



**education**

Department:  
Education  
REPUBLIC OF SOUTH AFRICA



**sport & recreation**

Department:  
Sport and Recreation South Africa  
REPUBLIC OF SOUTH AFRICA

Department of Basic Education  
Sport and Recreation South Africa

# **DRAFT SCHOOL SPORT POLICY FOR PUBLIC SCHOOLS IN SOUTH AFRICA**

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## 1. ACRONYMS

CEPD	Centre for Education Policy Development
DoE	Department of Education
NACOC	National Coordinating Committee
NCS	National Curriculum Statement
NF	National Federation
NSSCC	National school sport code committee
PE	Physical Education
SRSA	Sport and Recreation South Africa
SSMPP	School Sport Mass Participation Programme
USSASA	United School Sport Association of South Africa
TIC	Talent identification committee
PROCOC	Provincial Coordinating Committees
SGB	School Governing Body
SMT	School Management Team
PDSR	Provincial Departments of Sport and Recreation

## 2. SCOPE AND PURPOSE OF POLICY

The purpose of this policy is to regulate the implementation of school sport consistently for all learners, irrespective of ability, across all schools in an age-appropriate way based on the principle of equity. This policy applies to all schools in South Africa governed by the *South African Schools Act*, The Department of Basic Education, Sport and Recreation South Africa, other government sectors and among recognized implementation agencies delivering school sport.

Furthermore it applies to all schools in South Africa governed by the *South African Schools Act*, The Department of Basic Education, Sport and Recreation South Africa, other government sectors and among recognized implementation agencies delivering school sport.

It aims to create a world leading school community sport system which will ensure that:

- A substantial – and growing number of learners across the country play sport
- Talented learners from all backgrounds are identified early; nurtured and have the opportunity to progress to the elite level; and
- Everyone who plays sport has quality experience and is able to fulfil their potential

The policy framework strongly draws on the Framework for Collaboration: Coordination and Management of School Sport in Public Schools signed on 17 March 2005 by Ministers Naledi Pandor and Makhenkhetse Stofile, which provided the platform for cooperative governance and administration, management and coordination, placement and funding for school sport. The Framework also provided for the establishment of the National Coordinating Committee (NACOC) for School Sport, whose responsibilities include, but are not limited to, the transformation process for School Sport in the country.

### **3. VISION**

To promote peace, democracy, prosperity and productivity for all South African learners through healthy life-practices and lifelong participation in sport.

### **4. MISSION**

- a) To organize an 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.
- b) To mobilize communities to strengthen the culture of learning and teaching in schools through their direct roles in school sport activities.
- c) To promote Physical Education, as well as recreational and extramural school sport activities.

- d) To prepare and monitor the application of codes of conduct and ethics applicable to school sport programmes.

## **5. OBJECTIVES**

5.1 The use of school sport programmes as a vehicle to entrench the democratic value-system based on the principles enshrined in the Constitution of the Republic of South Africa, 1996.

5.2 To accelerate the transformation of society by instilling and practicing the principles on non-racialism, non-sexism, equity, redress, access and affirmative action in addressing the past imbalances through quality school sport programmes.

5.3 To foster pride, honour and patriotism in our school-going youth through properly organised, managed and coordinated school sport programmes.

5.4 To use school sport to turn schools into stable, functional and vibrant institutions of learning and centres of community life.

5.5 To ensure and increase access and accessibility of facilities and school sport programmes through a coordinated and optimal utilisation of all human, physical and financial resources available.

5.6 To build and continuously develop the capacity of

- a) all learner to participate in school sport programmes
  - b) educators, coaches, and community volunteers to deliver quality school sport programmes that will lead to lifelong participation in sport;
  - c) schools to offer school sport programmes as part of their integrated curriculum;
  - d) school sport managers and community volunteers to plan, rehabilitate, maintain and manage infrastructure for school sport activities; and
- e) school governing bodies to enable them to execute section 21 functions of the South African Schools Act, 1996, especially as these functions relate to “extramural” activities or school enrichment programmes.

## **6 PRINCIPLES UNDERLYING SCHOOL SPORT POLICY FRAMEWORK**

6.1 School sport shall be integral, extramural and extracurricular component of the holistic education programme. Each school shall allocate time for participation in school sport and physical activity during or after formal school hours.

6.2 Each school shall have a structured programme for recreational school sport. Relevant games and activities that promote mass participation shall be identified, prioritised and implemented. All learners shall participate in these activities on an on-going basis. Recreational school sport activities involving learners from different schools may be organised by school governing bodies of the schools concerned. All school sport programmes must aim to enrich the curriculum at both GET and FET Phases.

6.3 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. Educators must be properly trained as coaches, referees, sport administrators, and in other areas relevant to school sport.

6.4 Opportunities for participation in competitive school sport shall be made available to all learners. All learners shall participate in teams and competitions involving learners of similar developmental levels. The continual training and skill development of learners by educators and other interested volunteers shall ensure their mobility to higher ability levels.

6.5 Competitive school sport shall 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.

6.6 Because competitive school sport also implies mass participation in intra-school leagues, there may need to be some adaptations of rules or codes to facilitate participation in small schools, farm schools and schools for learners with disabilities.

6.7 Motor skill development and play activities in Physical Education, are key as the foundation of sporting skills. The level of competition shall therefore be according to the learners' level of development and ability. Competitive sport at the Foundation Phase shall **not** be encouraged. All junior and school sport in this phase shall be intended to help children to develop their skills and potential.



6.8 The Department of Basic Education, Sport and Recreation South Africa and their provincial counterparts as well as other strategic partners must consider available human, physical and financial resources and pool these together for successful sport programmes to be implemented collaboratively, thus creating a vibrant sporting culture in the country.

6.9 School sport is based on, but not limited to, the following principles: integrity, inclusivity, quality delivery, professionalism, ethics, accessibility, capacity development and social cohesion

## **7 GOVERNANCE STRUCTURE AND FRAMEWORK**

7.1 Competitive 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.

7.2 In the implementation of the Framework, the foundation of Physical Education is recognised as the responsibility of DoE covering:

- Intra-curriculum activities;
- Intra-school, extra-curricular, extra-mural and co-curricular activities;
- Interschool programmes;
- Inter-district activities

4.4 The school sport continuum provides advancement from fundamental movement skills in PE through mass participation to competitive sport.

- 4.5 Each school plans and implements a school sport programme as part of the extra-curricular activities offered by the school, including a weekly session dedicated to league activity.

## 8 **ROLES AND RESPONSIBILITIES STAKEHOLDERS**

STAKEHOLDERS	ROLES AND RESPONSIBILITIES
1. SGB	<ul style="list-style-type: none"> <li>• Draw up the budget and make provision for school sport activities</li> <li>• Provide sports facilities and equipment</li> <li>• Ensure that educators are supported to offer school sport activities</li> <li>• Participate in selecting and approving school sport codes</li> <li>• Participate in the compilation of the school sport policy and the school sport plan</li> <li>• Determine the school sport programme and the calendar at the school</li> <li>• Support and monitor school sport activities</li> <li>• Elect a sports committee</li> </ul>
2. Principal and the SMT	<ul style="list-style-type: none"> <li>• Ensure that the school sport policy for the school is in place</li> <li>• Report to the SGB on school sport matters</li> <li>• Ensure that the school sport plan is implemented</li> <li>• Ensure that educators are supported in offering school sport activities</li> <li>• Participate in the compilation of the school sport policy and the school sport plan</li> </ul>
3. School Sport Committee	<ul style="list-style-type: none"> <li>• Draft the school sport policy for the school</li> <li>• Play a role in the drafting of the school sport calendar</li> <li>• Coordinate the implementation of the school sport activities at the school</li> <li>• Recommend the sport equipment and implements to be bought by the school</li> </ul>

	school <ul style="list-style-type: none"> <li>• Draw up the budget for sport</li> </ul>
4. Educators	<ul style="list-style-type: none"> <li>• Implement school sport activities within the plan</li> <li>• Support, nurture and progressively develop talent in learners</li> </ul>
5. DoE, SRSA	<ul style="list-style-type: none"> <li>• Approve, review and amend the school sport policy and the implementation guidelines</li> <li>• Organize and manage national events</li> <li>• Monitor and support the school sport activities</li> <li>• Coordinate school sport within the national sports calendar</li> <li>• Keep records and manage data</li> </ul>
6. DoE	<ul style="list-style-type: none"> <li>• Administer and enforce the policy</li> </ul>
7. SRSA	<ul style="list-style-type: none"> <li>• Organise and coordinate             <ul style="list-style-type: none"> <li>• Inter-regional events;</li> <li>• Inter-provincial events;</li> <li>• International events</li> </ul> </li> </ul>
8. PDSR, PED	<ul style="list-style-type: none"> <li>• Organize and manage district and provincial events</li> </ul>
9. UNIONS	<ul style="list-style-type: none"> <li>• Monitor and support the implementation of the policy</li> </ul>
10.CODE COMMITTEE	<ul style="list-style-type: none"> <li>• Affiliate to the national Federations through NACOC</li> </ul>

## 9 LEGISLATIVE FRAMEWORK AND ALIGNMENT WITH OTHER DOCUMENTS

The Framework for collaboration: Coordination and Management of School Sport in Public ordinary Schools, signed on 17 March 2005 provides the platform for cooperative governance and administration, management and coordination, placement funding for school sport.

Other documents which form part of the legislative framework are as follows:

- a) National Curriculum Statement for Grades R-12 (2002-2003)
- b) South African Schools Act, other education legislation, National Policies and reports
- c) Relevant agreements of the Education Labour Relations Council;
- d) Collaboration Framework for the Organisation and Management of School Sport signed by the Ministers of education as well as sport and recreation on 17 March 2005;
- e) Government Programme of action and Presidential Decrees; international protocols especially those on Children's rights; and the Manifesto on Values, Education and Democracy;
- f) Government gazette vol.436,12 October 2001 No.22754 (Regulations for safety measures at public schools and Protocol on Events Involving Learners)
- g) Government gazette vol.497 10 November 2006 No.29376 (Amendment to Safety Measures at public schools)
- h) Public Finance Management Act No.1 of 1999;
- i) Division of Revenue Act; 2 of 2008
- j) Government gazette No.110 of 4 Dec 1998 (The National Sport and Recreation Act)
- k) National Sport and Recreation Amendment Act No.18 of 2007
- l) White Paper on sport and recreation
- m) White Paper No.6
- n) The UNESCO MINEPS IV (6-8 December 2004, Athens) recommendations;
- o) The International Charter of Physical Education and Sport (21 November 1978, Paris)
- p) The UN convention on the Rights of Persons with Disabilities (03 May 2008)

## **10 COLLABORATION IN SCHOOL SPORT PROGRAMMES**

10.1 The Department of Basic Education, Sport and Recreation South Africa shall develop programmes that should:

- 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 new consciousness, patriotism and national identity based on democratic values, and promote social transformation and cohesion.
- c) Ensure quality access and promote mass participation;
- d) Promote racial integration, gender equity and representivity in competitive school sport;
- e) Contribute towards the health, economic and social wellbeing of society;
- f) Build the capacity, empower and further develop educators to be coaches, referees, sport administrators, and other experts identified as crucial;
- g) Link to strategic government interventions, such as the National Crime Prevention Strategy, moral regeneration, etc.; and
- h) Foster partnerships between all spheres of government and the private sector.

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

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

## **11 FUNDING**

11.1 For PE and SSMPP, funding resides with DoE;

11.2 DoE funding for school sport is allocated via a conditional grant; PED's provide funding for SSMPP in their norms and standards;

11.3 For competitive school sport (regional, provincial, national and international), funding resides with SRSA for identified sports;

Where NF's and SSC's have funding for school sport, this must complement the school sport programme;

11.4 Funding is ring-fenced for girls and learners with disability;

11.5 Funding is determined by DoE and SRSA on the recommendation of the national coordinating committee;

11.6 Funding for school sport is allocated by SRSA via a ring-fenced grant in aid to the NFs for school sport programmes recognised by the national coordinating committee.

## **12 IMPLEMENTATION**

### **12.1 MONITORING AND EVALUATION**

Both the Department of Basic Education and Sport and Recreation South Africa as oversight, ensure monitoring and evaluation is integrated into the delivery of Physical Education and school sport programmes to maximize returns on investment.

### **12.2 GRIEVANCE PROCEDURE**

### **12.3 EFFECTIVE DATE OF APPLICATION**

The policy is effective immediately.

**ANNEXURE A**  
**(Framework of collaboration)**