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GOVERNMENT NOTICE

Basic Education, Department of

Government Notice

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GOVERNMENT NOTICE

DEPARTMENT OF BASIC EDUCATION

No. 1025

9 December 2011

MINISTRY OF BASIC EDUCATION**CALL FOR PUBLIC COMMENTS ON THE DRAFT SCHOOL SPORT POLICY**

I, Matsie Angelina Motshekga, Minister of Basic Education, in terms of section 3 (4) (l) of the National Education Policy Act, 1996 (Act No. 27 of 1996) request the public to submit to me by 30 March 2012 comments on the aforementioned draft document.

Comments should be forwarded to;

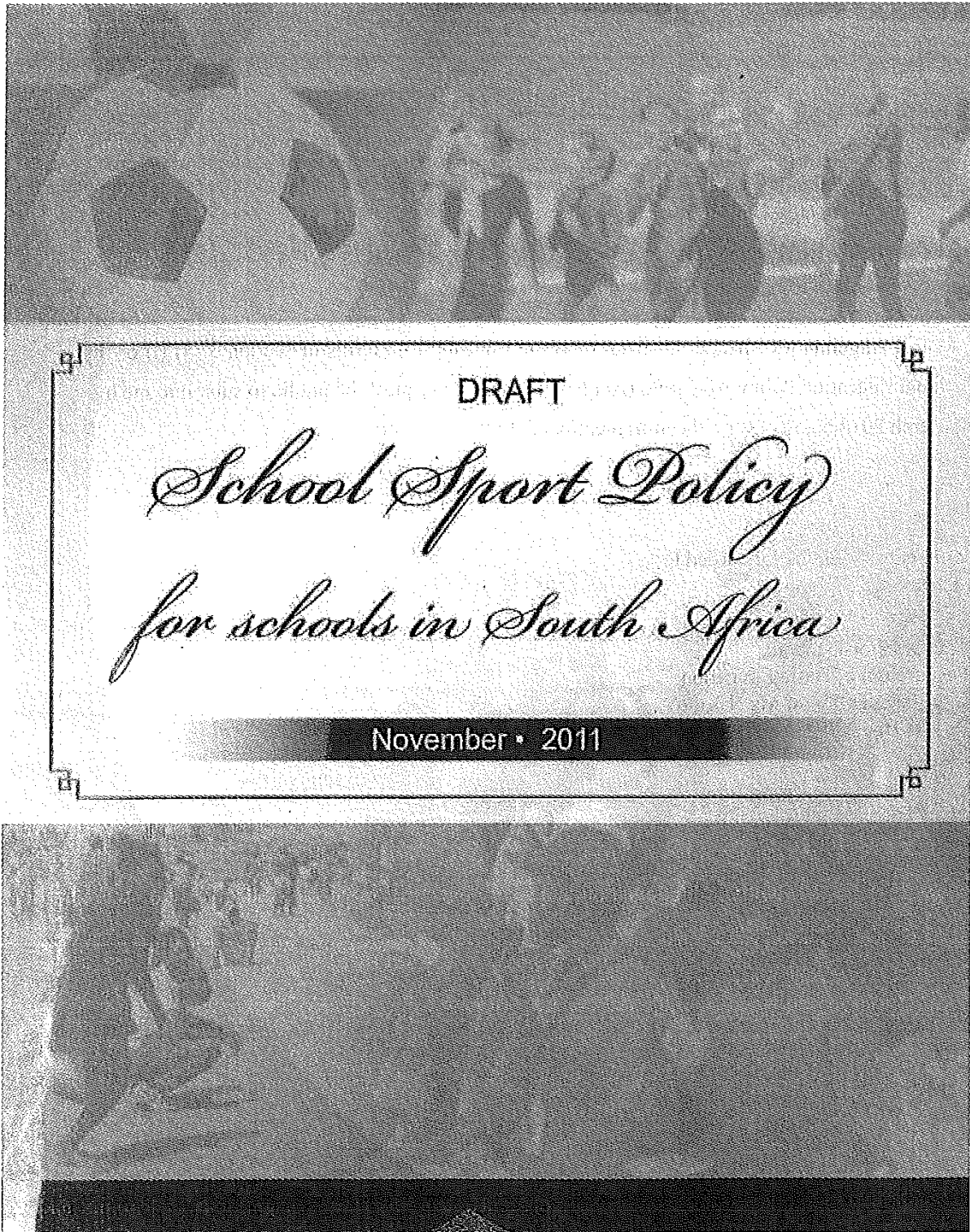
The Director-General:
Department of Basic Education
(For the attention of Ms N Xulu)
Private Bag X895
Pretoria
0001
Tel: 012- 357 3445
Fax: 012 323 5878
Email: schoolsportpolicy@dbe.gov.za

All comments must reach the Department by 30 March 2012. Please state the name and full contact details of the person or organization.



Ms. A. Motshekga

Minister of Basic Education, MP
Date: 29-11-2011



basic education

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REPUBLIC OF SOUTH AFRICA

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1. ACRONYMS

DBE	Department of Basic Education
ELRC	Education Labour Relations Council
IQMS	Integrated Quality Management System
LSEN	Learners with Special Education Needs
NCS	National Curriculum Statement
NF	National Federation
PED	Provincial Education Department
PMDS	Performance Management and Development Scheme
PROCOC	Provincial Coordinating Committee
PROSSO	Provincial School Sport Organisation
PSRD	Provincial Sport and Recreation Department
SASCOC	South African Sport Confederations Olympic Committee
SEP	School Enrichment Programmes
SGB	School Governing Body
SMT	School Management Team
SRSA	Sport and Recreation South Africa
SSC	School Sport Codes
SSCC	School Sport Coordinating Committee
SSMPP	School Sport Mass Participation Programme
TID	Talent Identification and Development

2. SCOPE AND PURPOSE OF POLICY

The school sport policy applies to all schools in the Republic of South Africa governed by the *South African Schools Act* 84 of 1996. The purpose of this policy is to regulate the delivery of school sport for all learners, irrespective of ability, across all schools in an age-appropriate and/or grade appropriate way, based on the principle of equity and access.

The Department of Basic Education and the relevant stakeholders delivering school sport should adhere to this policy.

3. VISION

A school sport environment that promotes healthy living and lifelong participation within a sporting culture.

4. MISSION

- a) To organize an inclusive and integrated school sport programme that emanates from Physical education;
- b) To offer school sport programmes to all learners, irrespective of ability and to promote healthy life-practices, mutual respect and career opportunities;
- c) To promote sport through education and education through sport;
- d) To mobilize communities to strengthen the culture of learning and teaching in schools through their direct involvement in school sport activities;
- e) To promote school enrichment programs, through educational, recreational, mass based recreational and extramural school sport activities;

- f) To promote participation and development of basic motor skills in different sport related activities in primary schools by all learners;
- g) To create access to mass participation, competitive and high performance sport through the provision of talent identification opportunities;
- h) To ensure the application of a good code of conduct;
- i) To ensure the functionality of school sport codes;
- j) To establish and foster links between schools and community sport clubs; and
- k) To infuse social awareness messages and/or strategies with all relevant school sport activities.

5. OBJECTIVES

- 5.1 To use the school sport programmes to entrench the democratic values enshrined in the Constitution of the Republic of South Africa, 1996;
- 5.2 To accelerate the transformation of society by 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 develop functional and vibrant institutions of learning and centres of community life;
- 5.5 To ensure and increase access to facilities and school sport programmes;
- 5.6 To build and sustain the development of:

- a) all learners to participate in school sport programmes;
- b) educators, coaches, and community volunteers to deliver quality school sport programmes;
- c) schools to offer school sport programmes;
- d) infrastructure for school sport programmes; and
- e) identified talented learners.

6. POLICY STATEMENTS

- a) As an element of School Enrichment Programmes, School Sport is an integral component of the holistic education programme;
- b) School Sport, which flows out of Physical education, provides the foundation for community and high performance sport. Physical education is a curriculum subject that is to be carried out in all schools as a planned period in order to promote the development of basic life and motor skills;
- c) Each school shall have a structured programme for recreational and educational sport. Relevant games and activities that promote play, recreation and mass participation in sport shall be identified, prioritised and implemented. Learners shall be accommodated to participate in these activities on an on-going basis;
- d) Learners shall be encouraged to participate in the priority codes as determined by the SSCC as well as in other available sporting codes;
- e) The DBE, with the support of SSC/NF's, SRSA, recognised implementation agencies and relevant partners shall provide teacher training programmes to ensure the delivery of School Sport;
- f) Jointly, the DBE and SRSA shall mobilise resources to ensure the provision of sport infrastructure and equipment for schools;

- g) Every school shall offer Physical education as specified in the curriculum;
- h) School-based teachers shall form at least 70 percent of representation in the SSSC.
- i) School-based teachers shall form at least 70 percent of representation within each of the Codes;
- j) Every school shall be encouraged to participate in school sport leagues as a continuum for talent identification and further development;
- k) All participants in school sport shall abide by the principles underlying the school sport policy.
- l) All SASCOG sport codes should be recognised;
- m) All schools must be encouraged to participate in the minimum of two codes of sport per quarter for boys and girls; and
- n) Inclusivity in sport must be encouraged from all school levels wherever possible.

7. **PRINCIPLES UNDERLYING THE SCHOOL SPORT POLICY**

- a) 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.
- b) Opportunities for participation in school sport shall be made available to all learners throughout the school year.
- c) 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 self sustainable development and communities.

- d) Additional School Sport principles include: 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.

8. GOVERNANCE AND CUSTODIANSHIP OF SCHOOL SPORT

8.1 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.

8.2 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.

8.3 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.”

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

9. ROLES AND RESPONSIBILITIES OF STAKEHOLDERS

STAKEHOLDERS	ROLES AND RESPONSIBILITIES
1. SGB (School Governing Body)	<ul style="list-style-type: none"> • Draw up the budget and provide for physical education and school sport activities; • Maintain physical education and school sport infrastructure; • Ensure that educators are supported to offer physical education and school sport activities; • Participate in selecting and approving school sport codes in line with departmental priorities and with the consideration of needs and interests expressed by learners and parents; • Participate in the compilation of the individual school sport policy and the School Sport implementation plan; • Support and monitor school sport activities; • Ensure the election of a sport committee at the school; • Take cognisance of diversity, promote social cohesion and inclusivity in an enabling environment; and • Source funding.
2. Principal and the SMT (School Management Team)	<ul style="list-style-type: none"> • Ensure that physical education is implemented within the curriculum; • Ensure that the school sport policy and the school sport year

	<p>plan / macro is developed and implemented;</p> <ul style="list-style-type: none"> • Ensure that the school sport implementation plan is linked to the physical education implementation plan; • Use school sport as a vehicle for social cohesion; • Report to the SGB and Education Department on school sport matters and activities; • Ensure that educators are supported in offering physical education and school sport activities; • Participate in the compilation of the individual school's sport policy and the school sport plan; • Determine the school's sport programme and the calendar at school; • To form partnerships in order to develop school sport; and • To compile a school extra – curricular time table with the sport committee that should be circulated to all parents / guardians per quarter.
3. School Sport Committee	<ul style="list-style-type: none"> • Draft the school sport policy for the school; • Draft the school sport calendar; • Coordinate the implementation of all school sport activities; • Recommend sport equipment and implements to be bought by the school; and • Draft the budget for sport.
4. Educators	<ul style="list-style-type: none"> • Teach curriculum orientated physical education in support of long term participant development • Implement school sport activities within the plan; • Support, nurture and progressively develop talent in learners; • Must avail themselves for extra-curricular activities in pursuance of IQMS performance standard 7.
5. PED's and PSRD's	<p>Jointly:</p> <ul style="list-style-type: none"> • Coordinate selections/trials; (clarify selecting structure)

	<ul style="list-style-type: none"> • Ensure implementation of school sport activities at all relevant levels; • Support, monitor, evaluate, report and review all school sport activities; • Support the school sport organisations; • Support the implementation of relevant school enrichment programmes / school sport mass participation programmes; • Capacitate teachers involved in school sport; • Initiate and support talent identification, development and life skills programs and events at relevant levels level; • Provide access to coach education, sports administration and technical officiating training for educators and volunteers; <p>PSRD</p> <ul style="list-style-type: none"> • Support all high performing athletes at relevant levels; <p>PED</p> <ul style="list-style-type: none"> • Ensure implementation of intra-school, inter-school, extra-curricular, extra-mural and co-curricular activities;
6. DBE	<ul style="list-style-type: none"> • Ensure successful implementation of intra-school, inter-school, extra-curricular, extra-mural and co-curricular activities; • Development and implementation of the school sport policy on an ongoing basis; • Support, monitor, evaluate, report and review school sport activities; • Facilitate the establishment, support and monitoring of school sport structures; • Promote the professional development of educators in sport; • Facilitate the development of a national school sport calendar with the national school sport organisation,

	<p>including the printing and distribution thereof;</p> <ul style="list-style-type: none"> • Assist with the development of school sport infrastructure; • Facilitate the collaboration between national school sport code committees and federations; • Represent national government on the SSCC.
7. SRSA	<ul style="list-style-type: none"> • Coordinate national events with the SSCC • Support, monitor, evaluate, report and review school sport activities; • Facilitate the development of a national school sport calendar with the national school sport organisation, including the printing and distribution thereof; • Assist with the development of school sport infrastructure; • Facilitate the collaboration between national school sport code committees and federations; • Facilitate and support talent identification, recruitment, development and introduce life skill programs and events for high performing athletes at provincial and national levels; • Ensure that NFs support school sport structures to plan, manage and coordinate sport activities for all learners across the country; • Develop an annual schedule of training and events; • Plan, support, monitor, report and review school sport activities at provincial, national and international levels; and • Represent national government on the SSCC.
8. Teacher Unions & SGBs	<ul style="list-style-type: none"> • Form part of the monitoring and evaluation of school sport; • Form part of implementing decisions; and • To be part of structure of all levels of the development.
9. SSC	<ul style="list-style-type: none"> • Seek associate membership with NFs; • Conduct elections once every two years;

	<ul style="list-style-type: none"> • SSC will have representation at national and provincial NF level; • Organise national events in conjunction with NFs, DBE and SRSA; • Represent codes on the SSCC; and • Include multi-disability (LSEN) on all code committees.
<p>10. NFs (National Federations) with provincial federations giving technical support.</p>	<ul style="list-style-type: none"> • Provide technical assistance and support to relevant SSC's; • Represent themselves on SASCOC, which in turn must represent the NFs on the SSCC; • Provide technical support and jointly host national events with SSCC; • Delegate members to sit on school code committee; • Plan development, TID and competitions with SSCs; and • Grant school codes the minimum of associate membership on executive committees depending on constitutions.
<p>11. SSCC</p>	<p>SSCC is the School Sport Governing Body and its roles and responsibilities include: oversight, monitoring support and evaluation;</p> <p>SSCC is the highest decision making body of School Sport in South Africa;</p> <p>The members of SSCC are:</p> <ul style="list-style-type: none"> • DBE: Enablers of School Sport • PEDs: Enablers of School Sport • PSRDs: Enablers of School Sport • SASCOC: National custodians of sport at Federation level • SSC: Implementers of School Sport • SGBs: Monitors, supporters and Evaluators of their constituents within a School Sport context; • SRSA: Enablers of School Sport • Teacher Unions: Monitors, Supporters and Evaluators of their constituents within a School Sport context.

	<ul style="list-style-type: none"> • LSEN Rep: Learners with special Education Needs Representative.
12. Cathsseta, the Culture, Art, Tourism, Hospitality and Sport Education and Training Authority	<ul style="list-style-type: none"> • Develop a sector skills plan; • Implement the sector skills plan; • Develop and administer learnerships; • Support the implementation of the National Qualifications Framework; • Undertake quality assurance; • Disburse levies collected from employers in their sector; and • Report to the Minister and to the South African Qualifications Authority.

10. CONSTITUTIONAL, LEGISLATIVE AND POLICY MANDATES

- a) Constitution of the Republic of South Africa
- b) National Sport and Recreation Act as amended in 2007
- c) South African Schools Act of 1996
- d) South African Institute of Drug-Free Sport Act
- e) Intergovernmental Relations Framework Act
- f) Lotteries Act
- g) White Paper on Sport and Recreation
- h) Applicable Bills & Regulations
- i) Transformation Charter.
- j) Employment of Educators Act.
- k) IQMS and PMDS ELRC Chamber resolutions

11. FUNDING

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

12 IMPLEMENTATION

12.1 MONITORING AND EVALUATION

As part of oversight, the SSCC will ensure that monitoring and evaluation is integrated into the delivery of school sport programmes to maximize returns on investment. SSCC will also report quarterly to all stake holders on the progress of this process, contact details of coordinators will be available on website and other media.

12.2 GRIEVANCE PROCEDURE

If there is a dispute in terms of the interpretation of this policy by any party mandated to implement it, established organisational procedures must be followed.

12.3 EFFECTIVE DATE OF APPLICATION

The policy will be effective from the date signed by the Minister of Basic Education

GLOSSARY OF TERMS

1. **Associate member:** This refers to a member who has voting rights, maintains independent status and sits in executive meetings.
2. **Building the capacity of educators** shall mean professional training in sport that may not necessarily be resulted with accreditation.
3. **Custodianship** shall mean the act of taking responsibility for technical aspects of school Sport and the integrity thereof, as well as the act of taking *protective care* of the role-players involved in School Sport.
4. **Educational sport** refers to a sporting activity that is initiated for the purpose of achieving a specific educational goal.
5. **Established organizational procedures** shall mean a process whereby an aggrieved party lodges a complaint in writing to the immediate responsible stakeholder within five (5) working days. If the aggrieved party is not satisfied with the outcome, an appeal can be lodged within five (5) working days whereupon a response should be given within seven (7) working days.
6. **Federations** are bodies that oversee regulations governing a sporting code
7. **Governance** shall mean the act of governing, while govern shall mean ensuring that the policy and affairs of an organisation are implemented.
8. **Inter-mega district** is an operational term referring to an amalgamation of districts for purposes of coordinating a school sporting event in some provinces
9. **Intra-school, inter-school, extra-curricular, extra-mural and co-curricular** shall refer to the school sport element of school enrichment programmes.
10. **Principles of fair play** include: respect of opponents and other stakeholders including the rules of the game, playing fair, accepting defeat gracefully, and refraining from corruption, drugs, racism, and violence and gambling.
11. **Representivity in school sport** shall mean the presence of learners with disabilities and those from disadvantaged schools
12. **School sport** refers to the integral extramural, extracurricular component of the holistic education programme.

13. **School sport code committee** refers to the elected executive leadership of a body consisting of at least 70 percent of teachers that implements a particular school sport code.
14. **School sport programmes** shall refer to all planned school sport activities which include but not limited to sporting events, coaching clinics, symposia, mass participation, competitive and high performance sport activities, talent identification and development.
15. **School Sport Structure** refers to any entity and/or body that has been mandated to execute a specific school sport function