) where necessary.
- 5.3 The National Coordination Committee (NACOC) shall consist of representatives from the DoE, SRSA, PEDs, SASCOC, provincial departments responsible for sport and recreation, teacher unions and representation from the national school governing bodies. The Director-General of Education and the Head of Sport and Recreation South Africa shall appoint senior officials at the level of Chief Director, to jointly convene the NACOC. Officials designated by the DoE and SRSA shall provide secretariat support services to the NACOC. The NACOC shall meet once a quarter and twice per annum thereafter at the request of HEDCOM and/or the Sport and Recreation TIC. NACOC shall be responsible for sanctioning, coordination, management and monitoring of all national competitive school sport programmes by ensuring that the objectives in paragraph 3 are met.

- a) 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;
- b) Ensuring access and mass participation in school sport programmes and removing barriers to participation especially by vulnerable groups;
- c) Ensuring racial integration and adhere to Constitutional imperatives through well- coordinated school sport programmes;
- d) Synergising annual planning for school sport programmes and teaching and learning time, thus promoting the culture of teaching and learning in our schools;
- e) Mediating contractual arrangements with sponsors and service providers, mobilizing funds and managing the finances transferred by the DoE and SRSA, and funds accrued from sponsorships, and establishing a proper financial management and accounting system which takes cognizance of the public financial management and accounting prescriptions of the State;
- f) Preparing and presenting periodic and annual reports to the DoE, SRSA, HEDCOM and the Sport and Recreation TIC, donors and sponsors;
- g) Monitoring the provision and development of infrastructure in general, and ensuring accessibility to sport facilities by disadvantaged school communities in particular;
- h) Advising both the DoE and SRSA on policy and legislative issues; and
- i) Sharing best practices.

5.4 The Minister of Education, the Minister of Sport and Recreation, HEDCOM and the TIC for Sport and Recreation may, from time to time review the compositions, roles and terms of office of the National Coordinating Committee.

5.5 The national coordinating and management structure can be replicated at provincial level, as provinces deem necessary, to ensure that provincial, district and school needs and obligations are met in a coherent and structured manner that supports the principles identified in paragraph 6 of this framework.

6. **COLLABORATION IN AND APPROACH TO PLANNING FOR SCHOOL SPORT PROGRAMMES**

6.1.1 The DoE and SRSA have begun to collaborate on strategic programmes, including national tournaments for athletics, ball games, cross-country, gymnastics, and indigenous games. However, there is an understanding between the DoE and SRSA that for the collaboration to succeed, first the definition of exclusive turfs will be

avoided at all times; and second, there must be broad consultations among strategic partners to ensure maximal support. Therefore joint programmes must

- a) be coordinated to achieve synergy of effort, optimal impact, an even-handed approach and equitable funding throughout the country;
- b) Redress the past imbalances, promote a consciousness based on democratic values, and promote social transformation and cohesion;
- c) Ensure access and promote mass participation;
- d) Promote racial integration and representivity in competitive school sport;
- e) Contribute towards the health, economic and social well-being of society;
- f) Build the capacity, empower and further develop educators to be coaches, referees, sport administrators, and to develop other expertise identified as crucial;
- g) Be linked to strategic government interventions, such as the National Crime Prevention Strategy, moral regeneration, ETC, and
- h) Foster partnership between all spheres of government and the private sector.

6.2 In collaboration with stakeholders and role-players, each coordinating and management structure shall develop programmes of action, based on an analysis of its unit of responsibility (national, provincial, district or school). The NACOC shall prepare and submit not later than 30 September each year, a programme of action outlining a programmatic strategy on competitive school sport activities for the ensuing calendar year for consideration and approval by HEDCOM and the Sport and Recreation TIC.

6.3 Where sponsorship is involved, the programme of action must make provision that the NACOC, together with the sponsors, will determine how the school sport activities are to be branded. The approval of HEDCOM and the Sport and Recreation TIC must be obtained before such branding is effected.

7. POSSIBILITY FOR POLICY AND/OR REGULATORY FRAMEWORK FOR SCHOOL SPORT PROGRAMMES


7.1 The National Coordination Committee may be requested to advise HEDCOM and Sport and Recreation TIC on policy matters pertaining to school sport.

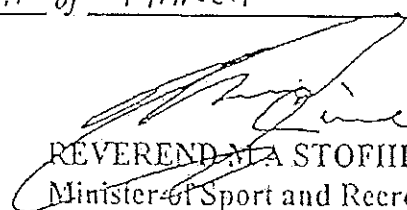
7.2 If such a need for regulating school sport activities has been determined, the DoE and SRSA will follow their respective policy formulation processes in determining such a policy and /or regulatory framework.

8. GENERAL

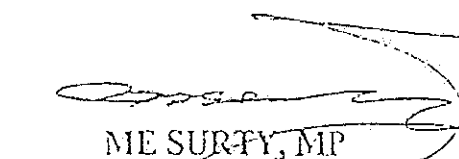
- 8.1 School sport shall be an integral extramural, extracurricular component of the holistic education programme. Each school will be required to allocate time for participation in school sport during or after formal school hours.
- 8.2 Each school shall have a structured programme for extramural school sport. Relevant games and activities that promote mass participation shall be identified, prioritized and implemented. Competitive school sport may take place within a school, involving inter-class/inter-house games, as well as inter-school and selected teams taking part at district, regional, provincial, national and international tournaments.
- 8.3 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.
- 8.4.1 Mechanism will be put in place for the establishment of the coordination and management structures by
31 March 2005, so that processes determined in this framework can take effect from the 2005/06 financial year.
- 8.5 The implementation process of the framework in the provinces may be separated by each provincial
Department of Education, in consultation with its Sport and Recreation equivalent.

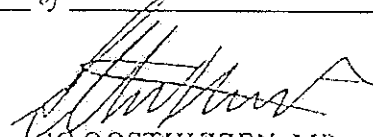
Signed in CAPE TOWN on 17TH of MARCH 2005


GNM PANDOR, MP
Minister of Education


REVEREND M. A. STOFIILE
Minister of Sport and Recreation

Witnessed in CAPE TOWN on 17TH of MARCH 2005


ME SURTY, MP
Deputy Minister of Education


GC OOSTHUIZEN, MP
Deputy Minister of Sport and Recreation

INTEGRATED IMPLEMENTATION PLAN 2011 - DBE

The implementation plan is based on the following objectives:

- Improving the PE experience for every learner
- Using PE and sport to inspire learning and achievement
- Enabling every young person to enjoy competition and providing support to the most talented
- Developing a new generation of coaches working in schools
- Connecting school and club sport
- Supporting the development of young leaders and volunteers

The Plan for Physical Education

Physical Education plays a critical role in educating the whole student in an integrated manner. Research supports the importance of movement in educating both mind and body. Physical education contributes directly to development of physical competence and fitness. It also helps students to make informed choices and understand the value of leading a physically active lifestyle.

The benefits of physical education can affect both academic learning and physical activity patterns of students. The healthy, physically active student is more likely to be academically motivated, alert, and successful. In the preschool and primary years, active play may be positively related to motor abilities and cognitive development. As children grow older and enter adolescence, physical activity may enhance the development of a positive self-concept as well as the ability to pursue intellectual, social and emotional challenges.

Throughout the school years, quality physical education can promote social, cooperative and problem solving competencies. Quality physical education programs in our nation's

schools are essential in developing motor skills, physical fitness and understanding of concepts that foster lifelong healthy lifestyles

There is a close relationship between Physical Education and sport, but they are not interchangeable. Sport covers a range of physical activities in which individuals may partake in. Alternatively Physical Education is a learning process, the context being mainly physical. Different sporting activities can and do contribute to this learning process, and the learning process facilitates participation in sport. The focus however is on the learner and his or her development of physical competence, rather than the activity.

Progress thus far

Significant progress has been achieved in the implementation of Physical Education. Most significantly, is the reaffirmation of PE as a compulsory subject (identified as such) in the curriculum. The NCS as revised in 2010 has allocated Physical Education as part of Life Orientation which is a compulsory subject for all grades. For Foundation phase, Physical Education has 2 hours, per week. 1, 5 hours for Intermediate phase. Senior phase and FET, Physical Education is incorporate in Life Orientation which has 2 hours per week.

In addition, training of Quintile 1 Foundation phase educators in 7 provinces (North West, Gauteng, Eastern Cape, Free State, Limpopo, Northern Cape and Mpumalanga) has been initiated. A total of 350 educators and Subject Advisors have been trained. LTSM on Physical Education has been developed and distributed to all provinces. The current challenge is to ensure its implementation within all schools. The focus is on training of educators and provision of resources.

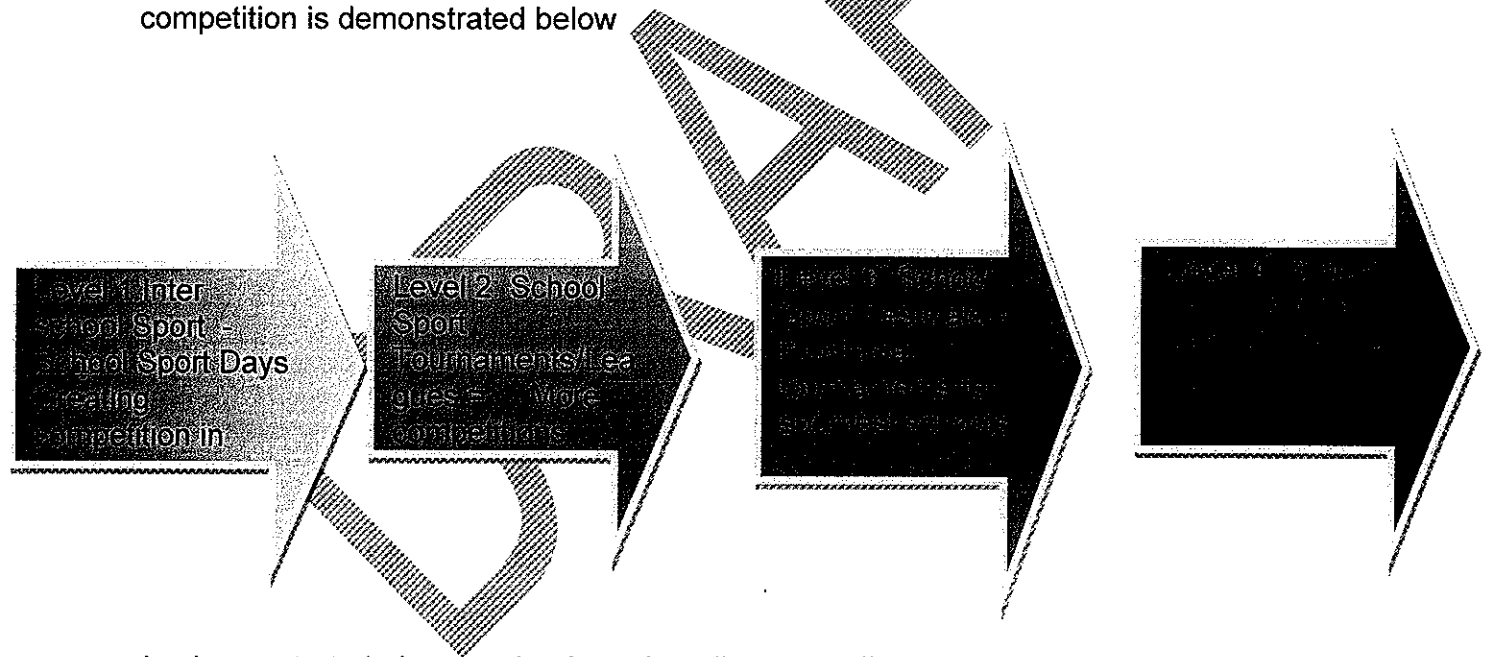
What still needs to be done

The training of teachers in PE remains a priority. The finalization of the Curriculum and Assessment Policy Statements (CAPS) provides an unprecedented opportunity for

training of teachers in PE. The National training will commence in March 2011 in line with provincial training plans. Resource materials have been developed for training purposes and for distribution to schools.

Introducing School leagues

The aim of school leagues is to ensure that every child has an opportunity to participate in sport, on a regular basis. Currently, the focus has only been on once off competitions, which targeted few learners. The establishment of school leagues will ensure that there is regular sport in schools, preferably on Wednesdays and Fridays afternoons. At the centre of the school league system is the opportunity provided for every child and school to participate. In addition, the school leagues will provide an important pipeline for talent identification and excellence in sport. The relationship between school sport and competition is demonstrated below



As demonstrated above, schools and pupils succeeding at school level will be supported to develop their talent, in sport through Federation clubs and talent pathways. This requires that federations are active, through their clubs, in communities.

In addition, the establishment of school leagues will ensure proper alignment of existing stand alone tournaments. These tournaments, have, until now benefited few learners

and schools. The emphasis will therefore be on continuity (from school to national) and a sharper focus (regularity and consistency)

Progress thus far

A concept document outlining how the leagues can be implemented in schools has been drafted and consulted with all relevant stakeholders. The concept document proposes a phased approach in the implementation of leagues. In that regard, the strategy is to initially start with 4 codes i.e. football, rugby, cricket and netball, and grow number once system is in place. These codes were identified because they have some form of league system operating in schools, although not in all schools are involved. The proposal is that three codes per annum will be added on incremental basis for management purposes.

The approach was discussed with different partners who have agreed to be part of project. These partners include DBE, Dreamfields, Supersport, Independent Newspapers, Adidas, Transnet Foundation, School Governing Bodies, Codes (4), Federation (4), and Teacher Unions. It is important to note that SRSA has not been part of these processes although attended the scoping session in August. The comprehensive management plan capturing what has been done so far is attached as **Annexure B**.

In addition, SASCOC is currently working on the Long Term Participation Development framework and the Long term Participant development Plan which begins at age 0 up to active lives. All Federations have to align their plans to these regulatory instruments. SASCOC is currently working with National Federations to determine readiness of federations that will participate and support the first rollout of the South African Coaching Framework.

Finally, the World Cups (football, cricket, rugby and netball) provide an incredible opportunity for the establishment of the leagues in selected codes, as there is already focus and attention. In addition, the Magnificent Friday's initiative will provide an appropriate springboard for advocacy and support for the leagues.

What still needs to be done

The first task is the confirmation of the priority codes for implementation in 2011. The draft plan based on 4 codes is attached as **Annexure C**. It is anticipated that the leagues would commence during the second term.

Partnerships

The Department of Basic Education is responsible for the implementation of school sport leagues, with relevant stakeholders. A number of partners have indicated their commitment in supporting school leagues. These include Dreamfields, Supersport/Lets Play, Adidas, Independent Newspapers, SGBs, Transnet Foundation, teacher unions and federations.

The Department of SRSA is responsible for implementation of school sport competitions, with relevant implementation agencies including federations.

CALENDAR OF SCHOOL SPORT COMPETITIONS

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ANNEXURE E

DELIVERABLES OF SRSA

POLICY GUIDELINES SUPPORTING THE FRAMEWORK (As captured in the SRSA White Paper)

- SRSA will develop guidelines for all sport agencies that support the delivery of school sport.
- Support DBE in empowering educators in delivering curriculum based Physical Education.
- Support a national school sport governing structure.
- Upgrade existing facilities and infrastructure for sport development and to support talented children.
- Support inter and intra-sports activities as the mandate of DoBE (School to district level).
- Assume responsibility for organizing national competitive school sport programmes and the delivery of athletes.
- Assume responsibility for the preparation and delivery of athletes participating in international sport in school competitions.
- Establishing sport and recreation holiday camps in the districts (located at specialised sports schools).
- Encourage priority codes in schools.

OUTPUTS OF THE SCHOOL SPORT FRAMEWORK (SRSA Road Map)

Output: School sport development policy

- Provide support to DBE in developing a draft a national school sport policy to be adopted by Cabinet.
- Develop a MOU in collaboration with DBE, supported by a programme of action, and agree on roles and responsibilities.

- Engage the Ministry of Higher Education and Training to incorporate sport and other extra-mural education into the Teacher Training Curriculum.
- Identify priority codes.
- Develop a concept for the establishment of sport focus schools to support the development of talented athletes that are in school in collaboration with DBE.
- Have joint MIN-MEC where roles and implementation of school sport will be defined.

Output: School sport development plan

- Support the delivery of sports leadership and administration training for learners to promote involvement in clubs and civil society structures in collaboration with DBE.
- Lobby for access to resources for the provision of school sport facilities, equipment and attire.
- Address access to school facilities and municipal facilities. (Shared use of school and community facilities.)
- Undertake international study tours to learn latest developments and best practice in delivering school sport.

Output: School sport implementation

- Place sports coordinators to support clusters of schools at regional offices.
- Support DBE in training educators in code specific coaching, technical officiating, team management and sports administration.
- Support the implementation of weekly school sport league programme in priority codes in conjunction with NFs.
- In conjunction with provincial governments and federations will identify talent at inter-district school tournaments for further development through the academy system
- Assist national federations in the hosting of national junior championships
- Host national junior Olympic games biannually in collaboration with SASCOC (as a feeder system for the Youth Olympic games of the IOC)

ANNEXURE F

DELIVERABLES OF DBE

The Role and responsibility of DBE in school sport is to:

- Promote learner participation in physical activities that are aimed at enriching the curriculum.
- Develop a comprehensive school based policy to ensure a clear demarcation of the line function responsibilities between the stakeholders involved in sport in schools.
- Ensure the delivery of well organized mass based intra/inter school sports activities
- Ensure the implementation of Curriculum orientated Physical Education in all schools in South Africa.
- Empower teachers to deliver physical education and sport in schools
- Facilitate the implementation of school leagues in order to afford all learners in a school an opportunity to participate in sport.
- Establish integrated school sport structures from school to national level in partnership with School Governing Bodies and Teacher Unions
- Support school sport code committees up to national level to deliver school leagues
- Support school sport structures to deliver school leagues in conjunction with School Governing Bodies
- Ensure that the school sport structures align their programmes to that of the Federations.
- Support a national school sport governing structure together with SRSA
- Action international exchange programmes to enrich physical education and sport in school activities in South Africa
- Audit governance and structure of school sport at all levels
- Offer sport and recreation in all schools in SA
- Support SRSA in the training of educators in code specific coaching, technical officiating, team management and sports administration

- Support the international exchange programme to enrich Physical Education and sport in school activities in South Africa
- Identify innovative programmes to support the school sport development programmes. (Resuscitate the concept of “Wednesday sport”).

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Role of Provincial Governments

The organisation, management and control of provincial sport and recreation is a provincial competence. At the provincial level the Member of the Executive Council (MEC) and the provincial departments of education and sport and recreation are charged with the responsibility of:

- Promulgating legislation that provides norms and standards at local municipal level.
- Developing policies within the context of the national sport and recreation policy, with the principal agents being the provincial federations.
- Implementing and monitoring sport and recreation policies within the provincial framework.
- Developing sport and recreation in the province holistically.
- Building relations with identified stakeholders with a view of developing sport and recreation in the province.
- Facilitating the building, upgrading, maintenance and management of sport and recreation facilities in conjunction with local authorities.
- Hosting provincial sport and recreation events and supporting national and international events.

Within this legal framework the relevant Provincial Departments will be responsible to:

- 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.
- Provide funds for provincial and regional sport development programmes.
- Provide additional support based on the demographics and geographical nature of the particular province.
- Ensure that the school sport system is streamlined across all provinces by setting minimum standards.

- Ensure that cluster coordinators are in place to support the schools.

LOCAL GOVERNMENT

The local authorities have the following roles:

- Policy development at local level.
- Implementation and monitoring of sport and recreation policies.
- Funding of its principal agencies viz, clubs and individuals.
- Building, upgrading, maintenance and management of infrastructure for sport and recreation in municipalities, metros and districts.

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ROLE OF NON GOVERNMENT ORGANISATIONS

Role of SASCOC

SASCOC will be held responsible for all activities and responsibilities assigned to the organisation as outlined the NSRA. The key area of responsibility of SASCOC is the development, implementation and monitoring of a high performance programme for our national athletes. Furthermore it will be responsible for the selection and preparation of all South African teams taking part in multi-sports events.

SASCOC will also be responsible for:

- Ensuring compliance with the laws of the country, rules and regulations.
- Ensuring that government priorities and the policies as outlined in the White Paper are met and implemented by itself and its members.
- Managing and controlling affiliation of organized sport at international level.
- Determining affiliation criteria and managing the membership of its members.
- Developing a business plan and ensuring that business plans are in place for all its members.
- Ensuring good governance of itself and its members.
- Managing conflict resolution amongst members.
- Facilitating the mobilization of resources for itself and members.
- Ensuring that resources are accounted for according to accounting principles.
- Managing the awarding of national colours.
- Establishing and managing Provincial Sports Councils in all nine Provinces.

Role of National Federations (NFs)

SRSA recognizes that NFs are at the centre of the sport system and are the main custodians for the development of their sport. They must know their particular sport and the requirements of their athletes. The primary focus of the NFs must be the welfare and

performance of their athletes. NFs must accept ultimate responsibility for the success or failure of their sports.

Each NF must develop a strategic plan outlining its goals and the activities it will pursue to achieve those goals. The performance indicators for the individual NFs should be related to the identification and nurturing of talented participants in their sport, club development, transformation and the continuous improvement in international rankings. In this regard each NF should appoint a head coach. This person should have the responsibility for establishing a national training programme for the sport and for identified individual athletes.

In order for Government to deliver on its mandate of sport development and attain its vision for an active and winning nation, sport support systems must be aligned to deliver within an integrated sport development continuum that begins from the school level where the foundations for participation and competition have to be developed, strengthened and sustained in order for talent to be identified and nurtured at an early stage and then developed to an elite level using scientific methods.

The National Federation will ensure that:

- All training and coaching programmes are standardized and accredited.
- A national database of athletes, coaches and technical officials is maintained.
- National competitions are culmination of an intensive process of provincial selections.
- Funding is raised through applications to the NLDTF for provincial, national and international competitions as well as sponsorships from business.
- Work with the school sport structures to develop consolidated plans.
- Talented athletes receive the necessary support and development to reach international podiums.

Role of Provincial Federations

Responsibility for the development and training of athletes, coaches and technical officials resides with the provincial federation. Provincial federations could therefore play a primary role in the provision of the following:

- Training programmes to skill coaches and technical officials.
- Coaching of athletes.
- Ongoing league programmes to support talent identification.
- Deliver provincial competitive events.
- The provincial federations should work with their national federations and clubs/affiliates to ensure that there is coordination of plans/goals (identified athletes, coaching structure, etc.) between the National Federation and Provincial Federation in order for the programme to succeed.

ROLE OF SCHOOL CODE STRUCTURES

- School code structures must be established at all levels to facilitate the delivery of school sport to all learners in South Africa.
- School leagues will be delivered by the School Sport structures and aligned to the school calendar and Federation programmes to ensure maxim use of time and resources.
- Structures will be inclusive of all categories of disability.

ROLES AND RESPONSIBILITIES OF THE CODE COMMITTEES AND FEDERATIONS

At operational level the code and the Federation will play the following roles:

Code Committees:

- Coordinate and manage school sport leagues at all levels in partnership with all relevant stakeholders
- Have representation in the Federation Technical Committee;
- Organize national events in conjunction with DBE, SRSA and NFs;
- Ensure that a Multi – disability (LSEN) is included at all levels of the code committees.

NFs (National Federations):

- Provide technical assistance and support (*which includes accredited training to relevant SSCs (School Sport codes)*);
- Provide technical support in hosting of National events to support Code Committee, DBE and SRSA
- Plan development, TID (Talent Identification and Development) and competitions with SSCs;

There is a consensus for the establishment of a school sport structure which will coordinate the implementation of mass participation and competitive school sport programmes. SRSA has commenced the process of establishing school sport structures in provinces; however the Department of Basic Education has been involved with the process of establishing school sport leagues for four codes. The responsibility of establishing the school sport structures is that of the Department of Basic Education, which has responsibility and jurisdiction over schools

The two Departments need to appraise each other and finalize the establishment of these structures in all provinces and at national level as well as the progress on establishing school sport leagues. Post the audit, a clear implementation plan of concluding this process will be drawn up by DBE.

It is recommended that South Africa should start investigating the possibility of creating an independent body that will oversee the management of school sport. This body could be funded by the Sport Trust and government.

LINKS WITH OTHER STAKEHOLDERS

The school sporting landscape is populated by the following stakeholders: school sport codes, provincial education department with its four line structures (as illustrated below), provincial sport and culture department with its line functions and national sport federations also with its own line structures. The school sport codes form the majority of the school sport structure, but also represent themselves within their relevant national sport federations. Therefore, codes are directly linked to national federations while they are instrumental in organizing school sport

PROVISION OF INFRASTRUCTURE AND RESOURCES

Role of Federations

Federations as custodian of the code and should be responsible for the following:

- Link with and support school code structures
- Develop, manage and facilitate the implementation of training for the technical officials
- Provide updated information on latest techniques on development
- Provide guide for athlete development and tracking system

Role of municipalities

Local government is central to the school leagues programme, schools are located within the municipalities and majority of these schools have no or less developed sport facilities. Local government has the infrastructure and equipment that can and should support schools in participating in leagues. Each municipality has Sport and Recreation component which can work closely with schools in getting the leagues active in their area. This component can play a major role in making it possible for schools to access the community sport field at minimal or no cost, they need to be part of the stakeholders at a local level.