

**THE ROLE OF THE DEPARTMENT
OF SPORT AND RECREATION IN
THE PROVISION AND DELIVERY OF
SPORT AND RECREATION IN
KWAZULU-NATAL**

2013

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DECLARATION

I hereby declare that this dissertation is all my own work except the parts that have been referenced and it has not been submitted in any form to the University of KwaZulu-Natal or any other institution.

Siyabulela Cecil Mkwalo

November 2013

DEDICATION

This study is equally dedicated to my parents, brother, sisters, wife and children for their passion for education as well as support at all times.

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ACRONYMS

1. ANC	-	Africa National Congress
2. ASC	-	Australian Sports Commission
3. DISSA	-	Disability Sport South Africa
4. DSR	-	Department of Sport and Recreation
5. IDP	-	Integrated Development Plan
6. KZN	-	KwaZulu-Natal
7. LO	-	Life Orientation
8. MEC	-	Member of the Executive Council
9. NSC	-	National Sports Council
10. NOCSA	-	National Olympic Committee of South Africa
11. NGO	-	Non-Governmental Organisation
12. OBE	-	Outcome Based Education
13. PA	-	Physical Activity
14. PE	-	Physical Education
15. PF	-	Provincial Federation
16. PFMA	-	Public Finance Management Act
17. PROREC	-	Provincial Recreation Council
18. RSA	-	Republic of South Africa
19. SACGA	-	South Africa Commonwealth Games Association
20. SALGA	-	South African Local Government Association
21. SANREC	-	South African National Recreation Council
22. SARB	-	South Africa Rugby Board
23. SASC	-	South Africa Sports Commission
24. SASCOG	-	South African Sports Confederation and Olympic Committee
25. SASSU	-	South African Student Sport Union
26. SRSA	-	Sport and Recreation South Africa
27. SCORE	-	Sports Coaches Outreach

- 28. SISA - Sport Information and Science Agency
- 29. SSI - Sport Science Institute
- 30. UKZN - University of KwaZulu-Natal
- 31. USSA - University Sport South Africa
- 32. USSASA - United Schools Sport Association of South Africa

ABSTRACT

The KwaZulu-Natal Department of Sports and Recreation is mandated to provide and deliver sport and recreation in the province, which is done in collaboration with a number of stakeholders. These include the sports federations, South African Students Sports Union (SASSU) and United Schools Sports Association of South Africa (USSASA). Its promulgation as an independent Department in 2004 created expectations about the role it would play in transforming the sporting landscape across the province. To establish the extent to which this has occurred, this study aimed to assess the effectiveness of the Department of Sports and Recreation (DSR) with regards to its provision and delivery of sport and recreation services in KwaZulu-Natal (KZN).

This was a cross-sectional questionnaire study, whereby three questionnaires were developed, one for the Department, another for the sports federations and the same one for USSASA and SASSU. The questionnaires were intended to obtain information about the provision and delivery of sport and recreation in the province. Each questionnaire was divided into three sections; Section A provided for demographic details, Section B dealt with availability of sporting facilities and transformation, and Section C addressed functions of the Department of Sport and Recreation. Three hundred selected respondents comprised of forty five (n=45) personnel from the Department; one hundred and ninety five (n=195) from provincial federations; thirty (n=30) from SASSU and thirty (n=30) from USSASA.

The results of the study showed that significantly ($p \leq 0.05$) more respondents (63%) indicated that service delivery by the Department was more focused on urban areas than in townships (26%) and rural areas (11%). Seventy one percent (71%) of respondents from the federations, SASSU and USSASA indicated that there are insufficient facilities in the province and those that exist do not meet the qualifying standards of hosting provincial and national events. A significant ($p \leq 0.05$) majority (68%) of respondents from the federations, SASSU and USSASA believed that the Department did not have an integrated approach to planning as a key factor in the provision and delivery of sport and recreation in KwaZulu-Natal, while only 38% agreed that it involved them as partners during its planning of projects. Sixty six percent ($p \leq 0.0001$) of the study respondents indicated that the rate of sport and recreation service provision and delivery in KwaZulu-Natal was 'fast'; 27% reported that it was 'slow'; 4% revealed that it is 'very fast' and 3% responded that service delivery was 'very slow'. Transformation with respect to women in key positions throughout the province was below 30%, and little effort had been made towards inclusion of people with disabilities in sport and recreation activities.

The study revealed that the provision and delivery of sport and recreation by the KZN Department of Sport and Recreation has favored urban areas, that men remain in key administrative positions, and that policies are not being implemented with respect to community access as a process of sports transformation. It is thus recommended that more resources be allocated to address the imbalance of facilities in rural areas, that more provision be made for women to enter decision making administrative posts, and that

funding be consistently made available to the federations to assist with sport development.

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IN KWAZULU-NATAL

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CHAPTER ONE

STATEMENT OF THE PROBLEM

1.1 Introduction

The study will assess the effectiveness of the Department of Sport and Recreation (DSR) with regards to its provision and delivery of sport and recreation services in KwaZulu-Natal (KZN). As the third largest of South Africa's nine provinces, it occupies an area of approximately 94 200km² and has a population of approximately ten million people, dominated by Zulu speakers, many of whom live in rural areas that are characterized by high levels of poverty and a lack of resources and infrastructure (Naiker and Guambe, 2006).

The DSR had been strategically changing since the inception of democracy in South Africa in 1994. From being a directorate under the Department of Education between 1994 and 2004, it became an autonomous department between 2004 and 2009, and is currently being combined with the Department of Arts and Culture while retaining its departmental status. During 2004 and 2009, the DSR was the only provincial sport department in the country that enjoyed the status of being independent from other departments.

1.2 Background

Sport is a universal commodity that is delivered and promoted by countries due to its ability to contribute towards nation building. South Africa was re-admitted to the global sporting arena in 1992 after being expelled due to segregation policies that were applied by the apartheid government (SASC, 2002). The South African circumstances leading up to democracy in 1994 lent themselves to the transformation of sport in an effort to redressing the imbalances of the past. The Sport and Recreation South Africa (SRSA) Transformation Document (2003) clearly outlines government's involvement in sport, and alludes to questions regarding why it is necessary for the government to become involved in sport and recreation. The current government has formalised non-racial policies and drafted one of the most democratic constitutions in the world. The policies show government's committed on leveling the playing ground for all citizens of the country.

Apartheid policies required people to live in racially segregated areas, those designated for Blacks being called Townships. These were spatially delineated areas that were bounded by either physical barriers (rivers) or infrastructural ones (main roads), thereby ensure their containment. These areas consisted of different types of accommodation, formal housing, hostels and informal settlements. After the 1994 elections and the removal of all the apartheid laws, people who would have been confined to living in townships were now able to live anywhere they wanted. During the years since then, the number of people migrating to towns and cities has also increased substantially, and the places known as townships are no longer the only formal or informal areas in which

blacks live. Despite the repeal of all the laws, the areas known as townships have retained their designation, although properties can now be privately owned, services have been provided and the infrastructure has improved. However, due to the limited space in urban areas and enough disposable income to buy houses in other parts of the city, many people remain in both formal and informal housing in these townships. According to Statistics South Africa (2011), the population of KwaZulu-Natal in 2011 consisted of 86,8% Blacks; 1,4% Coloureds; 7,4% Indians; 4,2% Whites and 0,2% other. Within KwaZulu-Natal, according to the South African Statistics survey (2007), 49% people live in rural areas and 51% people live in urban areas.

Before 1994, sport and recreation services were available to citizens residing in the more prosperous urban areas, with the rural areas being ignored due to apartheid policies of segregated areas and separate governance. Efforts to address these inequalities was implemented after the election of first democratic government in 1994, with the formulation of new policies aimed at redressing imbalances of the past through a transformation agenda. Transformation policies were established by the new ANC-led government to create parity and equity among all South Africans, irrespective of their race, and were also intended to foster unity. The newly established government passed the new constitution (Act No 108 of 1996) and appropriate laws, such as the South African Sports Commission Act No 109 of 1998 and the National Sports and Recreation Act No 110 of 1998, which favored reconciliation and mass participation within the nation. As a result, the government's new legislation has developed sporting interests in rural, township and urban communities.

Former Member of the Executive Council (MEC) for Sport and Recreation in KwaZulu-Natal (Rajbansi, 2006) indicated during his budget speech of 2006 that since 2004, the province had been producing skilled athletes in different sporting codes. This followed a decision in 2004 by the then Premier of KwaZulu-Natal, Mr Sbusiso Ndebele, to create a new autonomous Department of Sport and Recreation that was separated from the Department of Education, Arts and Culture, under which it was housed. Mr Rajbansi highlighted the value of partnerships with federations, sponsors and municipalities which he contended to have assisted the development and transformation of sport throughout the province.

The study examined whether the provincial DSR has relevant policies in place to provide and deliver sport and recreation in KZN. It further studied the Department's partnership with its stakeholders as well as its ability to deliver sport and recreation services to rural, township and urban communities in the province. Such a study has not been done in South Africa and it would serve as a possible blueprint for research in other provinces.

1.3 Problem statement

While the DSR has numerous policies which mandates it to ensure that sporting facilities and opportunities are made available to communities throughout KZN, no study has been done to establish to what extent this is happening. In the absence of this information, it is not possible to determine which communities have been adequately served and which not, where there are problems with implementation, and what resources are still needed to ensure that the mandate is fully executed.

1.4 Research question

Are the KZN DSR policies regarding providing sporting opportunities throughout the province being adequately implemented and is delivery enabling transformation in sport and recreation?

1.5 Aims and objectives

This study aims to investigate the effectiveness of the DSR with regards to its provision and delivery of sport and recreation services in KZN.

The objectives of the study were therefore to:

- Undertake a questionnaire based survey of relevant sporting bodies:
 - the Department of Sport and Recreation,
 - Sport federations
 - South African Student Sport Union (SASSU)
 - United Schools Sport Association of South Africa (USSASA).
- Analyse the resulting data for each sporting body
- Compare the results of all four bodies
- Make recommendations on how the DSR can fulfill its role of providing and delivering sport and recreation in KZN

1.6 Type of study and methods

This study was a qualitative study using a questionnaire survey to collect data. This was considered appropriate as the researcher wanted to obtain an in-depth understanding of the Departmental role as perceived by its staff as well as other relevant sporting bodies. A

questionnaire was developed, hand delivered and sent by mail to those institutions that delivered sport and recreation in KZN (i.e. DSR, Federations, SASSU and USASSA). Identified officials within these institutions had specific administrative positions (junior and senior positions, executive committee and sub-committee members) and were included as a result of their knowledge on the topic being researched. Completed questionnaires were collected from institutions and others returned by mail. The data was captured and analysed leading to the findings of the study.

1.7 Significance of the study

The research study identifies the extent to which the DSR has implemented its policies regarding the effective provision and delivery of sport and recreation in communities across KZN. It will identify the possible role played by the Department in ensuring transformation of sport and recreation in KZN. Departmental policies will be evaluated with respect to strategies implemented that have impacted on a number of issues including women participation at all levels; access to facilities by all communities; funding models used to support various structures; partnerships with stakeholders in the delivery of services, and inclusion of people with disabilities on sport and recreation programmes. It will assess the application of policies and their effectiveness in redressing imbalances of the past.

This study will identify Departmental short falls and its role in promoting and developing sport and recreation in KZN. It could serve as a bench mark for other researchers and provide a platform for ongoing monitoring and evaluation of DSR activities. It will

provide a set of tools that will be applicable to other provinces, and highlight areas of concern for different sporting bodies.

1.8 Definition of terms

The following definitions will apply for this study:

- **A department** is defined as “*a principal administrative division of a government*” (www.thefreedictionary.com).
- **Government** is defined as “*a body of people that sets and administers public policy, and exercises executive, political, and sovereign power through customs, institutions, and laws within a state*” (www.businessdictionary.com).
- **Provincial Government** refers to the government body which provides and delivers sport and recreation at the provincial level. It is in the middle as far as the South African government hierarchy is concerned (www.google.com).
- **A rural area** is defined as “*an area outside of cities and towns*” (www.thefreedictionary.com).
- **An urban area** is defined as “*an area that has sufficient infrastructure such as sporting facilities, school, hospitals, clean water etc*” (www.answers.com).
- **A disadvantaged community:** is defined as “*a population that is deficient in infrastructure such as recreation facilities, stadia, health, electricity, road construction etc*” (www.answers.com).
- **Recreation** is defined as “*a guided process of voluntary participation in any physical activity that contributes to the improvement of the general health, well-*

being and skills of both the individual and society” (Sport and Recreation – White Paper, 1996).

- **Sport** is defined as *“any activity that requires a significant level of physical involvement and in which participants engage in either a structured and/or unstructured environment, for the purpose of declaring a winner, though not solely so; or pure relaxation, personal satisfaction, physical health, emotional growth and development” (Sport and Recreation – White Paper, 1996) .*
- **Sport development** is defined as *“an initiative aimed at promoting the development of sport and recreational activities with specific emphasis on rural areas and links between schools, clubs and young people” (www.colerainebc.gov.uk).*
- **Township** is defined as *urban living areas that were usually built on the periphery of towns and cities for non-whites (indians, coloureds and blacks) from the late 19th century until the end of apartheid(www.wikipedia.com).*

1.9 Study outline

The study consists of six chapters, each covering different aspects of its objectives. Chapter one provides the background information related to the study. Chapter two focuses on the conceptual framework (literature reviewed) on the provision and delivery of sport and recreation. Chapter three provides a description of the sample size, data collection tools, and the methods used for the data collection, management and analysis. Chapter four presents results of the study. Chapter five presents a discussion of the

findings of the previous chapter and chapter six summaries the study results, outlines the significance of the study, presents the limitations and makes recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The Department of Sport and Recreation in KwaZulu-Natal is responsible for promoting and developing sport and recreation services in the province, and has an obligation to deliver its mandate to the people. This chapter reviews related literature and studies pertaining to South Africa, specifically KZN, Australia, Canada, New Zealand and other countries regarding the trends in their governments' roles in providing sport and recreation to their communities. The material used was sourced from journals, relevant books, internet searches and Department's own publications.

This chapter review literature concerning the following:

- Background of sport in South Africa
- The KwaZulu-Natal Department of Sport and Recreation
- Challenges facing sport and recreation transformation in South Africa
- Sport and recreation development at schools and communities in KwaZulu-Natal
- Governance of sport and recreation in other countries

2.2 Background of sport in South Africa

During the apartheid years, South Africans continued to participate in sport locally, and to a certain extent at international level, despite the challenges imposed by government

policies before 1994. Participation was driven by the efforts and contributions of many established and non-established sports organisations across the sporting codes. These organizations were racially based and existed in parallel to each other, with limited interaction occurring between them, all of which changed in the 1990s, with the initial moves towards an integrated democratic society being formalized during the 1994 elections. The South African sport background is broadened by reviewing the following:

- A brief history of sport in South Africa,
- South African sporting organisations from 1990 onwards

2.2.1 A brief history of sport in South Africa

South African sport was highly politicized from the 1920's, the struggle to construct sporting identities as sportsmen and women being controlled at the institutional level of organized sport by apartheid legislation (Odendaal, 1988). The laws during the apartheid period (1948 – 1994) frowned on interracial contact, and prevented it through the use of related acts such as Group Areas Act (Act No 41 of 1950). This act forced physical separation between races by creating separate residential areas, which resulted in children attending segregated schools. There were eventually more than three hundred laws controlling nearly every aspect of the lives of black South Africans (Odendaal, 1995) as a means to suppress the majority black in all activities, including sport. Roberts (2011) showed that prior to the Group Areas Act being enacted in 1950's, sport in South Africa was played in localized communities whose constituencies were drawn from those living in the particular area, which sometimes consisted of a number of races. The apartheid policies denied black communities opportunities to be recognised in sport, by preventing

their access to both physical and human resources critical for sport development. Participation in South African sport and recreation was based on skin color, with the country being divided into four race groups, whites, indians, coloureds and blacks, each one having their own teams for the same sporting code.

There were slight changes during early 1980's in the apartheid government's policy as it moved towards more non-racial sporting activities (Jarvie, 1985) due to pressure from the international community. The government developed a sport policy aimed at satisfying both foreign opinion and maintaining the policy of separate development by establishing multi-national sport policy. The degree of multi-national sport competition was strictly controlled by the apartheid government. The policy was meant to escape the boycott of South African sport by the international community, but it did not change the way that sports was played within the country. The intensified racial oppression led to the formation of two groups of organizations, the one consisting of whites that fell under government authority and recognition, and the other being non-governmental whose membership was confined to indians, coloureds and blacks. Some black sporting federations become affiliated to white sports bodies in the 1980's as a front for unity to appease the international community (Roberts, 1988). The policy framework had no intention of unifying the diverse South Africans, rather to maintain white supremacy in the sporting arena.

The apartheid administration, led by the National Party, came to an end in 1994 following the election of the country's first democratic government, which had a mandate to

transform South African society, using sport as one vehicle to champion unity in diversity. Mr Steve Tshwete was the first national Minister for the National Department of Sport and Recreation. He held talks immediately after resuming his office with representatives of nine national priority sports organisations, urging them to make teams more representative of all races (Wallis, 2000). The new government's intention was to fast track transformation relating to mass participation, representation of national demographics in teams, equitable access and allocation of sport facilities and resources in all areas. The new government highlighted the importance attached to the role of sport in reconstructing and uniting the nation (Hendricks, 2001). It recognised that sport had a substantial role to play in the political future of the country (Booth, 1998) at building a rainbow nation.

2.2.2 South African sporting organisations from 1990 onwards

A number of developments happened after 1990, including South Africa's readmission into the international sporting scene in 1992, characterized by the formation of various organisations that advocated for the advancement of sport as well as recreation to a certain degree; including:

- The establishment of a National Sports Council (NSC) as the umbrella body for South African sport;
- The South African National Recreation Council (SANREC) as the umbrella body for recreation;
- The National Olympic Committee of South Africa (NOCSA);

- The NSC advanced to the formation of the South African Sports Commission (SASC) which was eventually changed to South African Sports Confederation and Olympic Committee (SASCOC)

These were supported by national and provincial sport and recreation forums/councils and by organisations for schools and universities as follows:

- The United School Sport Association of South Africa (USSASA)
- The South African Student Sport Union (SASSU); now called University Sport South Africa (USSA)
- The Sport Information and Science Agency (SISA)
- The Sport Science Institute (SSI)
- The Sports Coaches Outreach (SCRORE)

A symbiotic relationship between sport and politics prevailed during the advent of South Africa's first democratically elected government in 1994. This brought about positive changes, which created equal participation for everyone through the introduction of new policies. The new government developed two sports related bills; namely, the South African Sports Commission Bill, and the National Sport and Recreation Bill, which were both passed at a legislative level in 1998 (Gilpin, 1999). These Bills gave the Department of Sport and Recreation power to initiate and enforce change, rather than having to rely on the culture of good will (Hendricks, 2000).

In addition, the advancement of the National Sport and Recreation Bill led to the passing of the National Sport and Recreation Act (Act 110 of 1998) which provides for:

- The promotion and development of sport and recreation, and the co-ordination of the relationships between the Sports Commission, the National Department of Sport and Recreation, federations and other agencies;
- Measures aimed at correcting imbalances; thus promoting equity and democracy;
- Dispute resolution mechanisms in sport and recreation.

The following Acts have also had a significant contribution to the advancement of sport:

- The Public Finance Management Act (Act No 1 of 1999) regulates financial management within the national and provincial governments to ensure that all revenue, expenditure, assets and liabilities of those governments are managed efficiently and effectively; to provide for the responsibilities of persons entrusted with financial management in those governments; and to provide for related matters connected therewith.
- The SA Institute for Drug Free Sport Act (Act No 14 of 1997) promotes participation in sport which is free from the use of prohibited substances or methods intended to artificially enhance performance, thereby rendering impermissible doping practices which are contrary to the principles of fair play and medical ethics, in the interest of the health and well-being of sportspersons; and to provide for matters connected therewith.
- Skills Development Act (Act No 97 of 1998) provides an institutional framework to devise and implement national, sector and workplace strategies to develop and

improve the skills of the South African workforce; to integrate those strategies within the National Qualifications Framework contemplated in the South African Qualifications Authority Act No 58 of 1995; to provide for learnerships that lead to recognised occupational qualifications; to provide for the financing of skills development by means of a levy-financing scheme and a National Skills Fund; to provide for and regulate employment services; and to provide for matters connected therewith.

2.3 KwaZulu-Natal Department of Sport and Recreation

The KZN Department of Sport and Recreation as a new entity had to be structured according to national and provincial statutes' guidelines in building its identity, the following being discussed in this section.

- The framework of the KwaZulu-Natal Department of Sport and Recreation
- Laws that control the KwaZulu-Natal Department of Sport and Recreation
- Funding policy for the KwaZulu-Natal Department of Sport and Recreation
- Role of the KwaZulu-Natal Department of Sport and Recreation
- The KwaZulu-Natal Department of Sport and Recreation priorities and core functions

2.3.1 The framework of the KwaZulu-Natal Department of Sport and Recreation

Sport and recreation, as a directorate, fell under the umbrella of the KwaZulu-Natal Department of Education from 1994 to 2004 and, as such, received very little support, with academic educational issues receiving priority status. The Education section had a large stake within the department compared to its sister directorates of Art, Culture, Sport and Recreation, which received little attention (Rajbansi, 2005). The KwaZulu-Natal Department of Sport and Recreation was promulgated as a separate entity on 25 June 2004, with Mr A. Rajbansi being the first MEC serving one term between 2004 until 2009. The second term was started by Mrs W. Thusi from 2009 until October 2011, after which Mrs N. N. Sibhidla-Saphetha took over the reigns until today.

The new Department was mandated to effect change in terms of providing a strategic direction for sport in the province compared to a period when it was a directorate under the Department of Education. Led by the relevant national legislation, it identified its core functions, and developed pillars that were meant to improve service delivery. The Departmental pillars relate to the following (KZN DSR Annual Report, 2011):

Vision: “United and healthy communities through sport and recreation”.

Mission: “We will maximize opportunities through the promotion, development and transformation of sport and recreation to create cohesive and sustainable communities and enhance the quality of life of the citizens of KwaZulu-Natal”.

Values: The Department committed itself to the values of: honesty, integrity, loyalty, professionalism and respect

Implementation of the above values is reflected through principles of professionalism, accountability, courage to learn, change and innovation as well as adherence to the code of conduct.

The Department aligned its core values with the broad Batho Pele principles that promote effective and efficient service delivery. The term *Batho Pele* means ‘People First’, and with regard to government, sets an intention of giving good customer service to services users. According to the KZN DSR publication (2006), the eight principles relating to government’s service delivery include:

- Consultation: is a powerful tool that enriches and shapes government policies and often more than one method of consultation will be necessary to ensure comprehensiveness and representativeness;
- Service Standards: reinforces the need for benchmarks to constantly measure the extent to which citizens are satisfied with the service or products they receive from departments;
- Openness and Transparency: ensures that the public know more about the way national, provincial and local government institutions operate, how well they utilise the resources they consume, and who is in charge;
- Increasing Access: provides a framework for making decisions about delivering public services to the many South Africans who do not have access to them;
- Providing Information: about services should be at the point of delivery, but for users who are far from the point of delivery, other arrangements will be needed;

- Ensuring Courtesy: requires service providers to empathize with the citizens and treat them with as much consideration and respect, as they would like for themselves;
- Redress: emphasises a need to identify quickly and accurately when services are falling below the promised standard and to have procedures in place to remedy the situation; and
- Value for Money: ensuring that public servants do not waste the scarce resources of government and that they deliver a service that is as cost-effective and efficient as possible.

2.3.2 Laws that control the KwaZulu-Natal Department of Sport and Recreation

The Department as a government entity is controlled by the national and provincial statutes relating to its function, these consisting of the National Sport and Recreation Act and other legislation, such as the South African Constitution, the Bill of Rights, the South African Boxing Act and Public Finance Management Act as explained below.

- The National Sport and Recreation Act (Act No. 110 of 1998) provides for the promotion and development of sport and recreation, and coordinating the relationships between the sports commission, national sports federations and other agencies. It provides for measures aimed at correcting imbalances, promoting equity and democracy and providing resolutions to disputes.

- South African Constitution (Act No. 108 of 1996) is the fundamental law of South Africa, setting out the Bill of Rights, as well as the relationship of various government structures to each other.
- The Bill of Rights in Chapter Two of the SA constitution (Act No. 108 of 1996) focuses on equity, freedom of association, labour relations, sport and recreation and administrative actions. This Bill of Rights is the cornerstone of democracy in South Africa, and enshrines the rights of all people in the country and affirms the democratic values of human dignity, equality and freedom.
- The South African Boxing Act (Act No 11 of 2001) provides for a new structure for professional boxing in the Republic; to ensure the effective and efficient administration of professional boxing in the Republic; to recognise amateur boxing; to create synergy between professional and amateur boxing; to establish a Boxing Commission known as Boxing SA; to promote interaction between associations of boxers, managers, promoters, trainers and officials and Boxing SA; and to provide for matters connected therewith.
- The Public Finance Management Act [PFMA] (Act No. 1 of 1999) regulates financial management in the national and provincial governments to ensure that all revenue, expenditure, assets and liabilities of those governments are managed efficiently and effectively; to provide for the responsibilities of persons entrusted with financial management in those governments; and to provide for matters connected therewith.

2.3.3 Funding policy for the KwaZulu-Natal Department of Sport and Recreation

Provincial and national regulations allow the DSR to provide support services through direct funding called transfer payment, as well as through goods and services to different sport federations, non-profit organisations and other recognized sport organisations. The Departmental funding policy is aligned with the PFMA, which provides direction in terms of accountability for the utilization of state funds. This Act provides a framework for the effective and efficient disbursement of funds by all government departments, including the provincial DSR. The responsibility to oversee that all departmental funds are spent in an economic, efficient and effective manner rests with the Head of Department, as prescribed by section 38 (1a) of the PFMA. This entails that control and performance measures are put in place to monitor both the disbursement and utilization of state funds (KZN DSR Funding Policy, 2005).

The Department has developed its own funding policy document in line with provincial treasury regulations and the PFMA, which is intended to address the following during the delivery of its services to the community:

- Ensure the bodies dealing with sport and recreation are viable, well managed and professionally administered;
- Assist with the development of sports people (i.e. athletes, coaches, etc);
- Ensure participation in a healthy lifestyle and promote social interaction of all the people of KZN, especially the disadvantaged groups;

- Promote KZN as a sport and recreation venue and develop linkages with tourism industries and other stakeholders;
- Simulate an economic benefit to the community;
- Assist with the achievement of excellence; and
- Encourage creativity and self-reliance on the part of sport and recreation bodies.

2.3.4 Role of the KwaZulu-Natal Department of Sport and Recreation

A guide from the White Paper on Sport and Recreation (1996) gives effect to the stated government policy of a better life for all and getting the nation to play sport and recreation. The White Paper further clarifies the roles and responsibilities of the provincial government as a structure that is one step closer to the communities, and which is charged with the following:

- To make sport and recreation accessible to all people in the province;
- To provide the infrastructure required for sport and recreation and its maintenance;
- To ensure the existence of programmes that develop the human resource potential in sport and recreation;
- To develop a policy framework for the governance of sport and recreation in the province that is aligned with the national sport and recreation policy;
- To co-ordinate the involvement of the various departments of the provincial government to ensure congruence with provincial sport and recreation policy;
- To effect international agreements as reached by Sport and Recreation South Africa, for the purpose of sharing technology, skills transfer and the development of sport and recreation.

2.3.5 The KwaZulu-Natal Department of Sports and Recreation priorities and core functions

The DSR has translated its own mandate into policies leading to the creation of programmes that are clustered according to their order of importance. This is done through the Departments' priorities and core functions, both of which are detailed further.

2.3.5.1 Priorities of the Department

The priorities as defined by the DSR are as follows (KZN DSR Annual Report, 2008):

- To facilitate the growth of sport and recreation through a progressive and developmental approach;
- To develop sports infrastructure throughout KZN, particularly in the rural areas;
- To ensure collaboration between various sports federations and tertiary institutions in order to facilitate the programme of high performance;
- To extend mass community participation and general recreation programmes;
- To strengthen co-operative governance, especially with the Department of Local Government and Traditional Affairs; the Department of Education and the Department of Health and Social Welfare.
- To host and co-host major provincial, national and international events; and
- To facilitating a provincial sports council.

2.3.5.2 Core functions of the Department

According to the KZN DSR Annual Report (2008), the core functions of the department are:

- To ensure that sport and recreation is accessible to all the people of KwaZulu-Natal, especially previously disadvantaged people, rural communities, the disabled and women;
- To initiate programmes that target the development of human resource potential through the development of coaches, trainers, volunteers and administrators, with the aim of improving the quality of sport and recreation;
- To co-ordinate co-operative governance and the involvement of stakeholders to ensure alignment with the provincial sport and recreation policy;
- To effect and co-ordinate national and international agreements and initiatives, as reached by the province in the interest of sport and recreation;
- To facilitate and organize sporting and recreational events at district, provincial and international level;
- To implement the sport and recreation policy and provide funding for sport and recreation agencies in the province;
- To facilitate the provision and upgrading of sport and recreation facilities;
- To accelerate the delivery of sport and recreation in the province through mass participation;
- To achieve excellence in sport and recreation;
- To implement sport and recreation agencies which contribute to the overall vision of the Department.

2.4 Challenges facing sport and recreation transformation in South

Africa

The transition process of South African government from apartheid to a democratic administration system required a policy shift. Sport and Recreation South Africa (SRSA) developed democratic policies that were aimed at changing the way in which sport and recreation was delivered by the apartheid government. Implementers' of these transformation policies are the respective provincial Departments responsible for sport and recreation as guided by the White Paper on Sport and Recreation. The following broader perspective about transformation and its related challenges are elaborated.

- Government perspective about transformation in South Africa
- The challenge of sport and recreation facilities in South Africa
- Sedentary lifestyle in informal settlements
- Women in Sport and Recreation
- Gender, the media and sports
- Disability and Sport

2.4.1 Government perspective about transformation in South Africa

Senior government officials responsible for sport and recreation departments share common views that the process of change as required by government in sport receives little attention from many sporting federation (SASC, 2002). According to SRSA (2003), some key elements of sport transformation include areas such as the demographic representation of teams and sports governing bodies; the inclusion of women and people with disabilities in sport, the equitable allocation of resources, access to sport facilities,

making sport accessible to all communities and schools, and the role of sport in building a new patriotism. These elements are important measuring milestones to a new non-racial future and of sports transformation (SRSA, 2003).

According to the former SRSA Minister, Balfour (2001), apartheid legacy is still visible in many codes of sport, in daily exchanges with each other and even in the media, where the process of transformation has been slow and even stagnant. “Transformation will not see the light of the day if we continue to pay lip service to a cause to which thousands of South Africans laid their lives,” Minister Mbalula (2010). Former MEC for KZN Sport and Recreation, Thusi (2011) during her budget speech, indicated that the Departments’ key focus on transformation was to ensure that sport and recreation were accessible to all in the province by providing sports facilities, empowering youth with critical scarce skills, and allocating more funds towards sustainable development programmes in disadvantaged and rural areas.

The Ministerial Task Team’s report (2001) on providing a high performance sports system for South Africa cited that the most important factor in the success of any corporate enterprise, including high performance sport, was one of clear direction and authority. It stated that the success of elite sport at the national level requires the smooth operation of a sophisticated management system and this, in turn, requires a very clear definition of authority, responsibility and accountability. It also recommended that macro bodies, together with federations, should operate their institutions in a business-like approach in line with government policy.

2.4.2 The challenge of sport and recreation facilities in South Africa

Facilities are the basic functional component for providing and delivering community services, their provision being a major challenge to promoting and developing sport and recreation in KZN. The most affected parts of the province are rural areas at both school and community levels, with the majority of existing rural facilities being mainly for soccer and netball, many being out of use or used for other recreational purposes due to their poor conditions (Rajbansi, 2005). According to Archer and Boullion (1982), sport was mainly the domain of the white minority during the apartheid years, and the rest of the population was deprived of access to suitable sports facilities. Chappell (2006) reiterated that many stadiums and arenas were constructed, but were mainly located in traditional white areas, with facilities in the rural areas being inadequate and generally only catered for soccer.

The legacy of apartheid deprived rural areas of a sports infrastructure, many of which have remained under-resourced in terms of sports facilities (Hendricks, 1996). According to SRSA (2008), some rural sports clubs are run privately on a profit basis, but do not provide for the sport and recreation interest of their communities or the community development goals of their municipalities. In the absence of proper facilities, children in under-developed areas play soccer on the open ground (Chappell, 2006). Little literature exists on the reasons for the continued absence of sporting facilities in rural areas in KZN. South Africa lacks a national policy on the provision and management of public facilities, and lacks classification systems for facilities and national standards relating to

managing public sport and recreation facilities (Sport and Recreation South Africa, 2008).

The post 1994 constitution of the Republic of South Africa, Act 108 of 1996, Schedule 5, Parts A and B, makes provision for provincial recreation amenities, provincial sport, amusement facilities, local sport facilities, municipal parks and recreation areas as functional areas to be administered by the provincial government. In advancing the constitution, the National Sport and Recreation Act (Act 110 of 1998) stipulates that funds must be provided annually to create and upgrade basic multipurpose sport and recreation facilities. These must be in accordance with priorities as determined by SRSA in consultation with provincial and local government, as well as relevant sport or recreation bodies. SRSA's role is to regulate sports and use it as a vehicle for social development in communities. Countries such as Cuba place sport as a national development priority, which assures the political will to identify, acquire and allocate the necessary financial, physical and human resources (Havana Report, 2003). Facilities and equipment in Cuba are adequate, and when shortages occur, decisions are made within the context of the priority accorded to the specific sport (Havana Report, 2003).

The National Sport and Recreation Act (Act No 110 of 1998) mandates Departments to be the main community development driver through consistent budget allocation for sport facilities and related equipment. The Australian State Sports Federations Alliance (2009) argues that reliance on private providers will limit access for community groups who are unable to afford high access fees charged by private providers. Government needs to

assist in facilitating the roles played by different non-profit sport organisations working with varying levels of government in targeting community sport. Chappell (2004) indicated that sports development is hindered by poor sport structures and inadequate facilities. The communities, particularly in the rural areas, are usually limited to self-built facilities and lack the necessary equipment, which results in almost no opportunities for participation in sport (Goslin, 1996). Sport facilities that have been built and renovated in South Africa during the preparation for the FIFA World Cup in 2010 are primarily in urban areas, and are inaccessible to communities due to the high cost charged for their use and their inaccessibility as a result of their location.

2.4.3 Sedentary lifestyle in informal settlements

It is common in South Africa for people to migrate from rural areas to urban areas, where there are more job opportunities and the possibility of an improved living standard. Migration generally creates pressure for urban areas that has limited space and resources to accommodate this influx, and leads to unplanned informal settlement, where people occupy land by building structures made out of scrap material in undesignated area.

Legalised racial segregation resulted in people being forcibly relocated within urban areas before democracy in 1994. The national urbanisation, economic and social trends of South Africa during the apartheid era were structured by policies of racial discrimination (Marx and Charlton, 2003), resulting in the current urban landscape and settlement patterns.

Hindson, Byerley and Morris (1993) commented that:

“the viability of urban apartheid (for whites) was secured in the short term by the exclusion of Africans and Asians from the centers of economic power; the minimisation of social and infrastructural expenditure for Africans and Asians; low wages and the creation of a differentiated workforce based on relatively few African having permanent access to the urban economy and having to protect their interest against other Africans”.

Formal black townships and informal settlement areas were neglected, the intention being to discourage people from moving to the cities because of the unfavourable living conditions. As part of this strategy, they had little or no recreational space, as all available land was occupied by buildings. Lack of sporting facilities in informal settlements in particular adversely affects their level of activity, promoting a sedentary lifestyle (Tshabangu and Coopoo, 2001). Cultural beliefs and norms also play a part in preventing people who live in such settlements from exercising. Certain societies believe that exercise is only for men, and that if women exercise, they will not be able to bear children (Cross, 1996). This finding is supported by Brehm and Iannota (1998), who argue that women were instructed to avoid physical activity for fear of uterine displacement, spinal shock, hardened abdominal muscles, and an inappropriate diversion of the ‘vital energy’ critical for the reproduction function. Physical activity, however, is important for preventing and managing hypokinetic diseases such as hypertension, lower back pain, coronary artery disease and diabetes mellitus (Tshabangu and Coopoo, 2001). They stated that studies on populations in informal settlements are not well documented,

and advised that education and support programmes should be conducted to create awareness on certain hypokinetic diseases and lifestyle changes.

2.4.4 Women in Sport and Recreation

South African democratic policies have created space for women to participate in sport at all levels, as favored by the constitution that promotes freedom of association and guarantees equality to every SA citizen. Affirmative action is one of the policies which ensure that qualified people from designated groups are given support and have equal opportunities (Employment Equity Act No 55 of 1998). According to the Brighton Declaration (1994), equal opportunity to participate and be involved in sport for the purpose of leisure and recreation, is the right of every woman, regardless of race, language, religion, sexual orientation, age, marital status, disability, political affiliation, national or social origin. The Millennium Development Goals (2005) outline that “access for women and girls to physical education and sport helps them build confidence, stronger social integration and assist in overcoming prejudice that often contribute to their social vulnerability in a given society”.

Sport has played a major role in effectively facilitating the democratic process at all levels and in different spheres of South African society, enabling gender issues to be addressed as more females become involved. For many years, women have been disadvantaged by having relatively limited access to sport and recreational activities, and were often discouraged from actively participating in physical activities. Women were also relatively absent from decision-making roles in sport, such as coaching or refereeing,

and held very few administrative positions (SRSA, 2003). Unlimited access opportunities have however been created for women to participate at competition, administrative, management and executive levels. Women have tended to have lower levels of participation in sport and recreation as they often have more domestic responsibilities, lower levels of financial independence and less leisure time than men (Bittman and Wajcman, 2000). Furthermore, women with children are less likely to participate in active leisure than those without (Miller and Brown, 2005). According to Hargreaves (1997) “there are massive gender inequalities in the sporting structures of the country, and a strong association between sport and masculinity”.

Inequalities do exist even in the business sector as researched by Hern. Hern (2013) revealed that the percentage of working women in senior management positions in SA is inadequate and has been static for the past years; that just over one quarter of top decision-making roles in SA businesses are filled by women. She indicated that this has been the case since 2009, only 28% of SA senior management positions are filled by women and the statistic has flat-lined for five years. This stagnant five-year trend is the same when global averages are reviewed, with international businesses also showing no improvement since 2009, at 24% (Hern, 2013).

Despite the favorable environment and supportive policies, the level of female participation in sport still has much to address. One of the main challenges remains the serious lack of representative female sport stars to act as role models and encourage participation as well as perseverance among the younger generation (SRSA, 2003).

Kluka (2008) indicated that the Brighton Declaration provided the principles that should guide action intended to increase the involvement of women in sport at all levels, in all functions and roles. Women and girls are not fully exploiting opportunities created for them by the global policy frameworks that encourages their active participation at all functions and levels.

2.4.5 Gender and the Media in Sport

Gender bias was entrenched in cultural and religious beliefs that associated women with domestic duties related to child welfare and housekeeping. Butler (1990) explains the gendered categories of "masculinity" and "femininity" as socially constructed concepts, and that societal ideals about an appropriate masculine or feminine behavior vary spatially, from culture to culture, and temporally, depending upon various socio-historical circumstances. These socialisation patterns found expression in gender inequality that pertain to the allocation of resources (Burnett and Hollander, 2004) and access to decision-making power within the sporting fraternity (Engelbrecht, 1996; Hargreaves, 1997). The current provincial and national governments place an emphasis on affirmative action, which promotes a bias towards giving women an equitable share of resources (Employment Equity Act No 55 of 1998).

Sports journalism remains a male-dominated profession, as it operates in a culture where the mainstream paradigm suggests that sport, masculinity, and corporate culture co-exist in a symbiotic relationship (Coakley, 2003). Poverty, travel problems and patriarchal controls limited female participation in sport (Hargreaves, 1997). Biased media reporting

is portrayed in terms of gender stereotyping, where women are packaged as being beautiful or sexy, and men as being strong and robust. In some non-aggressive male sports, men are portrayed as ‘agile and versatile’ (Pfister, 2006), while still adhering to the ‘prowess ethic’, compared to women, whose media constructions mostly convey an idealised feminine identity (Theberge, 2001).

According to Rada and Wulfemeyer (2005), research has demonstrated that bias can take many forms, from what is heard (e.g., spoken commentary by on-air talent sport show), to what is seen (e.g., production practices of media covering sports), all of which may have lasting effects on the recipient. Without major changes in attitudes, regardless of any actions women may take, they will face bias that is fueled by the “male-defined institutions of organised sports” (Messner, 1988). Media coverage, as a resource of communication and a great societal influential segment, can be a weapon in perpetuating stereotypes. The imbalanced and insignificant coverage of women by media is an ongoing struggle in South Africa, despite the level of women participation in sport at athletic/performance, administrative and management levels. The coverage is still gender based, even during activities that are biased towards women, which is a manifestation of under-representation of women in media reports at critical positions.

2.4.6 Disability and sport

According to the White Paper on an Integrated National Disability Strategy (1997), the concept of a caring society is strengthened and deepened when societies recognises that disabled people enjoy the same rights as those who are not disabled, and that

communities have a responsibility towards the promotion of their quality of life. Research reflected in the White Paper estimates that between 5% and 12% of South Africans are moderately to severely disabled, all of whom face various challenges (White Paper on an Integrated National Disability Strategy, 1997). The White Paper reports that more than 80% of black children with disability live in poverty in difficult environments, and that some sectors of South African society still regards children with disability as incapable, ill and a burden on society. The South African constitution (Act No. 108 of 1996) entrenches the equal rights of all its citizens, and further states that no person shall be unfairly discriminated against, directly or indirectly, on one or more of the following grounds: race, gender, ethnic, colour, sexual orientation, age, disability, religion, conscience, belief, culture or language.

Persons with disabilities are disproportionately represented among the world's poor and tend to be poorer than persons without disabilities, their exclusion from economic and social activities being a part of their daily lives and a breach of their human rights, as well as a major development challenge (Panel Discussion, 2011). Women and girls with disabilities are historically disenfranchised from physical recreation due to being both female and having a disability (Anderson, Wozencroft and Bedini, 2008). Difficulties experienced by people with disabilities are outlined by Lauff (2007), who indicates that their experience of sport is affected by religious and cultural beliefs, and attitudes towards disability. The additional costs of disabled sport-specific equipment are also prohibitive for people with limited financial resources.

According to the United Nations (UN) (2011), the power of sport as a transformative tool is of particular importance for women with disabilities who often experience double discrimination on the basis of their gender and disability. In 1993, according to Lauff (2007), the UN standard rules on the equalization of persons with disability were developed, and included a rule on recreation and sport for people with a disability. The rule promotes that people with disabilities should enjoy equal participation in essential areas, such as accessibility, education, employment, income maintenance, culture, religion and sport and recreation. Sport was recognized as a human right for persons with disability by the United Nation Convention of Rights for Persons with a Disability in 2006.

2.5 Sport and recreation development at schools and communities in

KwaZulu-Natal

Physical activities are not limited to those initiated by the government sport Departments, and do happen to varying degrees in communities and schools, both will be discussed as follows:

- Indigenous cultural activities and games
- Physical Education at schools

2.5.1 Indigenous cultural activities and games

Colonisation of the country by the Dutch and British settlers resulted in the supremacy of western culture. South African indigenous knowledge, practices, values and culture were deliberately suppressed through western education that was characterised by prejudice

during the colonial period. It advocated for individual's consciousness and ignored Afro-centric knowledge systems that value social interaction, group values and a collective consciousness (Gelderblom, 2003).

SRSA, in its role as a national Department responsible for the delivery of sport and recreation added indigenous games on its scope of activities to encourage communities to actively participate in physical activities. It introduced ten games for people to participate on dibeke (a running ball game); diketo (a coordination game); kgati (a rope jumping game); ncuva (a board game); morabaraba (a board game); jukskei (a throwing and target game); kho-kho (a running game); Intonga (a stick fighting game); arigogo (similar to rounders) and driestokkies (running and jumping game) (SRSA, 2005). Warren (1991) has defined indigenous knowledge as the basis for decision making at the local level. Nyota and Mapara (2008) explained that those decisions have a bearing on key issues such as societal norms and values, socio-economic issues including the socialisation of the young and natural resources management.

The processes of knowledge transmission diffuse through direct and indirect local engagement at formal and informal indigenous activities. Informal practices refer to the exchange of knowledge and learning through experience in an unstructured setting, whereas formal learning takes place in formal structured institutions such as schools and tertiary institutions (Roux, Burnett and Hollander, 2008). The process of transfer of knowledge, skills and attitudes are uniquely structured in different societies through teaching and learning practices (Anderson and Taylor, 2004). Educational practices also

take place in initiation schools and through informal interaction for the exchange and transfer of values and norms (Hammond-Tooke, 1974). The indigenous games of South Africa bear witness to the Afro-centric and traditional knowledge base of the Nguni people who migrated from the central lakes of Africa and later became the Zulu-speaking people (Hammond-Tooke, 1974). Gerdes (1999) indicated that the people of Southern Africa constitute a vibrant cultural mosaic which is extremely rich in its diversity.

Most indigenous activities take place in communities in all the nine provinces of South Africa, and the need for them to be included in school curricula is essential (Burnett, Hollander, Singh and Fortuin, 2003). An African philosophy of education is deemed necessary in an effort to understand the African way of life (Mkhabela and Luthuli, 1997). They contend that the African identity, together with its values, can be restored through a sustainable practice of indigenous cultural games and activities at both community and school settings.

2.5.2 Physical Education at schools

Physical Education (PE) lost its significance in many government schools due to changes in the National Curriculum which introduced Outcome Based Education (OBE) in 1998, substituting PE with Life Orientation (LO) that contain PE specific outcomes. Movement education is a learning outcome of Life Orientation that is now a compulsory subject at schools (Roux, 2009). “Physical education has a unique, but not exclusive, role to play in the education of learners to enhance a holistic well-being” Roux et al. (2008). Kirchner and Fishburne (1995), as well as McEwan and Andrew (1998), agree that physical

education, relating to the education of learners by means of their participation in planned and purposeful physical activity is essential for the holistic development of learners.

A pilot study conducted by Naidoo, Coopoo, Lambert, and Draper (2008) showed that the opportunity for children to be physically active during school hours is rapidly decreasing in many schools. There is a universal trend regarding a decline in physical activity (PA) at adolescent stages (Hardman and Marshall, 2001; Hardman and Marshall, 2009), this being a major concern among school teachers in South Africa (Pienaar, Stadler and Oosthuizen, 2007). The unique, diverse and comprehensive developmental needs of young children are hindered by these decisions (Pienaar et al., 2007; Harris, 2009), the message being that PE was not considered an important part of a child's holistic development (Van Deventer and Van Niekerk, 2009).

Dale, Corbin and Dale (2000) indicated that children who are denied physical activity during school hours due to curriculum and/or school structures that decrease or eliminate physical activity will not voluntarily catch up on these lost opportunities of physical activity. A number of authors have indicated that it is of concern that quality physical education programmes are not being implemented in the schools (Hardman, 2002; Van Deventer and Niekerk, 2005). Attempts to address this concern were made by the former Minister of Education, Ms N. Pandor, and the former Minister of Sport and Recreation, Mr. M. Stofile, who declared their support for utilising physical activity to achieve active and healthy citizens (Stofile and Pandor, 2005).

The current administration for SRSA is bringing back sport to the majority of government schools, this paradigm shift having led to a new cooperation between SRSA and DoE to roll-out the sport programme.

“We will bring back the vibrant culture of school tournaments, district, provincial and national tournaments. Our intention is to encourage affluent schools engaged in elite and high performance sport to join hands with less privileged schools and share their expertise and skills with them,” Mbalula (2010).

Some schools resolved to encourage their learners to participate in sports as a way to compensate for the lack of physical education (Ntshingila, 2004).

2.6 Sport and sport law

The South African Constitution (1996) is regarded as one of the most modern, progressive and democratic constitution globally. This Constitution has a Bill of Rights in Chapter Two that promotes and guarantees the right to education, health, freedom of association and many others. Sport in South Africa is mainly organised by volunteers who assume leadership positions in various activities with little understanding of the implications in cases of possible lawsuits. This is exacerbated by the absence of formal structures to give direction in the field of sport law.

Sharp (1990) describe sport law as a relatively new field of law, which applies the legal theory and precedent to issues arising from the conduct of sport and physical education.

Collins (1993) indicated that the worldwide trend of increased participation in sport

required the law to intervene in a number of situations and for a variety of reasons. All incidents resulting in injuries, death or any other loss on the sport field, and other incidents at professional, amateur and school participation levels, highlight the need for sport law in South Africa (Van Heerden, 1996).

Singh (2001) indicates that over the years, administrators, supervisors and teachers of physical activities, such as sport and physical education, have become increasingly concerned about the possibility of being implicated in a lawsuit. Participation in physical activity has the potential for accidents and injuries, this being increasingly so with the pressures associated with competitions and the benefits of being a professional sportsman, necessitating managers and sports officials to be knowledgeable about relevant law (Van Heerden, 1996 and Singh 1999).

Risk is inherent in most sport, recreation and physical education, and needs to be carefully managed and minimised. Risk management entails providing a safe and controlled environment for users to ensure a quality experience through risk assessment and reduction (Appenzeller, 1985; Peterson and Hronek, 1992). Van Heerden (1996) asserted that risk management is important for sport service providers, as it offers a quality experiences in a safe environment, and safeguards the leaders, administrators and organisations from the law. Understanding the legal aspects of sports is essential, as many people are willing to take substantial risks in sports and physical activity (Clement, 1988; Nygaard and Boone, 1989).

Singh (2001) illustrated that awareness of safety issues and promotion of legal literacy among sport personnel necessitates the development of a body of knowledge on sport law. South Africa does not currently have a body of sport law, and there are very few cases concerning sport that reach the courts, with decisions on those cases being based on common law principles relating to negligence (Singh, 2001). Hosten, Edwards, Bosman and Church (1995) describe negligence as where a person does not intend to bring about the consequences of his act, but the law still regards the same act as blameworthy if it did not correspond to the law binding standard care. In simple language, a person is negligent if the reasonable person in his position would have acted differently, and according to the courts, the reasonable person would have acted differently if the unlawful causing of harm was foreseeable and preventable (Neethling, Potgieter and Visser, 2001).

Scott (1991) pointed that while a definite body of sport and recreation law does exist in other countries, the only reason for it not being widely recognised in South Africa is that there was no perceived need for such an applied field of law. Singh (2001) alluded that there is clearly a need for the country to have a comprehensive and ordered set of guidelines to regulate the legal liability of sports persons.

2.7 Sport at international public institutions

South Africa's re-admission into international sport in 1992 created an interest in the country's sporting bodies to study best practices and models that are exercised by other successful countries. A study tour headed by the former Minister of Sport and Recreation (Mr Steve Tshwete) visited Australia to understand their sport administration practices.

Literature for this study has been narrowed to systems applied by Australia, Canada and New Zealand, with some models that have ensured success at Olympic games and other major competitions. The intention is to understand how sport and recreation is delivered in such countries, and this section will therefore review how sport and recreation activities are organised by the following countries:

- Australian sport administration
- Canadian sport administration
- New Zealand sport administration

2.7.1 Australian sport administration

In Australia, the Australian federal, state and local governments spend millions of dollars every year to support the delivery and administration of sport at the National, State, Regional and Club Level (Australian Sports Commission, 2004, 2006; Department of Sport and Recreation Government of Western Australia, 2004). The amounts of government funding, combined with corporate/sponsor dollars, have contributed to increased professionalism in sport management, and led to sport in Australia becoming a multimillion dollar industry over the years (Australian Sports Commission, 2004).

The Australian Sports Commission (ASC) and State Departments of Sport and Recreation play an important role in the sport industry in Australia, as these agencies provide funding at all three levels of the Australian sport system (Westerbeek, Shilbury and Deane, 1995). Local government also has a strong association with grass roots sport clubs, as the respective local government authority owns and maintains most club

buildings, playing grounds and courts at the local level, with sport clubs signing leases for a number of years for entitlement to utilise the respective complexes (Burton, 2009).

Professionalisation of elite sport and its management began to accelerate in the 1980s (Westerbeek et al., 1995). To improve professional sport management practices in Australia, the Federal Government increased funding between 1972 and 1991 by \$66.5 million (Westerbeek et al., 1995). In an effort to improve the professionalism of grass roots sport clubs, the State Departments of Sport and Recreation and the Australian Sports Commission produced documents designed to assist clubs in a number of governance areas, such as: policy development; running effective meetings; constitutions; incorporation; insurance and the management of volunteers in sport (Australian Sports Commission, 2005).

Community sport clubs are the base for sport in Australia, predominantly managed by volunteers, being the level of sport where there is the greatest number of participants (Confederation of Australian Sport, 1992; Mills, 1994; Shilbury, Deane and Kellett, 2006; Westerbeek et al., 1995). Clubs are the training ground for future state, national and international champions, and provide an avenue for people of any age and ability to compete in sports competition (Doherty and Misener, 2008). The Western Australia Local Government Authorities work actively in assisting communities to access and participate in sport and leisure activities, and provide their local club volunteers with resources to become more professional in the delivery and processes of running a grassroots sport club (Burton, 2009).

2.7.2 Canadian sport administration

In Canada, the Canada Heritage Publication (2010) highlights that Canada works to help Canadians participate and excel in sport, and the Department of Canadian Heritage strengthens the unique contribution that sport makes to Canadian identity, culture and society. Over the last three decades, the justification of funding by the Canadian government was based mainly on a health rationale, with amateur sport (structures and leadership) receiving most of the federal funding, the drive for nation-building generating a focus on sport and the development of elite competition (Semenya, 2008).

According to Collins and Cooper (1998), serious elite-sport competitions were the domain of the higher government level, in association with provincial and national sports governing bodies. Sport Canada (2009) indicated that National Sport Organisations are responsible for planning, regulating, delivering and organising sport in Canada through the provision of essential services to athletes, coaches, officials, and member organisations at the provincial and community levels. According to Imagine Canada (2006), charitable and non-profit organisations are facing increased competition for public and private funds. There is an increased demand for accountability and transparency by government and the public, which will force changes in how non-profits organize and communicate their work (Imagine Canada, 2006).

2.7.3 New Zealand Sport Administration

Studies conducted by Lawrence (2008) show that the New Zealand government involvement in sport spans over seventy years, from providing the Physical Welfare Act

in 1937 to the Sport and Recreation Act 2002, but allocating very little funding to the Council for Recreation and Sport, forcing it to focus on small scale programmes and to develop strategies for sport. Sport Non-Governmental Organisations (NGO) remained outside the government ambit from 1937 to 1973, with government considering sport to be a matter of private choice and generally beyond the ambit of public policy.

Many New Zealand commentators point to the benefits of involving NGOs in the development of public policy areas relating to service delivery such as health and social services (Ministry of Social Development, 2007; Kelsey, 1997; Boston and St John, 1999). A sport policy for New Zealand, however, requires the support and participation of the NGOs that administer sporting codes, as their involvement in developing rules, and development and training coaches, referees and administrators provide a direct ownership interest in their codes (Lawrence, 2008).

The government requires public policymakers to draw on a wide range of policy instruments to ensure the best use of public funds once policy goals and objectives are clear (Althaus, Bridgman and Davis, 2007). In the 1990s, a more diverse range of instruments emerged as changing theories of pluralism influenced government behavior (Mulgan, 2004; Shaw and Eichbaum, 2005). Hughes and Calder (2007) cite Chen's observation in 1997, that legislation in the 1990s contained 373 references to 'consultation' and further stated that "a good consultation process will increase the likelihood of a policy being understood".

New Zealand sport was based on an amateur club-based system of voluntary NGOs that had little interaction with central government and little or no experience of managing government funding support (Lawrence, 2008). The government now seeks to connect the use of taxpayer funds to policy goals and measurable results (Scott, 2001 and McGhee, 2005). Government places a high value on strategic alliances and emphasises networks and strong relationships with non-government actors, particularly those in the voluntary sector (Ministry of Social Policy, 2001; Wevers, 2008).

A number of similarities are noted on the part of stakeholders (i.e. government, NGO, federations, etc) involved in the delivery of sport and recreation in each country, while recognising that each country has its own unique targets. For example, Australia is more concerned about high performance, while Canada's concern for nation building generates a focus on Olympic sport and the development of elite competition. Chalip, Johnson and Stachura (1996) stated that governments have legitimised their policies in different ways.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter describes the research methodology used in this investigation. Methodology can be described as the application of various methods, techniques and principles in order to create scientifically based knowledge by means of objective methods and procedures within a particular discipline (Welman and Kruger, 1997). It focuses on specific ways and methods that can be applied to better understand a field or scope of study. Bless and Smith (1995) stated that research stands or falls on the quality of the facts on which it is based. It was with this in mind that the task of designing an accurate instrument of data collection remained a necessity for the current study of the role of the Department of Sport and Recreation in the provision and delivery of sport and recreation in KwaZulu-Natal.

This chapter reviews how the research was carried out, the procedure that was used to collect data and describes how that data will be analysed, and gives an account as to why these methods were used for the study. This research used specific and reliable techniques and procedures for data collection. It includes information about the following: the study area, research design, sample population and size, inclusion / exclusion criteria, data collection instrument, pilot study, data collection process, data

management and analysis, reliability and validity, and ethical considerations and confidentiality.

3.2 Study area

The research study was confined to the provincial organisations that provide and deliver sport and recreation within the geographic boundaries of KwaZulu-Natal province.

3.3 Research design

Research design has been described as the processes used to collect and analyse data necessary to address an issue (Tull and Hawkins, 1993). In the absence of instruments to investigate this subject, questionnaires were developed, pilot tested and distributed to respondents who were regarded as being able to provide relevant and reliable information. Surveys were conducted of various organisation officials, to enable the results to be compiled and compared. This research is retrospective as it requires the participants to answer the questions with respect to activities that have taken place, rather than were anticipated to take place.

The underlying design of this research is descriptive, and used a mainly quantitative perspective, although both qualitative and quantitative data were collected. Henderson and Bialeschki (1995) stated that criteria, evidence and judgment must be present for evaluating the collected data and making enlightened decisions. *Criteria* refer to standards or practices upon which something is evaluated. Developing criteria often appears to be the easiest aspect of the auditing process, but may be the most difficult.

Evidence implies data, which are pieces of information that are collected to determine whether criteria have been met. The *validity* of the data depends upon the criteria that were established. Judgment implies the determination of the value of the collected data based on the stated criteria. Judgment is the final step of the auditing/evaluation trilogy, and forms the basis for the conclusion and recommendations of the study (Henderson and Bialeschki, 1995).

The procedure for drawing a sample in this investigation is based on the model developed by Churchill and Iacobucci (2002). This model includes defining and identifying the target population, identifying the study sample and the sampling procedure, determining the sample size, selecting the sampling elements and collecting data.

3.4 Sample population

The population for a particular investigation is the entire group of people from whom the researcher desires to gain information (Boyce, 2002) and for this study, consisted of the identified sport and recreation organisations that deliver sport and recreation in KZN. Using Boyce's definition (Boyce, 2002), a target population is a clearly defined group of individuals that have some characteristics in common which are relevant to the investigation. It is therefore important that the target population be identified accurately in order for the results to be meaningful. The target population for this study consisted of the following KZN based bodies:

- the government Department responsible for the delivery of sport and recreation;

- the top fifteen sport federations that are part of the provincial government's priority list;
- South African Student Sports Union (SASSU) in charge of sport at tertiary institutions;
- United School Sport Association of South Africa (USSASA) accounting for school sport.

The sampled population consisted of Departmental employees and elected members from the federations, SASSU and USSASA that formed executives and sub-committees. These people are responsible for providing and delivering sport and recreation on behalf of these organisations, and are regarded having first-hand information that will shape the study with necessary information.

3.5 Sample size

Once the target population has been determined, Churchill and Iacobucci (2002) recommend that a list be established of all those who are eligible to participate in the investigation. As a purposive sampling method was used, specific administrative levels within the identified organisations were identified for inclusion based on their level of knowledge relating to this study. Main targeted respondents comprised of directors, deputy/assistant directors and sport promotion officers responsible for the delivery of sport by the Department. The federations, SASSU and USSASA had executive committee members and sub-committees dealing with the execution of sport and

recreation services. A sample size of 300 participants was selected to participate, and consisted of the following:

- 45 (15%) personnel from the Department of Sports and Recreation;
- 195 (65%) from 15 provincial federations, 13 members from each one;
- 30 members (10%) of SASSU;
- 30 members (10%) of USSASA.

3.6 Inclusion / exclusion criteria

The following inclusion criteria were used to ensure that people who could adequately answer the questions were included:

- Senior and junior officials in the DSR (i.e. Directors, Assistant Directors and Sport Officers)
- Executive and sub-committee members in the federations
- Executive and sub-committee members in the SASSU and USSASA

The exclusion criteria were those staff member involved in the supply chain management who were not involved in providing and delivering sports and recreation services.

3.7 Data collection instrument

Three questionnaires were devised to investigate the roles and responsibilities of the Department in providing and delivering sport and recreation in the province. Each questionnaire consisted of no more than 46 questions. Although the questionnaires were similar in format, some of the questions differed to cater for the different information

required from the various organisations being targeted. These varied questionnaires are presented separately. The following broad categories appeared in each set of questionnaires:

- Section A: **Demographic details:** age and gender of study participants.
- Section B: **Services by DSR towards transformation:** Service delivery of sport and recreation in rural and urban areas, Sport facilities, and Funding and support.
- Section C: **Collaboration between the KZN Department and its stakeholders:** partnerships with other stakeholders and identifying grey areas that needs to be covered such as: KZN DSR consultation with its stakeholders, Meetings with stakeholders, Capacity building of sport and recreation committees, and Physical Education at schools.

Each of the questionnaires for the four participating organisations is presented separately.

The questionnaire for the DSR government officials consisted of three sections:

- Section A: **Demographic details:** Age and gender of study participants.
- Section B: **Services by DSR towards sport and recreation transformation:** Service delivery of sport and recreation in rural and urban areas, Sport facilities, and Funding and support.
- Section C: **Collaboration between the KZN Department and its stakeholders:** KZN DSR consultation with its stakeholders in the delivery of services.

Twenty-two (49 %) of the 46 questions required respondents to answer either YES or NO, fourteen (28 %) required them to place a tick in the relevant box and the remaining

ten (23 %) were open ended questions that asked about strategies for the revival of rural sport, mechanisms for sustaining projects, quality assurance methods for assessing programmes, etc.

The questionnaire for the federations also consisted of three sections:

- Section A: **Demographic details:** Age and gender of study participants.
- Section B: **Services by DSR towards sport and recreation transformation:**
Service delivery of sport and recreation in rural and urban areas, Sport facilities, and Funding and support.
- Section C: **Collaboration between the KZN Department and its stakeholders:**
KZN DSR consultation with its stakeholders in the delivery of services.

Twenty two (72 %) of the 46 questions required respondents to answer either YES or NO, six (16 %) required them to place a tick in the relevant box and the remaining five (12 %) were open ended questions that inquired about their feelings about governmental sport and recreation services, their understanding of the Department's roles and responsibilities, integration of physical education into the school curriculum, barriers that prevent women from participating in sporting activities, usage of public facilities, etc.

Questionnaires for SASSU and USSASA also consisted of three sections:

- Section A: **Demographic details:** Age and gender of study participants.

- Section B: **Services by DSR towards sport and recreation transformation:**
Service delivery of sport and recreation in rural and urban areas, Sport facilities, and Funding and support.
- Section C: **Collaboration between the KZN Department and its stakeholders:**
KZN DSR consultation with its stakeholders in the delivery of services.

Twenty two (72 %) of the 46 questions required respondents to answer either YES or NO, six (16 %) required them to place a tick in the relevant box and the remaining five (12 %) were open ended to solicit strategies for maximum representation during participation at competitions, platforms government should open for interactive discussion, areas for improvement with regard to transformation and development, suggestion for improved service delivery, etc.

3.8 Pilot study

After the questionnaires had been developed, a pilot test was done on a group of fifty honours students in the Department of Sport Science at the University of KwaZulu-Natal, after which the necessary changes were made.

3.9 Data collection process

Once ethical approval for the study had been obtained, the identified organisations were approached to participate in the study and to identify persons in suitable positions who could be included based on their level of knowledge in the area of interest. In order to meet the demands of accuracy and reliability for this research project, questionnaires

were distributed to the identified stakeholders. Data was collected by means of questionnaires which had been specifically designed for the purpose of the study. Each set of questions was available in either English or Zulu (Annexure A, B, C, D, E and F,) giving respondents the choice of completing it in the language they preferred. Each questionnaire (English and Zulu) had an informed consent as the cover page giving information about the study, including the purpose of the study. Participants were required to sign the informed consent for which was returned to the researcher. The information sheet also gave the assurance of confidentiality and voluntary participation in the study. To ensure the anonymity of the respondents, none of the questionnaires required the respondents to identify themselves by name or any other feature.

Some of the questionnaires were sent out by electronic mail and others were hand delivered to individuals. A reminder was followed up once a month by either a telephone call or electronic mail. The initial response rate after five months was 66% (n=199). In order to get a higher response rate, calls were made to the liaison person(s) who served as the main contact person on behalf of each institution. The questionnaires were sent out again to those who had not yet responded. After nine months, the response rate had risen to 98% (n=296). The questionnaires were administered over an eleven month period, from June 2005 to March 2006.

3.10 Data Management

Paper questionnaires that were returned were stored in a locked room both before and after the data were entered into the database. Electronically received questionnaires were printed and also stored in a locked room. Only the researchers and supervisor had access to both the hard copies and the digital database. Once the database had been completed, it was checked and sent to a statistician for analysis.

3.11 Data analysis

Data gathered from the questionnaire will be presented in the following manner:

- Demographic details: A description of those who participated in the study in terms of age and gender.
- Services by DSR towards sport and recreation transformation: An account of sport and recreation services, facilities and funding that are mandated for the DSR to provide and deliver to communities.
- Collaboration between the Department and its stakeholders: Inclusive approach to planning, provision and delivery of services by the Department together with its stakeholders

The obtained data was then analysed using quantitative methods; however, not all collected data will be presented. The quantitative information was analysed by scoring each YES/NO response which allowed the aggregated data to be analysed within categories and between groups. All three sections from the questionnaires were analysed by adding the responses of each question, with the final results being converted into

percentages. These figures and percentages were then entered into tables. The data from these tables was then converted into either histograms or bar graphs, depending on which graph gave the clearest representation.

According to Newman (1995), when conducting research, the researcher infers from empirical details. To infer means to pass judgments, use reasoning and to reach conclusions based on evidence, which is how a picture of the respondents' understanding of the subject under study is reflected. In reflecting the understanding of the role of the Department, the information gathered from the respondents was interpreted by the use of Microsoft Excel. These programmes produce percentages, frequencies and graphs, and have also calculated significances among the groups. The data is graphically represented in this research project.

The Chi-square test was also used to determine whether there were significant commonalities and differences between the four stakeholders' responses to the questions. This test was concerned with comparing differences in the actual (or observed) frequencies (or counts) with the expected frequencies (or counts) with respect to a certain attribute for the sample under investigation, and to determine whether the differences (except for the sampling error) were typical of the population from which the sample was drawn.

All positive responses were regarded as agreeing with the question and those that were negative were taken as disagreeing with the question. The scores of the four groups

(stakeholders) were added separately, with respect to each organisation. The differences within each group and between the four groups were computed using the t-test of significance.

The formula for the Chi-Square Test is:

$$X^2 = \sum [(A-E)^2 / E]$$

Where A = actual or observed frequency of occurrence

 E = expected frequency of occurrence

3.12 Ethical considerations

Ethical approval was obtained from Health Science Faculty at the UKZN (FECHSC 009/04), as well as from the DSR to conduct the research study (Annexure I and J). Each participant was provided with an information sheet detailing the research, and was requested to sign an informed consent form, which was returned to the researcher. The participants were not asked to provide their names, and the data was analysed in groups and not individually, thereby protecting the possible identification of any participant.

3.13 Conclusion

In this chapter, the research process was detailed, including the methodology used, the empirical research design and the process by which the data was measured. Justification for each part of the process was also provided. According to the model by Churchill and Iacobucci (2002), the target population was delimited and an appropriate sample frame was found. The next chapter presents the results.

CHAPTER FOUR

RESULTS

4.1 Introduction

This chapter reviews the results of the study, which are presented according to the categorisation (Sections A, B and C) of the research questionnaires and then clarified. The purpose of the statistical analysis in this study was to provide information about the roles the Department has played in the provision and delivery of sport and recreation in KwaZulu-Natal. The aim was to obtain insight into the feelings and understanding of the stakeholders and others who are served by the Department, as well as to make recommendations about improving the provision and delivery of sport and recreation services. Chi-square analysis was used to establish if significant relationships existed between the feelings of respondents regarding the Department's roles and responsibilities. The statistical analysis enabled the researcher to reach a consensus about inferences of the results, and guided him towards developing strategies that could lead to better service delivery and meeting targeted objectives. The structure of the analysis is presented in the following order:

- Demographic details
- Services by DSR towards sport and recreation transformation
- Collaboration between the KZN Department and its stakeholders

4.2 Demographic details

The demographic details consist of the participants' ages and gender. All respondents participating in the study were asked to indicate their age group, largest group of the sample (40%) falling within the ages of 40 – 50 years (Table 4.1). This was followed by 36% being between the ages of 30 – 40 year old, 15% being 20 – 30 year olds, and 9% being 50 – 60 year olds. There were almost the same number of respondents above and below the age of 40, with 51% below and 49% above. A significant difference was found between the age categories of respondents using Chi-square of $p \leq 0.05$.

Table 4.1: Age category of respondents from provincial organisations

Organisation	20 – 30 Years	30 – 40 Years	40 – 50 Years	50 – 60 Years	Total
KZN DSR	3	17	21	4	45
Federations	35	62	77	21	195
SASSU	5	16	7	2	30
USSASA	2	12	15	1	30
TOTAL	45	107	120	28	300
% of total respondents	15%	36%	40%	9%	100%
$p \leq 0.05$					

Respondents from all stakeholders (the Department, Federations, SASSU and USSASA) were asked to indicate their gender by placing a tick next to the appropriate column in the questionnaire. Table 4.2 indicates the overall gender population of the selected sample, showing that 74% of the respondents were male and 26% were female. There is a significant difference between the two genders using Chi-square of $p \leq 0.0001$.

Table 4.2: Gender of respondents

Organisation	Gender	Number	Percentage	Overall Percentage
KZN Department of Sport and Recreation	Male	28	62.2%	12.6%
	Female	17	37.8%	21.8%
Federations	Male	145	74.4%	65.3%
	Female	50	25.6%	64.1%
SASSU	Male	22	73.3%	9.9%
	Female	08	26.7%	10.3%
USSASA	Male	27	90%	12.2%
	Female	03	10%	3.8%
Total	Male	222	74%	100%
	Female	78	26%	100%

4.3 Services by the Department towards sport and recreation transformation

The DSR has a mandate to transform the sport and recreation landscape in all areas of the province. The extent to which the participating organisations feel that this has occurred will be addressed and presented with respect to the following three issues: Service delivery in rural and urban areas, Sport facilities and Funding and support.

4.3.1 Service delivery in rural and urban areas

The delivery of sport and recreation services by the DSR and its stakeholders is categorised into three areas, each of which will be explored:

- Target areas for service delivery
- Rate of provision and delivery of sport and recreation in the province
- Functional areas for improving the delivery of sport and recreation

4.3.1.1 Target areas for service delivery

All respondents participating in the study were asked to identify the target areas where sport and recreation services are concentrated. Twenty six (58%) respondents from the Department indicated that major services are concentrated in urban areas; 27% (n=12) selected the townships; and 15% (n=7) the rural areas (Table 4.3). Three quarters (n=128, 65%) of the federations respondents indicated that their services are concentrated in urban areas; 28% (n=54) indicated the townships and 7% (n=13) said they aimed their services at the rural areas. Over four fifths (n=26, 87%) of the SASSU respondents replied that they concentrated their services in urban areas; 10% (n=3) noted townships; and 3% (n=1) indicated that their services are directed to rural areas. Only 27% of the USSASA respondents showed that services are mostly implemented in urban areas; 33% (n=10) indicated the townships; and 40% (n=12) indicated that services are delivered to rural areas.

Overall, the majority (n=188, 63%) of respondents indicated that service delivery by the Department and its stakeholders is more focused on urban areas. Only 26% (n=79) of respondents indicated that services are channeled into the townships and 11% (n=33) indicated the rural areas. These findings show that the rural areas are still underprivileged, with some receiving insignificant attention and others getting nothing at all. This overwhelming fraction of service disparity was discovered through the use of Chi-square of $p \leq 0.05$ as reflected in table 4.3.

Table 4.3: Areas that receive sport and recreation service delivery

Organisation	Urban	%	Township	%	Rural	%
DSR	26	58%	12	27%	7	15%
Federation	128	65%	54	28%	13	7%
SASSU	26	87%	3	10%	1	3%
USSASA	8	27%	10	33%	12	40%
Overall	188	63%	79	26%	33	11%
Total	376	68%	109	20%	66	12%

4.3.1.2 Rate of provision and delivery of sport and recreation in the province

The Department and stakeholders were asked to rate the speed of service delivery of sport and recreation facilities to various communities in KwaZulu-Natal (Figure 4.1).

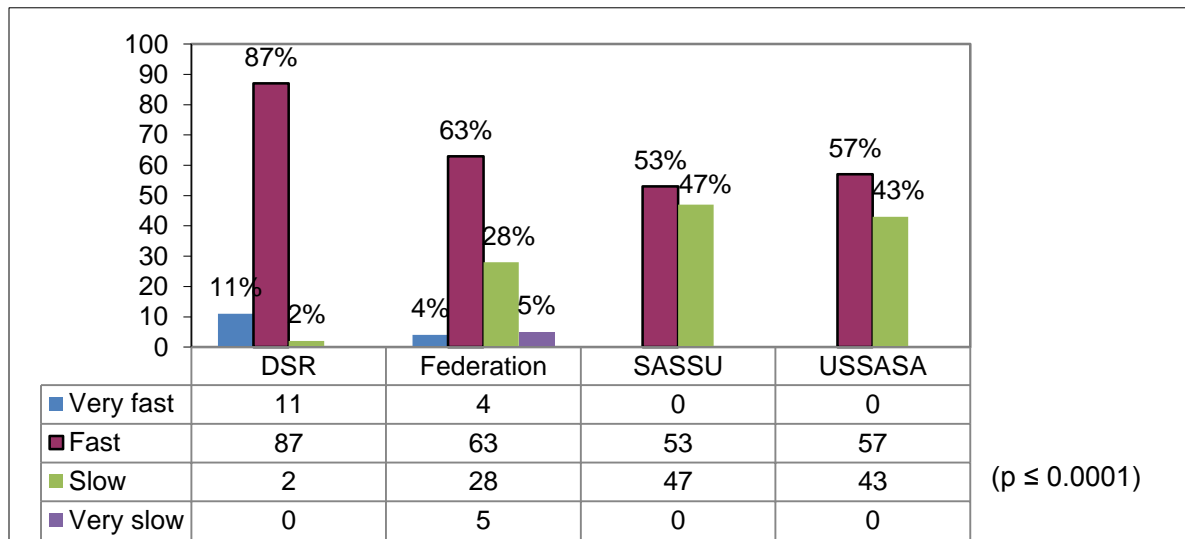


Fig 4.1: Momentum of sport and recreation provision in KZN

Well over three quarters (n=39, 87%) the Department of Sport and Recreation reported that the rate of service provision and delivery was ‘fast’, 11% (n=5) showed that it was ‘very fast’ and 2% (n=1) responded that the rate of service was ‘slow’. There was a

significant difference between the responses using Chi-square of $p \leq 0.0001$. The majority (n=123, 63%) of respondents from the federations indicated that service delivery is 'fast', 4% (n=8) showed that the rate is 'very fast', 28% (n=55) pointed that services are 'slow' and 5% (n=9) pointed that the rate of service in sport and recreation is 'very slow'. A significant difference using Chi-square of $p \leq 0.0001$ was discovered. Majority (n=16, 53%) of SASSU respondents rated the service as 'fast' and 47% (n=14) pointed out that deliverables are delivered 'slowly'. There is a significant difference using Chi-square of $p \leq 0.0001$. The majority (n=17, 57%) of USSASA respondents showed that services are 'fast' with 43% (n=13) indicating that the rate of service delivery is 'slow'. This showed a significant difference using Chi-square of $p \leq 0.0001$.

Overall, two third majority (n=198, 66%) of all respondents indicated that the provision and delivery of sport and recreation services in KwaZulu-Natal is 'fast', 27% (n=81) reported that it is 'slow', 4% (n=12) said it was 'very fast', and 3% (n=9) responded that it was 'very slow'. There is a significant difference in the rate of service delivery using Chi-square of $p \leq 0.0001$.

4.3.1.3 Functional areas for improving the delivery of sport and recreation

Respondents from the different stakeholders (Federations, SASSU and USSASA) were asked to identify critical areas that need to be covered by the Department to foster the growth and development of sport and recreation. They were allowed to identify one most critical area they felt needed attention as presented in Figure 4.2.

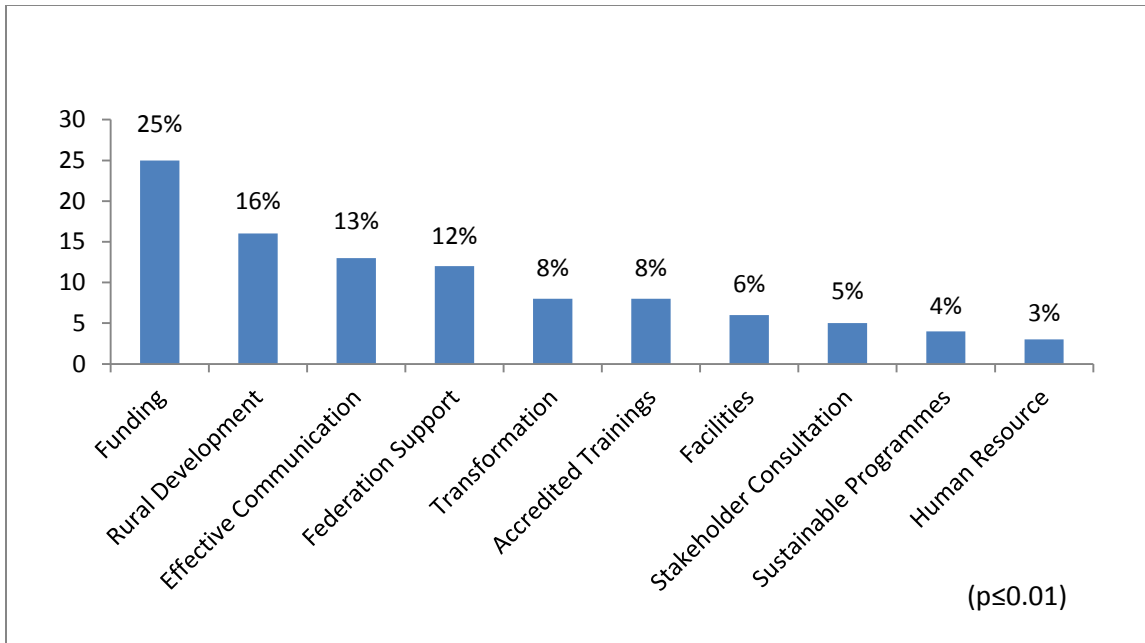


Fig 4.2: Areas for improved service delivery

Respondents from the three stakeholders (n=255) (the Federations, SASSU and USSASA) suggested the following aspects, in order of priority, as areas that will effect development and lead to improved provision and delivery for sport and recreation services in KZN:

- Funding of federations and other organised provincial sport organisations – 25% (n=63)
- Development of rural communities – 16% (n=40)
- Effective communication between the Department and its stakeholders – 13% (n=33)
- Human, financial and capital support from the Department to federations – 12% (n=30)

- Enforceability of transformation by the Department in provincial organisations – 8% (n=21)
- Capacity building of communities through accredited training courses – 8% (n=20)
- Establishment of facilities for different sporting codes in all areas – 6% (n=16)
- Constant engagement and consultation of all stakeholders – 5% (n=14)
- Initiation of sustainable programmes that are non-discriminatory – 4% (n=11)
- Increase the number of employed officials – 3% (n=7)

There was a significant difference between the suggested areas for improved service delivery using Chi-square of $p \leq 0.01$.

4.3.2 Sport facilities

Respondents from the federations, SASSU and USSASA (n=255) were asked to indicate by answering either YES or NO whether they have adequate facilities for hosting provincial and national sporting activities. Over two-third majority (n=153, 78%) of respondents from the provincial federations asserted that they do not have facilities that can stage provincial and national events. The remaining 22% (n=42) revealed that they do have the capacity, as they operate in stadia that meet provincial and national requirements. There was a significant difference between those who indicated existence of facilities and those that said NO using Chi-square of $p \leq 0.01$. Overwhelming majority (n=25, 83%) of the SASSU respondents indicated that they have suitable facilities for hosting different sporting codes for provincial and national events although 17% (n=5) of subjects revealed that some facilities do not have the capacity to host provincial and national events. Significant difference in the status of facilities were observed using Chi-

square of $p \leq 0.01$. Majority ($n=22$, 73%) of the USSASA respondents answered that facilities based at schools do not meet provincial and national standards while 27% ($n=8$) indicated that there are facilities that can accommodate provincial and national events. There was a significant difference using Chi-square of $p \leq 0.01$.

Overall, the majority ($n=180$, 71%) of respondents from the federations, SASSU and USSASA indicated that existing facilities are not suitable for hosting provincial and national events, with only 29% ($n=75$) indicated that some do have the necessary capacity. Figure 4.3 reflects that there is a significant difference between those facilities that can against those that cannot host provincial and national events using Chi-square of $p \leq 0.05$.

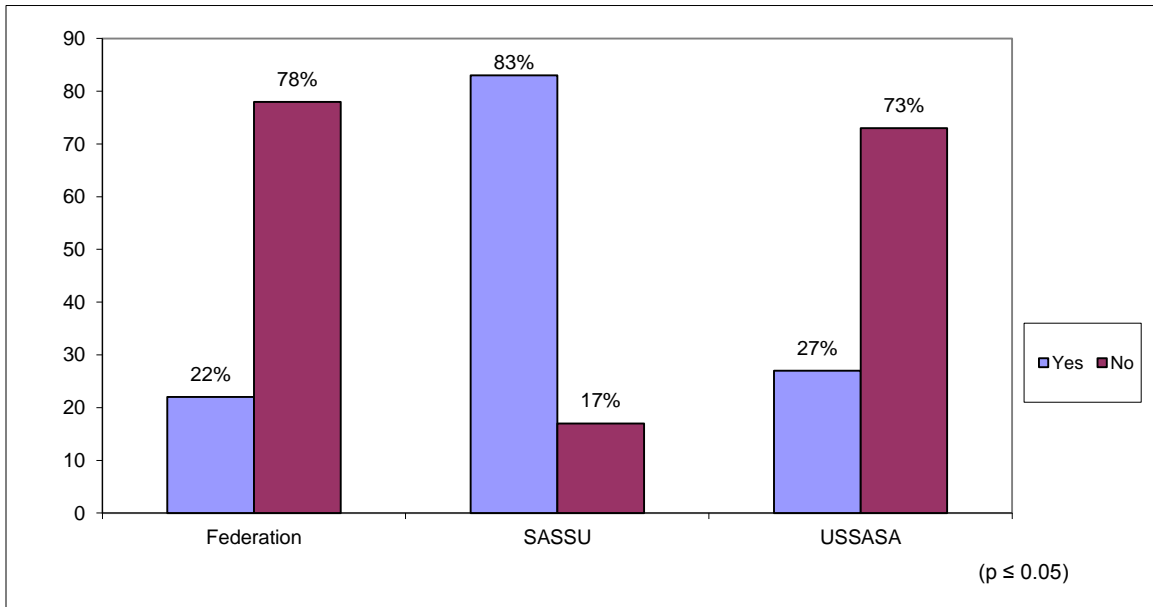


Fig 4.3: Status of facilities in the province

4.3.3 Funding and support

Funding and support is characterized by the following two issues: DSR financial and logistical support to its stakeholders and Monitoring and Auditing of federation programmes by DSR, both of which will be addressed.

4.3.3.1 DSR financial and logistical support to its stakeholders

Respondents from federations, SASSU and USSASA were asked if their organisations receive financial support and benefit from services offered by the KZN Department of Sport and Recreation. Four fifths (n=155, 80%) of respondents from the federations confirmed that they are receiving support from the Department of Sport and Recreation while 20% (n=40) indicated that the Department is not catering for their sporting codes. There was a significant difference between federation respondents using a Chi-square of $p \leq 0.0001$. Overwhelming majority (n=24, 80%) of SASSU respondents, on the other hand, revealed that they are not receiving services from the Department, whereas 20% (n=6) pointed out that they are receiving support. There was significant difference between the respondents using Chi-square of $p \leq 0.0001$. Majority (n=16, 53%) of USSASA respondents reported that they are not receiving support from the Department whereas 47% (n=14) acknowledge Departmental support. There is insignificant difference between those who said YES and NO using Chi-square of $p \geq 0.05$. There was significant difference between respondents (federations, SASSU and USSASA) that are benefiting from the Department and those who do not get the support using Chi-square of $p \leq 0.05$.

Table 4.4: Departmental financial support services to federations and other institutions

ORGANISATION	YES	%	NO	%	
Federations	155	80%	40	20%	
SASSU	6	20%	24	80%	
USSASA	14	47%	16	53%	
Overall Total	175	69%	80	31%	p≤0.05

4.3.3.2 Monitoring and auditing of federation programmes by the Department

Representatives from the federations were asked if the Department does monitor and audit their projects and programmes, the results being presented in Figure 4.4.

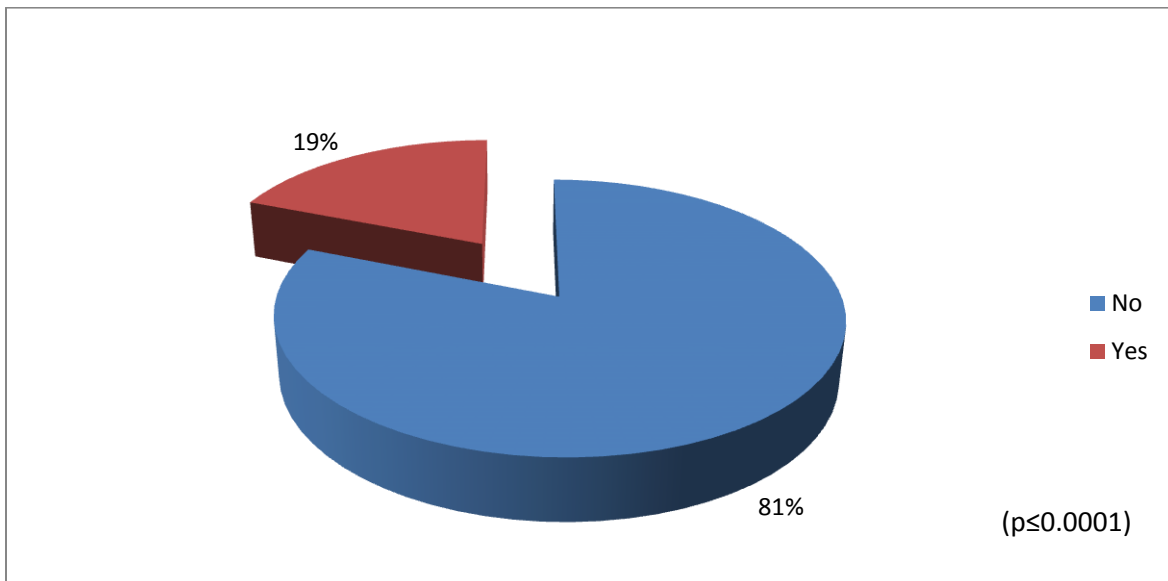


Fig 4.4: Monitoring and auditing of federations

A large majority (n=158, 81%) of respondents from the federations revealed that the Department does not monitor and audit their projects and programmes. Only 19% (n=37) of the respondents indicated that the Department does monitor and audit their projects and programmes. There was a significant difference between those who said YES and those who said NO in monitoring of federations using Chi-square of $p \leq 0.0001$.

4.4 Collaboration between the KZN Department and its stakeholders

The DSR is mandated to distribute part of its funding to a number of organisations which compels it to work with external institutions that render sport and recreation in the province. Federations are implementing agents for sport and recreation as supported by government. Effective and efficient provision and delivery of sport and recreation in communities relies on cooperative governance between the Department and its stakeholders. The nature of the relationships between the Department and the stakeholders is presented with respect to the following issues: KZN DSR consultation with its stakeholders, Meetings with stakeholders, Capacity building of sport and recreation committees and Physical Education at schools.

4.4.1 KZN Department consultation with its stakeholders

Responses from the federations, SASSU and USSASA regarding whether they think the Department considers community participation and involvement as an important part in the planning and implementation of sport and recreation programmes and activities is presented in Figure 4.5.

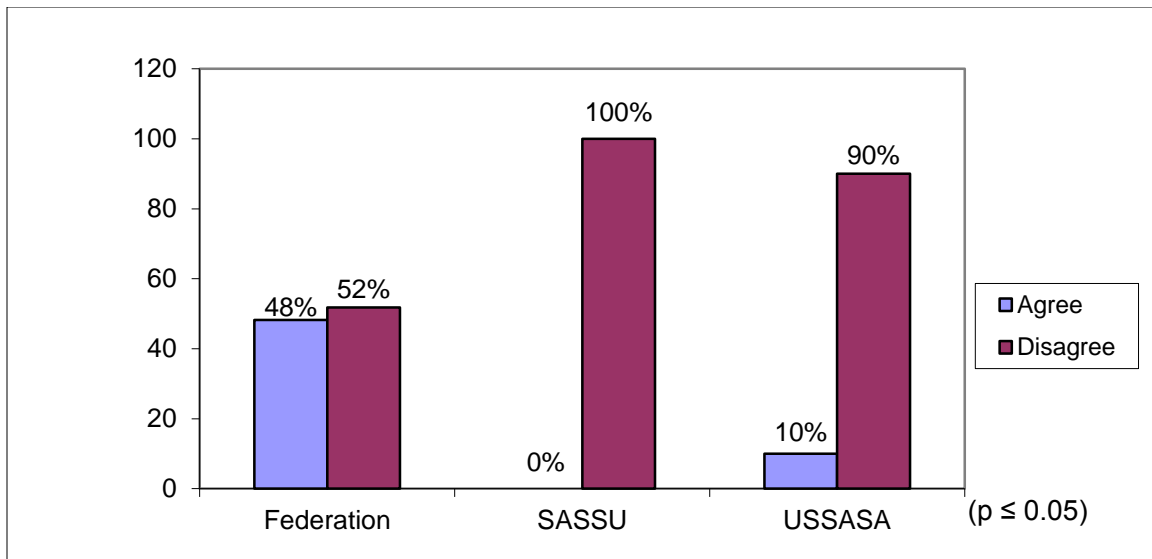


Fig 4.5: Consultation of stakeholders by the Department

One hundred (52%) respondents from federations reported that the Department's approach to planning is top down, does not consider their input and completely excludes them from the process, while 48% (n=95) indicated that their input is considered. This showed an insignificant difference between those who agree and disagree using Chi-square of $p \geq 0.05$. All (100%) of the SASSU respondents disagreed that the Department considers stakeholder participation and involvement as an important part in their planning. There was a significant difference between those who agree and disagree using Chi-square of $p \leq 0.0001$. A large majority (n=27, 90%) of respondents from SASSU (n=30) disagreed that the Department involves them in its planning of programmes, with only 10% (n=3) agreeing that the Department considers stakeholder involvement and participation as an important part in their planning. There was a significant difference between those who agree and those that disagree using Chi-square of $p \leq 0.0001$.

Almost two thirds (n=159, 62%) of all the respondents from the federations, SASSU and USSASA disagreed that the Department sees an integrated approach to planning as a key factor in the provision and delivery of sport and recreation in KwaZulu-Natal, while only 38% (n=96) agreed that the Department involves them as partners during its planning of projects. Figure 4.5 shows the significant difference between those who agreed and those who disagreed, using Chi-square of $p \leq 0.05$.

4.4.2 Meetings with stakeholders

Only the Department officials were asked to rate themselves regarding how often they meet with their stakeholders (Figure 4.6). Half (n=25, 56%) of respondents reported that the Department has a schedule of meetings with Sport and Recreation South Africa (SRSA) on a quarterly basis; 29% (n=13) said that the meetings with SRSA are held once a year and 15% (n=7) indicated that meetings are held on monthly basis. This shows significant difference in meetings held by the Department with various stakeholders using Chi-square of $p \leq 0.01$. Majority (n=31, 69%) of respondents from the Department reported that meetings with federations are held once a year; 24% (n=11) said they are held quarterly and 7% (n=3) indicated that meetings are scheduled monthly.

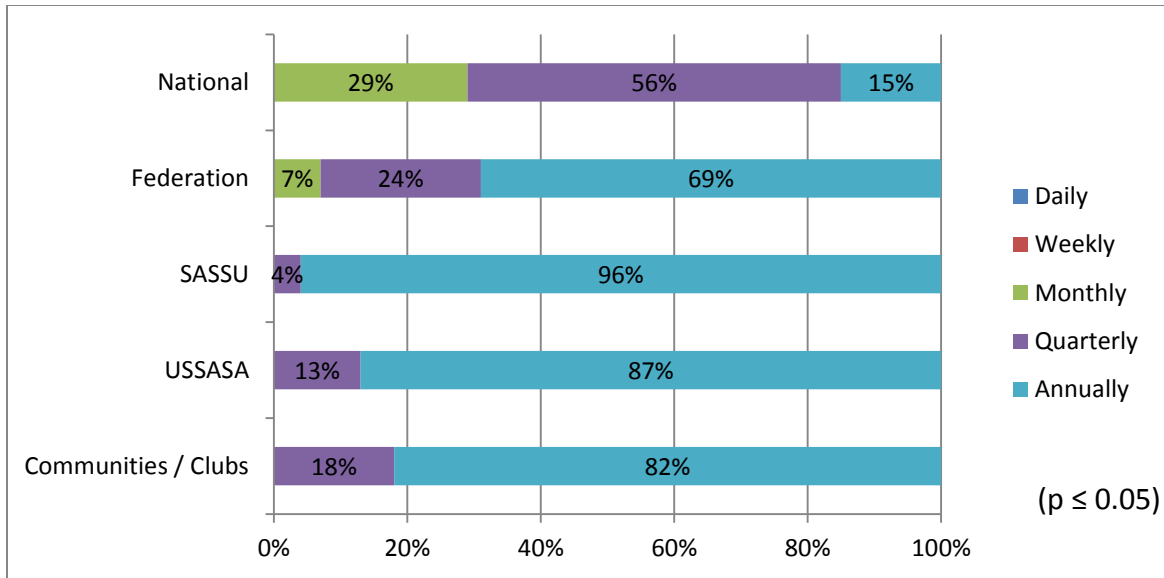


Fig 4.6: Meetings of the Department with various stakeholders

Periodical schedule of meetings held by the Department with federations shows a significant difference using Chi-square of $p \leq 0.01$. Almost all ($n=43$, 96%) of respondents indicated that they meet with the tertiary institution body (SASSU) on yearly basis and 4% ($n=2$) said that they meet quarterly. An illustration of significant difference has been observed using Chi-square of $p \leq 0.0001$. Thirty nine (87%) respondents stated that they meet with the schools representative structure (USSASA) once a year and 13% ($n=6$) responded that they meet quarterly. There was a significant difference using Chi-square of $p \leq 0.0001$. An over whelming majority ($n=37$, 82%) of participants from the DSR reported that they meet once a year with clubs, while 18% ($n=8$) revealed that their meetings were on quarterly basis. There was a significant difference between meetings held by the department with clubs using Chi-square of $p \leq 0.0001$. Figure 4.6 shows an overall significant difference in the reported schedule of meetings held per annum by the Department with its stakeholders using Chi-square of $p \leq 0.0001$.

4.4.3 Capacity building of sport and recreation committees

Respondents from federations were asked if there is a need for newly elected executive committees or any other leadership bodies to be educated about their roles before assuming duties. Figure 4.7 indicates that a large majority (n=188, 96%) of respondents from federations (n=195) asserted that there was a need for all new sport and recreation officials to be educated about its administration and management functions. Only 4% (n=7) of respondents indicated that there is no need for such education. There was a significant difference between those who said YES and those who said NO to capacity building of committees using Chi-square of $p \leq 0.05$.

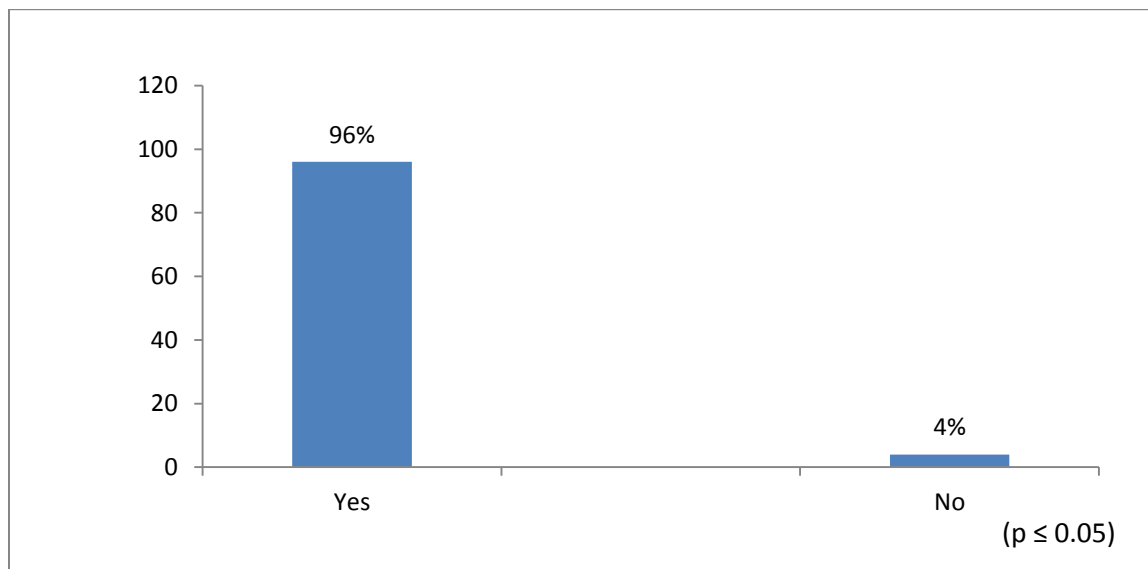


Fig 4.7: Capacity building of sport and recreation organisation committees

4.4.4 Physical Education at schools

All the respondents were asked whether physical education should be made compulsory at schools and be included as part of the curriculum. Almost all (n=287, 96%) perceived

physical education to be an important aspect of sport development for teenagers, and agreed that it should be made compulsory in all schools, and 4% (n=13) indicated that PE was not an important factor. Using Chi-square of $p \leq 0.05$, there was a significant difference between respondents who want PE to be included at schools as part of curriculum and those who did not.

Table 4.5: Perceived need for the inclusion of physical education at schools

Response	DSR		Federation		SASSU		USSASA		Overall Percentage
	No.	%	No.	%	No.	%	No.	%	
Yes	42	93%	187	96%	28	93%	30	100%	96%
No	3	7%	8	4%	2	7%	0	0%	4%
$p \leq 0.05$									

4.5 Conclusion

This Chapter presented the results of the statistical analysis of the data collected from a number of provincial administrators of sport and recreation in KwaZulu-Natal. The analysis is the reflection of the questions that were asked by means of a questionnaire which obtained both qualitative and quantitative data. Questions were aimed at understanding their age, gender, roles and responsibilities, areas of operation and the relationship between the department and its stakeholders. Although some of the data was collected through open-ended questions, it was presented in Table and Figures. Chapter five presents a detailed discussion of the data analysis and interpretation.

CHAPTER FIVE

DISCUSSION

5.1 Introduction

This chapter discusses the research results presented in the previous chapter, and will be done with reference to the literature reviewed, the theoretical framework and the hypothesis for the study. The Department's mission is to maximize opportunities through the promotion, development and transformation of sport and recreation to create cohesive and sustainable communities and enhance the quality of life of the citizens of KwaZulu-Natal. The structure will follow the layout of Chapter four, with the discussion being addressed in the following order:

- Demographic details
- Services by DSR towards sport and recreation transformation
- Collaboration between the Department and its stakeholders

5.2 Demographic details

Participants participating in the study were catergorised according to age and gender. The majority of respondents were over 40 years of age, which was expected, as the participants were drawn from administrative levels and would therefore have gained some experience before being appointed to their various positions. The slight dominance of the middle age category indicates a stable management structure for the future as well as sustainability of the organisations, which would not have been the case if most of the

participants had been close to retirement age. Younger people will take up senior administrative positions as they become more experienced, bringing new energy and ideas to sports administration. The almost equal split between those below and above 40 years indicates that a range of opinions were canvassed with respect to their sporting experiences both before and after democracy in 1994.

The limited number of women in administrative positions (26%) in sport and recreation indicates ongoing gender differences in sport and recreation administration in KZN. This is an indication that key decision making positions in all provincial sport structures are still predominantly occupied by males, which implies barriers to equal opportunities for women in sport. As this study did not establish the change in gender number over time, it is not possible to determine how fast transformation is occurring. This significant difference between the genders is associated with barriers related to cultural expectations, a lack of opportunities and a possible apartheid legacy of perceptions and experiences by both genders about the role of women in sport. Hern (2013) revealed that the 28% of working women in senior management positions in SA was inadequate, this having been static for the past five years and being similar to the international businesses that have shown no improvement since 2009, at 24%.

Wells (1993) indicated that the previous apartheid government emphasised gender differences, thereby simultaneously reinforcing the subordination of African women in relation to all men. Salo (1999) supported that while women embraced their roles as wives and mothers, this also inadvertently strengthened the system that shaped their

oppression as women. As not all those who were invited to participate in the study did so, it is not possible to determine the genders of those who were either not identified or who did not return their questionnaires, some of whom may have been women. Despite the gains made in employing women in administrative positions, there is still room for improvement.

The International Olympic Committee (2000), during its world conference on women and sport, called for an increase in scholarships and training for women athletes, coaches and other officials, as well as the development of strategies and educational material to support physical education for girls. As mentioned in Chapter Two, the Brighton Declaration on Women and Sport (1994) invited all government institutions to ensure that women and girls have the opportunity to participate in sport in a safe and supportive environment that preserves the rights, dignity and respect of the individual.

5.3 Services by the Department towards sport and recreation transformation

This section will discuss the how the DSR has executed its mandate to transform the sports landscape in KZN by promoting and developing sport and recreation facilities and activities in all areas of the province. The extent to which the participating organisations feel that transformation has occurred will be addressed and presented with respect to the following three issues: Service delivery in rural and urban areas, Sport facilities, and Funding and support.

The DSR has a mandate to promote and develop sport and recreation across the province, and this section discusses the results with respect to service delivery in urban and rural areas, as well as sport facilities and funding. Regarding targeting areas for service delivery, the results indicated that the development of sport by the Department and its stakeholders are concentrated mainly in urban areas and to a lesser degree, townships, thus marginalizing the people living in the more rural areas. All four groups of participants indicated that service delivery to rural areas constituted less than 13% of their activities, thereby continuing the apartheid legacy, contrary to Department policies and national legislation (National Sport and Recreation Act No. 110 of 1998). It is evident that ongoing programmes are implemented in selected areas, with the majority of disadvantaged communities benefiting from event projects that are short-lived and lack continuity.

Regarding the speed of service delivery, there was disagreement regarding the rate at which service delivery was happening, and while only a few contended that it was happening 'very fast', most Departmental officials contended that it was proceeding with good speed, perhaps indicating their awareness of the processes and barriers involved with implementation. Most of the non-governmental representatives indicated that while it was happening 'fast', there was an element of slowness that was of concern.

A number of functional areas for improving the delivery of sport and recreation were categorically identified by the three stakeholders (Federation, SASSU and USSASA). Firstly, funding of these structures by the Department was identified as essential by all

three organisations; secondly, the development of rural communities and thirdly effective communication between DSR and its stakeholders. It is important to note that the federations in particular are mainly non-profit organisations, and the Department becomes their main source of income for the delivery of almost all of their development programmes. SASSU receives a major part of its funding from the Universities, while USSASA receives its funding from schools. Funding from the Department for SASSU and USSASA supplements their resources. It is inevitable that funding and proper communication between all stakeholders will lead to the development of sport and recreation in all communities as part of the top three identified functional areas for the effective delivery of services. The bottom three on the list emphasises a strategic partnership between all stakeholders in the delivery of inclusive and continuous services to all areas through sufficient human resource (Figure 4.2, page 66). The human resource based at district offices will facilitate speedy, responsive, effective and efficient service delivery, especially in rural communities. These offices could be used as a support arm to coordinate, direct and intensify the positive impact of Departmental programmes, such as mass participation.

In addition, the decentralisation approach of the Department needs to be applied to the federations that are mainly concentrated in the urban cities. In this way, more community clubs could be established that are structured and organised, leading to active participation of all sectors of the KZN society. These community clubs could cater for people of different ages and levels of ability, from those who are aiming to take part in tournaments and competitions, to people who simply wish to practice sport for interest or

exercise in a friendly and relaxed atmosphere. The Department needs to have its basis at grass-root level where the district offices would work with all existing sport organisations, especially federations, within their jurisdiction.

Transformation should not be limited to the executive committees, but also include areas such as team representation at all levels, equitable allocation of resources, attitudinal change, unity, gender equity, non-racialism, equity for people with disabilities, facilities, programmes, etc. Transformation needs to be achieved in the composition of governance structures, amongst participants and officials at all levels of sport. In order to set a benchmark against which future improvement can be measured, it is important for the Department to conduct an audit to map the current situation.

Facilities were identified in this study together with funding, support, and community programmes as central to the effective and responsive provision and delivery of services by the Department to all communities. The federations and USSASA indicated that there were insufficient sport and recreational facilities capable of staging provincial and national events, while SASSU contended that some were. The delivery of sport and recreation requires the availability or access to such facilities to bring people together and to provide opportunities for people not only to see major events, but also to participate in them.

An annual report of the KZN Department of Sport and Recreation (2008) acknowledges the lack of sporting and recreation facilities as a major challenge with regard to ‘getting

the nation to play', and maximising opportunities for previously disadvantaged communities to produce athletes capable of performing at highest levels. The report outlines that most district municipalities are mainly rural, with little or no facilities to cater for different codes of sport. In some areas, there are only gravel football grounds available for recreational purposes.

The majority of sporting infrastructure belongs to municipalities, and only a few of the federations in urban areas have standing agreements with these administrations regarding ownership, usage and maintenance of facilities. The majority of sporting bodies, however, do not have access to facilities for training, competitions or office space. These bodies have to loan or hire facilities that are privately owned or based at a tertiary institution if they wish to host a national or a provincial event. This state of affairs impacts on the provision and delivery of sport and recreation in the province. SRSA (2008) illustrates that in line with the White Paper on Sport and Recreation, and by means of the Integrated Development Plan (IDP), municipalities and the Department of Sport and Recreation both have a role to play in the provision of standardised facilities that are able to host any form of competition. The IDP is a tool that can be used by local government in its efforts to transform the environment in a way that will better meet the needs of its citizens.

The Australian State Sports Federations Alliance (2009) argues that "reliance on private providers will limit access for community groups who are unable to afford high access fees charged by private providers. Government needs to both recognise and assist in the

facilitation of roles played by the various stakeholders working at varying levels of government in targeting Community Sport". Chappell (2004) indicated that sports development is hindered by poor sport structures and inadequate facilities, these being typical problems in developing countries. The communities, especially in the rural areas, are usually limited to self-built facilities and a lack of the necessary equipment which results in limited opportunities to participate in sport (Goslin, 1996).

While one of the core functions of the Departmental is to ensure that sport and recreation is accessible to all the people of the province, especially those who were previously disadvantaged, those living in rural communities, women and the disabled, this has not yet happened. Sport activities are still concentrated in the urban areas where there are facilities and where the majority of federations are based. This scenario was acknowledged in 2006 by Mr A. Rajbansi, the former MEC for Sport and Recreation, during his budget speech, when he indicated that the Department has been able to host world renowned events such as the Dusi Marathon, the Comrades Marathon, the Durban July horse race, the Swimming World Cup, the Rugby World Cup, the Cricket World Cup and the A1 Grand Prix. None of these events have much value and significance to the people residing in rural areas, as they are either occur in urban cities such as Durban and Pietermaritzburg, or start and finish there.

The Department lacks a provincial policy on the provision and management of facilities that could lead to a structured provincial audit of public sport and recreation facilities. It appears that the planning, provision and management of facilities occurs in fragmented

manner in various sports organisations and municipalities. The provision of facilities, as one of the core functions of the Department, has been unevenly distributed in urban areas. The current mandate dictates a shift in this focus, by placing more emphasis on rural areas where there is plenty of available space for the construction of sporting facilities. A review of existing facilities is critical as well as the rechanneling of funding towards the rehabilitation of debilitated facilities and the construction of new ones. It is essential that the Department provide and maintain infrastructure in the rural communities to make sport and recreation accessible to all people in the province. The Department should liaise with the Department of Transport for the building of basic sport facilities in areas where a good infrastructure of road construction is underway. Chappell (2006) alluded to the fact that access to sport in South Africa was determined in part by economic conditions, and it was difficult for the majority of black people, especially women, to gain access to good sports facilities, most of which were in white urban areas.

Appropriate and extensive use of sport and recreation facilities is the result of thorough planning. Without adequate planning, the facility will fail to meet the current and future needs of the community and its financial goals, and will not be managed effectively. Facility provision is best ensured through a consistent and comprehensive plan leading to the effective provision and delivery of sport and recreation activities. Additionally, the establishment of a fully equipped central office for federations that require support may contribute to a better provision and delivery of sport and recreational services.

With reference to funding, the demand for sporting activities is far higher than the resource supply, with funding being a challenge in the provision and delivery of sport and recreation services in many parts of the province. Chappell (2004) cited that the development of sport in Africa has been plagued by a number of problems, with extreme poverty as the most serious obstacle to the development of sport, as funds are used to alleviate more immediate social problems.

A large proportion of respondents confirmed that their organisations do receive financial and/or logistical support from the Department. The Department's funding policy document is aligned to the Public Finance Management Act (Act No 1 of 1999), which allows it to disburse grants to its stakeholders. This support is sometimes in the form of annual funding through transfer payments that are deposited into respective bank accounts for code specific approved budgeted programmes. It can also be in the form of goods and services needed by its recognised stakeholders when hosting or participating at a district, provincial, national and international events. The goods and services include competition attire, transport, meals and accommodation for teams attending or hosting sport activities such as competitions. Training workshops for coaches, managers, technical officials and administrators are included in the package of both forms of funding models. It was highlighted by the respondents that the funding of grants is insufficient, yearly allocations are unpredictable and the period of payment is inconsistent. This state of affair is associated with poor consultation by the Department in its planning.

The growth rate of clubs, league competition opportunities and number of participants does not correlate with the resources that the Department allocates to its development programmes. Many projects are initiated to serve athletes and officials but falter in the on-going delivery. Monitoring and auditing will ensure effective and on-going delivery in targeted areas. The Department needs to facilitate the establishment of provincial, district and local sport councils and empower them to become watch dogs for all sport structures that are receiving government transfer payments or grants. Budget allocations by the Department to its stakeholders need to be clearly tabled with specific outcomes that are development driven. The transfer payment process should be followed by continuous monitoring and evaluation to measure the performance of respective codes.

A user-friendly evaluation and monitoring tool that reveals key performance targets need to be developed by the Department together with its stakeholders. This tool would be critical for application during the three phases (planning, execution and reporting) of each project. The Department's allocation of future funding to stakeholders should be based on transformation, development, performance and governance. It has to focus more on multiple year cycle projects that show sustainable characteristics of growth and development.

5.4 Collaboration between the Department and its stakeholders

This section presents the discussion regarding the collaboration between the Department and its stakeholders with respect to sustainable delivery of sport and recreation services that always requires partnership from all stakeholders. This is discussed with respect to the following issues: KZN DSR consultation with its stakeholders, Meetings with stakeholders, Capacity building of sport and recreation committees and Physical Education at schools

It has been highlighted that sport and recreation services in KwaZulu-Natal show elements of support and continuity that are largely based in the urban areas. While some communities in the rural areas sometimes get the opportunity to participate in events organised by the Department, they are deprived of the continuous community programmes that ensure proper foundations, development and mass participation.

Sport and recreation officials are invisible in most communities (urban, township and rural), which limits their ability to promote and deliver sport and recreation in all areas. Due to their absence in the field to monitor activities; club development, school sport mass participation and other Department programmes are not properly implemented in the targeted communities, resulting in poor service delivery.

The lack of strategic planning in co-operation with the other stakeholders has become a critical challenge for the Department. Programmes offered by the Department often occur in parallel to each other, do not complement one another and are poorly communicated to

various stakeholders. The study participants felt that the DSR planned their projects without consultation or engagement with other relevant stakeholders such as clubs, federations and many others.

An inclusive approach to planning and execution by the Department with its stakeholders would overcome any problems arising due to the limited number of staff members employed by government. In this way, the Department would not only reach the target population, but could also ensure that all stakeholders (i.e. local government, federations, tertiary institutions, schools, clubs, sport councils, recreation committees, etc) involved in sport and recreation are making a concerted effort in contributing to Departmental goals. A minimum of three provincial stakeholder plenary and reporting meetings at both provincial and district levels (yearly) could help to facilitate a smooth and effective service provision and delivery in the province. The stakeholders are individually discussed below.

Partnerships between the Department, federations, schools and other stakeholders need to be facilitated to ensure the maximum utilisation of available resources. More effort is required from the Department to increase the levels of participation in sport and recreational activities, and to place sport at the forefront of efforts to increase healthy lifestyles while reducing the levels of crime and poverty. Service delivery by the Department at provincial and district levels needs to be prioritised to serve rural areas.

Provincial federations as a key stakeholder of the Department are central in the provision and delivery of sport and recreation in various communities of the province. The federations at provincial, district and local levels are a cornerstone of sport service delivery to the communities, through which the Department needs to channel resources to promote rural development programmes. Services from these organisations are currently mainly urban and township based. Only a limited number of sporting codes have active structures based in almost all district municipalities, the majority of these federations being present in four and/or less district municipalities, with the rest having no committees or activities.

Some of the elected members in these federations have been serving in the same positions for more than a decade, with committee members often being inadequately skillful to carry those positions. The participants clearly indicated the need for training of the executive members. According to the Australian Sports Commission (2007), “it is commonly accepted that governance structures have a significant impact on the performance of sporting organisations. Ineffective governance practices not only impact on the sport where they are present, but also undermine confidence in the provincial sports industry as a whole”.

Valuable partnership between the federations and Department are only effective when there is government funding for specific projects and during multi-coded events. A top-down approach is usually practiced by the Department, with interaction between them and the federations being limited when there are no events or transfer payments and

reports outstanding. Monitoring and evaluation never take place, even when funds have been transferred to the federations for certain projects.

The Department needs to use the provincial federations as its principal agents for the provision and delivery of sport and recreation in the communities. Partnership between the Department and federations has to exist to deliver programmes that develop human resource potential in sport and recreation. The provincial sport portfolio committee needs to play its role of monitoring the governance of sport and recreation at a provincial level. The sports councils also needs to plays its part in ensuring that corporate governance is practices at all times by the federations, and that there is value for money in all expenditures by these bodies.

Tertiary institutions (SASSU) tend to be well resourced with regard to infrastructure and resources, which are mainly for the use of registered students, but are also open to the general community by agreement. Tertiary institutions in the province have sport administration officers who deal with all issues pertaining to the participation of students at different levels in sport. Annual planning by these institutions is mainly focused on how registered students can participate in events on the SASSU calendar, with little interest in the federation schedule. An integrated system of planning could lead to the sharing of available resources, minimise duplication and maximally benefit athletes. Such a system would also have the benefit of continuity, in that young sportsman and sportswoman who were excelling in sport at high school could be nurtured. This could be possible only if tertiary institutions in KZN and the Department provide appropriate sport

scholarships or bursaries, thus benefiting the province. The Department needs to increase its pool of resources (i.e. physical, human, infrastructural, etc) through cooperation with tertiary institutions and unlock their specialized resources to nurture the development of sport and recreation in KwaZulu-Natal.

The introductory phase for sports takes place in the school setting where USSASA is the coordinating body. This platform is important as it not only introduces physical activities, but also contributes to the development of various skills in children. Those showing talent in a particular sport code may go on to specialise in it in the future. The Cuban Model has, at its core, the fundamental belief in the value of physical education and sport as tools for sustainable human and national development that serve to develop the social, mental, physical and intellectual dimensions of the individual, thereby enable the individual to contribute to the development of the state.

The respondents supported the need for a physical education as one of the subjects in the curriculum. Physical activity is considered to be important supportive elements for the maintenance of health, quality of life and for the improvement of the holistic development of a child (Pate, Trost, Dowda, Ott, Ward, Saunders and Felton, 1999; Baranowski, Mendlein, Resnicow, Frank, Cullen and Baranowski, 2000). Low levels of physical activity and physical fitness are associated with various health-risk factors (Pate et al., 1999; Sharkey, 2002), while higher levels of physical activity are associated with enduring health and vitality (Hall and Fong, 2003).

Physical education has a unique role to play in education as it enhances holistic wellbeing (Roux et al., 2008). Lennox, Pienaar and Coetzee (2008) supported that regular exercise can lead to enhanced levels of psychological wellness and the development of a positive self-image. It is unfortunate that since the inception of outcomes-based education in 1998, physical education has been given less time in the school curriculum. In Addition most historically disadvantaged government schools do not practice sport after school. There is a serious concern over the lack of consultation and co-operation between the Department of Basic Education and the Department of Sport and Recreation in the implementation of a better school sports programme (Sport and Recreation portfolio committee report, 2010).

According to a statement signed by Mrs N. Pandor, the then Minister of Education and Mr M. Stofile, the then Minister of Sport and Recreation (2005), transformation of school sport in 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, non-sexist society which is united in diversity. Sport and recreation are catalysts in the promotion of national reconciliation, social cohesion and national identity.

The current Minister of Sport and Recreation, Mr F. Mbalula, is on a mission to redress this scenario by bringing back sports into all schools. According to the International Charter of Physical Education and Sport (1978), every human being has a fundamental

right of access to physical education and sport, which are essential for the full development of personality. The avenue to develop physical, intellectual and moral powers through physical education and sport need to be nurtured within the educational system and in other aspects of social life.

Any form of an organized and well-structured physical activities offered in a school settings is important to the child's growth and development. Burnett et al. (2003) and Roux et al. (2008) recommended that indigenous games should, however, be included in the school curricula. The Siyadlala project was co-initiated by both SRSA and SASC launched in 2004, the intention being to promote active participation in contemporary and indigenous games (Burnett and Hollander, 2004). Within schools, physical education is an essential component of quality education. Not only do physical education programmes promote physical activity, participants in such programmes are also shown to have improved academic performance under certain conditions. In addition, knowledge, values and principles derived from these physical activities are critical in shaping children's moral in the 21st century. Thus, SRSA should influence the National Minister of Basic Education to consider the inclusion of physical education into the school curriculum as it used to happen during the previous years.

The Department needs to strengthen its relationships with the all stakeholders (i.e. federations, SASSU and USSASA) and forge links with municipalities as well as other government Departments. Participation in sport, even at the most basic level, is better than anti-social behavior (Gratton and Taylor, 2000). Robinson (2004) cited that a

strategy for delivering government's sport and physical activity objectives makes it clear that local authorities are, and will continue to be, the major provider of sport, leisure and cultural services. The DSR should foster the co-operation of other local and provincial government Departments, such as the Department of Health and the Department of Education, as they are critical in contributing to the effort of accelerating progress towards the achievement of a better life for people in the province.

CHAPTER SIX

CONCLUSION

6.1 Introduction

This chapter addresses the main study findings, the limitations and recommendations, and concludes with the significance of the study. This aim of this research was to investigate the effectiveness of the DSR with regards to its provision and delivery of sport and recreation services in KZN, which was done by undertaking a survey of the relevant sporting bodies, analysing the resulting data for each sporting body, comparing the results of all four bodies and make recommendations on how the DSR can fulfill its role of providing and delivering sport and recreation in KZN.

The KwaZulu-Natal Department of Sport and Recreation is the lead government organisation responsible for implementing of national government policies and initiatives for sport and recreation at a provincial level. Schedule 5 of the South African Constitution (Act No 108 of 1996) provides that sport and recreation is an exclusive competency of the provincial Department. The National Sport and Recreation Act (Act 110 of 1998) stipulates that the provincial Department of Sport and Recreation is responsible for the promotion and development of sport. The White Paper on Sport and Recreation allows Departmental service provision and delivery to be mainly directed to the local communities in order to promote mass participation and development.

The above legislated provisions give strength to the Department to mobilize people and encourage greater participation, mainly by those who have the ability to participate at national and international levels. It also gives leverage to the Department, through its varied components, to target a broader spectrum of the community, ranging from public service employees, learners (USSASA), students at tertiary institutions (SASSU), athletes (federations), women, athletes with disabilities and youth.

The Department has failed to execute its mandate as provided for in the existing legislation which requires it to render services to disadvantaged communities. Departmental officials at various levels are not fully aware about relevant articles in these policies and how each can be translated into service delivery. Knowledge of these policies and what they mean will drive the process of sport transformation and could contribute to the achievement of provincial objectives and goals. Service delivery by providing administrative support to stakeholders; supporting transforming through sustainable development programmes; developing sport facilities and reviving active community participation in sport and recreation has therefore been affected by the Departments failure to appropriately implement its policies.

The results found in this research indicate that the Department still has much to do to achieve its mission. Part of the core Departmental functions is to ensure that sport and recreation is accessible to all the people of KZN, particularly previously disadvantaged people, rural communities, the disabled and women. It is evident that a large proportion

of opportunities and efforts to improve the quality of life of citizens still favor the urban communities at the expense of rural society.

6.2 Strengths and Weaknesses of the Department of Sport and Recreation

The study has indicated that the KZN Department of Sport and Recreation has produced good policies and guiding documents for the governance of the organisation. It has managed to translate the national policies effectively to suite the provincial environment, and has been able to produce adequate financial audit reports. KwaZulu-Natal has been regarded as the leading province for the School Sport Mass Participation Programme and the best performing province in the country, as announced by the former National Minister for Sport and Recreation, Mr M. Stofile (KZN DSR Annual Report, 2008), indicating that the Department is organisationally and administratively in order.

Although the Department has good policy documents that serve as guiding factors to administer sport and recreation, there have been shortfalls in the implementation of those policies. The provision and delivery of services to various communities within the province has proved to be a major challenge for the Department. It appears to be operating in isolation, with little involvement of other relevant stakeholders such as the federations, schools, academies, etc. This is against its policy of strengthening co-operative governance with stakeholders such as the Department of Education, Local Government, tertiary institutions, etc. The Department is not actively involved in organising the annual South African Local Games Association of KwaZulu-Natal

(SALGA KZN) that contribute meaningfully to talent identification of athletes and officials from all local municipalities.

Another challenge that hinders the service provision and delivery to all citizens of the province is inadequate human resources due to unfilled posts at various levels. The Department has failed to effectively deliver its core function, which is to ensure that sport and recreation is continuously accessible to all the people of KwaZulu-Natal, especially previously disadvantaged people, rural communities, the disabled and women. It has implemented programmes such as School and Community Mass Participation, but these are on a small scale as they are largely focused on the same areas / communities / group of the population.

The shortage of facilities for different sporting codes shows that the Department has a major backlog in the provision and delivery of these services. The process of providing and upgrading facilities is moving very slowly, thus hampering development and affecting many communities. A large proportion of the KZN population still does not have facilities (basic or advanced). The lack of statistics about the number and standard of facilities in the province is a major shortcoming of the Department that potentially leads to the concentration of similar playing fields in one area.

The federations are also contributing to the poor provision and delivery of sport and recreation services in KwaZulu-Natal, with poor administration being one of their major challenges that seriously threaten the standard of sport administration in the province.

This can be attributed to numerous factors associated with lack of governance principles such as professionalism, accountability, responsibility, democratic elections of governing bodies, transparency, solidarity, etc. Other critical factors are the shortage of administrative and managerial skills amongst key members, the lack of administration offices for the majority of sporting codes, and centralisation of the federations in and around Durban. The Department currently uses sport federations as agencies for implementing development programmes which, again, highlights its short-fall in relying on bodies that have limitations with regard to providing and delivering sport and recreation services to all areas outside cities.

The study also revealed that the provision and delivery of sport and recreation by the KZN Department of Sport and Recreation is favoring the urban areas more than rural areas. Services that show elements of continuity are largely seen in urban and surrounding areas, with minimal rural areas benefiting on sustainable programmes. The majority of Departmental programmes implemented at rural areas are generally events that run over a short period of time, lacking traits of sustainable growth and development.

6.3 Limitation of the study

The study was conducted by means of a questionnaire survey. All questionnaires have an inherent limitation in that the interpretation and understanding of questions may be different for various persons; however, the researcher had taken precautions to control these factors by clarifying the questions and by having them translated into isiZulu.

Although 310 people were identified for participation, only 300 responded, and the results may therefore not reflect the ages, genders or opinions of all the administrators.

6.4 Recommendations

Based on the results of the study, the following recommendations are made to improve the effective and efficient delivery of sport and recreation services to all communities through proper application of relevant policies.

- The KZN DSR needs to enforce the implementation of its policies and commit its employees to work under the guidance of the six values outlined in Fair Play (inclusion; accessibility; diversity; equity; dignity; and respect) in order to increase and develop inclusive sport and recreation provision and delivery throughout the province.
- The DSR needs to create platforms for proper interactive discussions with all stakeholders around the province, and have a sustainable consultative approach in its provision and delivery of services to rural areas.
- All federation budgets (transfer payment and goods and services) provided by the Department needs to undergo a preview process to ensure that they achieve their objectives and are accountable. Every funded programme needs to be able to spell out specific areas of development, participation, sustainability, access, excellence, transformation and equity. They should be monitored by provincial and / or district Departmental officials. In addition, the Department needs to forcefully implement its fraud prevention plan to minimise possible conflict of interest.

- Projects such as Mass Participation, Club Development and School Sport Mass Participation need to be linked to federations, tertiary institutions, schools and other stakeholders to strengthen partnerships leading to improved sport development and excellence.
- Each component of the Department needs to have its own staff / officers dedicated to implementing programmes, projects and services directed to the community. District offices should have a full staff compliment that will ensure speedy service provision and delivery of sport and recreation, specifically to previously disadvantaged areas.
- The Department needs to create an infrastructure that will be shared by those provincial federations that are baseless (without offices) for improved service delivery in order to enforce compliance of all government policies.
- Funding for the construction and rehabilitation of facilities should be given priority during budget allocation by the Department. It should develop facility guidelines for municipalities, and empower local municipal personnel to undertake an audit of their sport and recreation facilities that should contribute to the provincial database. Accredited training on facility management to municipal officials, and any other official responsible for facilities, needs to be mandatory before the hand-over of a new or rehabilitated facility.
- To address the need of the participation of more women sports administrators, the Department needs to establish an independent structure, inclusive of all sectors of the community, that is fully supported with funding and given a clear mandate to champion women's affairs and advocates for their involvement in sport at

grassroots level. The Department should dedicate resources to develop sports skills for women, and ensure access to on-going training directed at their roles.

- The department must ensure capacity building of all officials (i.e. administrator, manager, coach and technical official) involved in sport in order to create an enabling environment that will contribute to the development of sport and recreation in the province. All training to be offered should be accredited with credit bearings and exit opportunities.
- The Department needs to ensure that people with disabilities have access to the range of services that it provides. It should enter into a contractual agreement with the provincial sport organisations to ensure that the requirements of disabled people are taken into account on an on-going basis.
- The Department, in association with other stakeholders such as the provincial sport council and KZN Academy of Sport, should constantly engage with tertiary institutions to have access to some of their resources. It should also encourage universities to increase funding allocated for student sport bursaries.
- The Provincial Portfolio Committee on Sport and Recreation should oversee compliance of federations and other related bodies, and bring them to account where necessary. An accounting checklist for federations needs to be developed by the committee to ensure uniformity of required standards and alignment.
- The Department needs to engage with the KZN Academy of Sport and sport federations to establish high performance centre for elite provincial and national athletes. The centre needs to be given priority by the Department to facilitate up-

ward mobility of all potential sportsman and sportswomen across the length and breadth of the province.

6.5 Conclusion

The study has found that the Department has made an effort with regard to the provision and delivery of sport and recreation in KwaZulu-Natal. It has good policies in place that can easily facilitate the provision and delivery of sport and recreation in the province. These policies need to be supported with human resource that fully understands them. This research will provide the Department with information in areas that require attention if they are to fully realize their mandate. The results will assist them to improve their working relationship with governing organisations, establish sustainable clubs, strategically delivery services to needy communities and target group (i.e. women and disabled), ensure good cooperative governance of organisation by capable leaders, support mass based participation by various communities and complete the transformation of the sport and recreation industry. In this way, the provision and delivery of services by the Department in partnership with its alliances would be improved, which would contribute to improving the lives of all communities and therefore the well-being of society at large by positively influencing behavior.

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Appendix

INFORMED CONSENT

**TITLE : THE ROLE OF THE DEPARTMENT OF SPORT
AND RECREATION IN THE PROVISION AND
DELIVERY OF SPORT AND RECREATION IN
KWAZULU-NATAL.**

Profile

My name is Siyabulela Cecil Mkwalo (Mr).

I am currently a Masters student in the University of KwaZulu-Natal (Westville Campus) at the Department of Sport Science under the Faculty of Health Science. I am presently working in the KwaZulu-Natal Academy of Sport based at Sahara Kingsmead Cricket Stadium, Durban.

The study is supervised by Prof. Yoga Coopoo and co-supervised by Prof. Johan van Heerden.

Contact details are as follows:

1. Prof. Yoga Coopoo

University of Johannesburg

Tel : 011 559 4292

Fax : 011 559 6577

2. Prof. Johan van Herdeen

University of KwaZulu-Natal - Westville Campus

Department of Sport Science

Tel : 031 – 260 7394

Fax : 031 – 260 7903

1. Introduction

This study is designed to audit the successes and workings of the Department of Sport and Recreation in KwaZulu-Natal. This relies on the collection of information from the KZN Sport and Recreation Stakeholders. A person participates on this study in his or her voluntary capacity. Your decision not to participate would not disadvantage you in anything.

2. Purpose of the study

The study seeks to investigate the provision and delivery of sport and recreation to the communities (rural, township and urban) by the Provincial Department of Sport and Recreation in KwaZulu-Natal. It would audit the provincial government with regard to the achievement of its goals. It would search for feasible mechanisms that will assist the Department in reaching-out to the many citizens staying in all areas of KZN.

3. Benefits

Information gathered on this study would be used to assist policies and procedures related to transformation of sport in the province. It would assist in the correction of short falls of the Department. Methods and strategies that ensure mass participation in Sport and Recreation would be formulated. There would be more understanding of citizens' needs and wants. This will certainly lead to the development of a guiding document that will help all provincial structures that provides and delivers Sport and Recreation. Unfortunately, there will be no payments for participating on this research study; however your cooperation is kindly requested.

4. Confidentiality

Results of the study will not be released to the third party without a written permission. Particulars of the responders will not appear on the questionnaire, unless the participant would want feedback of the results. However, findings of the study will be presented as group data not as individuals. Therefore, all findings from this study will be treated strictly confidential for all participants.

5. Freedom consent

You have volunteered for the study hence you are free to withdraw at any stage.

6. Inquiries

Do you have any concerns or questions regarding this study? You are welcome to direct the questions to me (Cell. 072 250 7808)

Questions:.....

.....

.....

.....

SIGNITURE

.....

DATE

.....

WITNESS

.....

DATE

QUESTIONNAIRE

KwaZulu-Natal Department of Sport and Recreation – Personnel

TOPIC : The role of the Department of Sport and Recreation in the provision and delivery of Sport and Recreation in KwaZulu-Natal.

SECTION A

Place a tick next to the correct answer(s).

1. Age

20-30 years	<input type="checkbox"/>
30-40 years	<input type="checkbox"/>
40-50 years	<input type="checkbox"/>
50-60 years >	<input type="checkbox"/>

2. Sex

Male	<input type="checkbox"/>
Female	<input type="checkbox"/>

3. Physical Ability

Able-bodied	<input type="checkbox"/>
Disabled	<input type="checkbox"/>

4. Portfolio

Director	<input type="checkbox"/>
Assistant Director	<input type="checkbox"/>
Officer	<input type="checkbox"/>

SECTION B

5. Which of the following areas do you render your services?

Urban Area	<input type="checkbox"/>
Rural Area	<input type="checkbox"/>
Township	<input type="checkbox"/>

6. Where does your Department concentrate in the sport development?

Elite	
Performance	
Participation	
Schools	

7. Are you specialising in any specific task in your portfolio?

Administration	
Training	
Coaching	
Other, specify	

8. Briefly describe your job.

[PRINT].....

9. Who are you accountable and responsible to?

[PRINT].....

10. Are your stakeholders aware of your roles and responsibilities as the provincial Department of Sport and Recreation (DSR)?

Yes		No		Not Sure		Don't Know	
-----	--	----	--	----------	--	------------	--

SECTION C

11. Do you consider community participation, consultation and involvement as an important part in planning and implementation of Sport and Recreation programmes.

Yes	
No	

11.1. If no, why not?

[PRINT].....
.....
.....

12. Do you assess community needs and wants which are related to sport and recreation?

Yes	
No	

12.1 If yes, how do you do this and how often?

[PRINT].....
.....
.....
.....

13. Do you induct or workshop all the Sport and Recreation Committees selected from the communities about their roles and responsibilities before assuming their duties.

Yes	
No	
Sometimes	

14. Do your programmes cater for everyone, i.e. youth, senior citizens, women, disabled etc?

Yes	
No	

14.1 If no, list groups that you cater for?

[PRINT].....
.....

15. What channels do you follow when communicating with the community?

Through media i.e. Print-Newspaper Electronic etc	
Through elected councilors	
Through traditional leadership	
Other, specify	

16. KZN Department of Sport and Recreation need to establish partnership or cooperate with the public, private and NGO's.

Yes		No		Not Sure		Don't Know	
-----	--	----	--	----------	--	------------	--

16.1 If yes, are there any stakeholders left out?

Yes	
No	

17. How often do you hold meetings with the following Sport and Recreation Structures?

Structure	Daily	Weekly	Monthly	Quarterly	Annually
National					
Federation					
NGO's					
Schools					
Communities / Clubs					

18. How would you rate your cooperation with your stakeholders?

	Excellent	Good	Fair	Poor	Very Poor
Local Government					
Federations					
Non-Governmental Organisations					
Schools					
Communities structures / Clubs					

19. How do you revive and revitalize rural sport and recreation participation?

[PRINT].....

20. How do you ensure sustainability on your projects and programmes?

[PRINT].....

21. What quality assurance methods do you use to assess your programmes?

[PRINT].....

22. The line function and demarcation of roles and responsibilities between Provincial and Local Sport and Recreation Government Structures are not clearly defined and formalized.

Agree		Disagree		Not Sure		Don't Know	
-------	--	----------	--	----------	--	------------	--

23. Who has the responsibility of maintaining and managing provincial public sporting facilities in the province?

KZN Department of Sport and Recreation (DSR)	
Local Authorities	
Sport and Recreation South Africa	
Sports Commission	
Other, specify	

24. The KZN DSR's recommended mission is to identify, develop and nurture talent in this province, does this happen in all codes and areas of KZN?

Yes		No		Not Sure		Don't Know	
-----	--	----	--	----------	--	------------	--

24.1 If not, why?

[PRINT].....

25. The KZN DSR implement programmes and projects in the communities but do not monitor and evaluate those activities.

Agree	
Disagree	

25.1 Describe mechanisms and methods that you apply in monitoring and evaluating programmes and projects that you place in communities.

[PRINT].....

26. Are you happy with the formation of KZN provincial teams with regard to the reflection of KZN demographics?

Yes	
No	

26.1 If no, how do you intend changing it in order to favor everyone in KZN?

[PRINT].....
.....
.....

27. In your policy document on sport and recreation, do you have a clause which provide that all federations must meet their affirmative action and target?

Yes	
No	

27.1 If yes, put forward measures that you apply in ensuring application of this clause by all federations?

[PRINT].....
.....
.....

28. Does your policy document provide for HIV/AIDS and its relationship to sport?

Yes	
No	

29. How do you rate the speed of delivery and provision of sport and recreation in KZN?

Very slow	
Slow	
Fast	
Very fast	

30. What is your annual budget in Rands?

.....
.....

31. Are all provincial federations getting funds from you?

Yes	
No	

31.1 If no, state the reason why?

[PRINT].....
.....
.....

32. Do all federations know the criteria you are using for budget allocation?

Yes		No		Not Sure		Don't Know	
-----	--	----	--	----------	--	------------	--

33. List the criteria you use when allocating funds to clubs, federation and other bodies.

[PRINT].....
.....
.....

34. When was your last auditing of resources (physical and human) within the province?

Eight years back	
Four years back	
One year back	
Never at all	

35. Do you think Physical Education should be made compulsory at schools?

Yes	
No	

36. Mention your priorities about sport and recreation in your area of governance?

[PRINT].....
.....
.....

37. Does the legislation empower you to intervene when things go wrong with federations and other sport structures?

Yes	
No	

38. The Premiers Sports Award alone is not enough for encouraging, motivating and praising participants of this province.

Agree	
Disagree	

38.1 If you agree, what other methods do you suggest?

[PRINT].....
.....
.....

39. The Provincial DSR, Local Government, Federations, Tertiary Institutions, Schools, and Communities’ Structures have different sport and recreation programmes to deliver aimed at “getting the province to play”, however, a lot of duplication occurs in the process. Is this true?

Yes		No		Not Sure		Don’t Know	
-----	--	----	--	----------	--	------------	--

39.1 If yes, how do you intend as the DSR to eliminate duplication?

[PRINT].....
.....
.....

40. Do you have a strategic plan for sport and recreation for the next three years?

Yes		No		Not Sure	
-----	--	----	--	----------	--

41. List programmes and projects that you have for federations, schools, and communities?

Federations:.....
.....
.....
.....

Schools:.....
.....
.....

Communities:.....
.....
.....

42. Do all KZN communities have standing or ad-hoc committees of sport and recreation?

Yes	
No	

42.1 If no, who is supposed to encourage / initiate their formation?

[PRINT]

.....

44. List some of your programmes currently in place?

Programmes	Start Date	End Date

45. What outcomes can you list as success of your programmes?

[PRINT]

.....
.....
.....

46. What changes or improvements with regard to transformation and development of sport and recreation would you like to see happening in KZN?

[PRINT]

.....
.....
.....

QUESTIONNAIRE

SPORT FEDERATIONS – Executive Members, Sub Committees and Personnel

TOPIC : The role of the Department of Sport and Recreation in the provision and delivery of Sport and Recreation in KwaZulu-Natal

SECTION A

Place a tick next to the correct answer(s).

1. Age

20-30 years	
30-40 years	
40-50 years	
50-60 years >	

2. Sex

Male	
Female	

3. Portfolio

President	
Manager	
Coach	
Trainer	

4. Which of the following areas do you render your services?

Urban Area	
Rural Area	
Township	

SECTION B

5. Are the sport facilities available in your area able to host provincial and national sporting events?

Yes	
No	

5.1 If not, at what level?

School sport	
Club level	
Social sport	
Other, specify	

6. Is the composition of your committee transformed according to National norms?

Yes	
No	

6.1 If no, state why?

[PRINT].....
.....

7. Does the KwaZulu-Natal (KZN) Department of Sport and Recreation (DSR) cater for your federation?

Yes	
No	

7.1 If no, would you like the DSR to cater for your federation?

Yes	
No	

8. Is your federation democratically constituted?

Yes	
No	

SECTION C

9. Are you aware of the roles and responsibilities of the DSR?

Yes	
No	

10. Are you happy with the DSR's services in your federation?

Yes	
No	

10.1 If not, provide reasons.

[PRINT].....
.....
.....

11. Do the Department's personnel honor invitations, appointments and meetings?

Yes	
No	

12. Does your federation receive money from the DSR?

Yes	
No	

13. Do you know the criteria that the DSR uses when allocating funds to federations?

Yes	
No	

14. Do you think the Provincial DSR considers community participation, consultation and involvement as an important part in planning and implementation of Sport and Recreation programmes and activities?

Yes	
No	

14.1. Support your answer.

[PRINT].....
.....
.....

15. Do you become part of planning of sport and recreation activities, programmes and projects conducted by the DSR?

Yes	
No	

16. Communities need to be educated about the use of public facilities.

Agree	
Disagree	

16.1 If yes, who is supposed to educate them?

[PRINT].....
.....

17. Sport and Recreation Committees selected from the communities need workshop about their roles and responsibilities before assuming their duties.

Agree	
Disagree	

17.1 Who is supposed to educate the communities?

[PRINT].....
.....

18. Are the barriers that may prevent women from being involved in training, coaching, administration, and management removed by your federation?

Yes	
No	

18.1 If no, why not.

[PRINT].....
.....
.....

19. Are you compelled to meet your transformation targets?

Yes	
No	
Not Sure	

19.1 Who audit your performance as federation officials?

[PRINT].....
.....

20. Do you think Physical Education should be made compulsory at schools?

Yes	
No	

20.1 If yes, why

[PRINT].....
.....
.....

21. List areas that you think DSR fails to cover.

[PRINT].....
.....

22. The KZN Department's recommended mission is to identify, develop and nurture talent in this province, does this happen in all codes and areas of KZN?

Yes		No		Not Sure		Don't Know	
-----	--	----	--	----------	--	------------	--

22.1 If not, how can it be made to reach all codes and areas of KZN?

[PRINT].....

23. Do you think your federation share same vision as the DSR?

Yes	
No	

23.1 If not, how you suggest to align your vision with DSR?

[PRINT].....

24. Does your federation collaborate with the DSR in the provision and delivery of sport and recreation?

Yes	
No	

24.1 If not, why?

[PRINT].....

25. How do you rate the speed of delivery in Sport and Recreation in KZN?

Very slow	
Slow	
Fast	
Very fast	

26. How would you rate your cooperation with your stakeholders?

	Excellent	Good	Fair	Poor	Very Poor
DSR					
Local Government					
Federations (Other)					
Non-Governmental Organisations					

Schools					
Communities structures / Clubs					

27. State platforms that you would like the Department to open for interactive discussions?

[PRINT].....

28. Have your projects and programmes been monitored and audited by the KZN Department?

Yes	
No	

29. The Premiers Sports Award alone is not enough for praising sporting people that are doing well in this province.

Agree	
Disagree	

29.1 What else do you suggest?

[PRINT].....

30. What **plan of action** does your federation have for accessibility, development and transformation of sport and recreation in this province?

[PRINT].....

31. What changes would you like to see being made in KZN - DSR?

[PRINT].....

32. List some ways that you could suggest to improve the delivery of Sport and Recreation in the province?

[PRINT].....

QUESTIONNAIRE

KZN USSASA and SASSU – Executive Members and Sub Committees

TOPIC : The role of the Department of Sport and Recreation in the provision and delivery of Sport and Recreation in KwaZulu-Natal.

SECTION A

Place a tick next to the correct answer(s).

1. Age

20-30 years	<input type="checkbox"/>
30-40 years	<input type="checkbox"/>
40-50 years	<input type="checkbox"/>
50-60 years >	<input type="checkbox"/>

2. Sex

Male	<input type="checkbox"/>
Female	<input type="checkbox"/>

3. Physical Ability

Able-bodied	<input type="checkbox"/>
Disabled	<input type="checkbox"/>

4. Which is your affiliation?

SASSU	<input type="checkbox"/>
USSASA	<input type="checkbox"/>

4.1 Portfolio

President	<input type="checkbox"/>
Treasurer	<input type="checkbox"/>
General Secretary	<input type="checkbox"/>
Other, specify	<input type="text"/>

SECTION B

5. Which of the following areas do you render your services?

Urban Area	
Rural Area	
Township	

6. Are you specialising in any specific task in your portfolio?

Administration	
Training	
Coaching	
Other, specify	

7. Where does your structure concentrate in the sport development?

Elite	
Performance	
Participation	
Schools	
Tertiary Institutions	

8. Briefly describe your job.

[PRINT].....

9. Who are you accountable and responsible to?

[PRINT].....

10. Is the composition of your committee transformed according to national norms?

Yes	
No	

10.1 If no, state the reason.

[PRINT].....

11. Who are your affiliates, list them?

[PRINT].....

12. List codes that you cater for.

[PRINT].....
.....
.....

13. Do you have methods and strategies in place for ensuring maximum representation during participation?

Yes	
No	

13.1 If yes, mention some of them.

[PRINT].....
.....

14. Mention your priorities about sport and recreation in your area of governance?

[PRINT].....
.....

15. The KZN Department's recommended mission is to identify, develop and nurture talent in this province, does this happen in all codes and areas of KZN?

Yes		No		Not Sure		Don't Know	
-----	--	----	--	----------	--	------------	--

15.1 If not, suggest methods of how it could be accomplished?

[PRINT].....
.....
.....

SECTION C

16. Do you know the roles and responsibilities of the Provincial Department of Sport and Recreation?

Yes		No		Not Sure		Don't Know	
-----	--	----	--	----------	--	------------	--

17. How often do you hold meetings with the Department of Sport and Recreation?

Daily		Weekly		Monthly		Quarterly		Annually	
--------------	--	---------------	--	----------------	--	------------------	--	-----------------	--

18. How would you rate your cooperation with your stakeholders?

	Excellent	Good	Fair	Poor	Very Poor
Department of Sport and Recreation					
Federations					
Schools					
Communities structures / clubs					

19. Are you happy with the formation of KZN provincial teams with regard to the reflection of our demographics?

Yes	
No	

19.1 If no, what can be done to ensure demographic representation of KZN in our teams?
[PRINT].....

.....

20. How do you rate the speed of delivery and provision of sport and recreation in KZN?

Very slow	
Slow	
Fast	
Very fast	

21. Are you receiving funds from the KZN Department of Sport and Recreation?

Yes	
No	

21.1. If yes, do you know the criteria that the Directorate uses for budget allocation?

Yes		No		Not Sure		Don't Know	
-----	--	----	--	----------	--	------------	--

22. The Premiers Sports Award alone is not enough for encouraging, motivating and praising participants of this province.

Agree	
Disagree	

22.1 If you agree, what other methods do you suggest?

[PRINT].....

.....

.....

23. The provincial Department, local government, federations, schools, and NGO's structures have different sport and recreation programmes to deliver aimed at "getting the province to play", however, a lot of duplication occurs in the process. Is this true?

Yes		No		Not Sure		Don't Know	
-----	--	----	--	----------	--	------------	--

23.1 If yes, put forward how duplication can be eliminated?

[PRINT].....

24. The provincial Department, local government, federations and schools have different sport and recreation programmes to deliver aimed at "getting the province to play", however, a lot of fragmentation occurs in the process. Hence a sport forum representing all these stakeholders can pave a channel to make this pervasive theme a reality.

Agree	
Disagree	

24.1 If agree, advise how this forum can be initiated.

[PRINT].....

25. List some of your programmes currently in place?

Programmes	Start Date	End Date

26. State platforms that you would like the Department to open for interactive discussions?

[PRINT].....

27. What changes or improvements with regard to transformation and development of sport and recreation would you like to see happening in KZN?

[PRINT].....

28. List some ways that you could suggest to improve the delivery of Sport and Recreation in the province?

[PRINT].....

UKUZWELANA NESIFUNDO

**ISIHLOKO : INDIMA YEBANDLA LEZIPHATHIMANDLA
ZEZEMIDLALO KANYE NOKUNGCEBELEKA
EKULUNGISELENI NASEKUKHULULWENI
KWEZEMIDLALO NEZOKUNGCEBELEKA KWAZULU-
NATALI.**

UHLANGOTHI OLULODWA LOBUSO

Igama lami ngingu Siyabulela Cecil Mkwalo (Mnum).

Okwamanje ngingumfundi owenza iziqu zeMasters enyuvesi yakwaZulu-Natali emnyangweni wezendabuko kwezemidlalo ngaphansi komkhakha wezobuciko ngempilo. Njengamanje ngisebenza esikhungweni sokuzivocavoca sesifundazwe esizinze kwisizinda sebhola lekhilikithi esise Thekwini.

Abaholi balesi sifundo uSolwazi Johan van Heerden noSolwazi Yoga Coopoo.

Imininingwane yabo ilandela kanje:

1. Solwazi Yoga Coopoo

Inyuvesi yase Goli

Umnyango wezesayensi ngezemidlalo

Ucingo : 011 559 4292

Isikhahlamezi : 011 559 6577

2. Solwazi Johan van Heerden

Inyuvesi yakwaZulu Natali - Westville Campus

Umnyango wezesayensi ngezemidlalo

Ucingo : 031 – 260 7394

Isikhahlamezi : 031 – 260 7903

1. ISINGENISO

Lesi sifundo sakhelwe ukucwaninga imiphumela nezinsebenzo zebandla leziphathimandla lezemidlalo kwaZulu Natali. Lokhu kuncike kakhulu ekuqoqweni kolwazi oluphuma emikhakheni eyehlukene. Umntu obamba iqhaza kulesi sifundo uzinika isikhundla ngokuzivolontiya. Isinqumo ozithathela sona ukungalibambi iqhaza angeke ulahlekelwe yilutho.

2. INHLOSO YESIFUNDO

Isifundo sifuna ukucwaninga umbandela nezokuletha ezemidlalo nokungcebeleka emphakathini (Emakhaya, Emalokishini naseDolobheni) yisifundazwe yeziphathimandla zezemidlalo nokungcebeleka kwaZulu Natali. Izogcwaninga ngohulumeni wasemaphandleni ngemiphumela yamaphupha abo. Izofuna indlela yokwenza ezosiza iziphathi mandla ukufinyelela kubahlali abaningi abahlala kuzona zonke izindawo kwaZulu Natali.

3. INZUZO

Ulwazi olutholakele kulesi sifundo luzosetshenziswa ukusiza abomthetho kanye nendlela yokwenza eqondene nenguquko kulesi sifundazwe. Izosiza ekulungiseni ukudembhesela eziphathimandleni. Indlela yakwenza namasu lawa aqinisekisa ekubambeni iqhaza kwezemidlalo nezokungcebeleka azohlanganiswa. Izindawo lezo ezingenoyo ingcebo nezinto zizokhonjwa. Kuzoba nokuqondwa kwezimfuno nezidingo zabahlali. Lokhu kuzoholela ekuthuthukisweni kokuvezwa imibhalo yobufakazi ezosiza bonke abahlali basemaphandleni ezonika iphinde ilethe ezemidlalo nezokungcebeleka. Ngebhadi, ayikho imali etholwayo ekubambeni iqhaza kulesi sifundo sokucwaninga, kodwa ke ukubamba kwakho iqhaza kubalulekile.

4. IZIMFIHLO

Imiphumela yesifundo angeke ikhishelwe omunye umuntu ngaphandle kwemvume yakho ebhalwe phansi. Imininingwane yabaphenduli angeke iphume kwiphepha elinamahlelo emibuzo ngaphandle uma ababambe iqhaza bezofuna umbiko wakudala imiphumela. Noma ngabe, izimfuno zesifundo zizodluliswa yiqembu hhayi umuntu eyedwa. Ngakho – ke konke Okutholiwe kulesi sifundo kuzophathwa kahle ngokuyimfihlo kwenzelwe bonke ababambe iqhaza.

5. UKUZWELANA NGENKULULEKO

Uvolontiyile ukwenza isifundo kodwa futhi uvumelekile ukuyeka noma ngabe yinini.

6. IMINININGWANE

Unazo izinhloso okanye imibuzo ephathelene nalesi sifundo ? Wamukelekile ukuthi ulethe imibuzo kimina (Inombolo yamakhalekhukhwini ithi : 072 250 7808).

Imibuzo.....
.....
.....

.....
SAYINA
.....
UFAKAZI

.....
USUKU
.....
USUKU

IPHEPHA ELINAMAHLELO EMIBUZO

Iziphathimandla zezemidlalo nezokungcebeleka kwaZulu-Natali – Iqembu labantu emisebenzini othile.

**ISIHLOKO : INDIMA YEBANDLA LEZIPHATHIMANDLA
ZEZEMIDLALO KANYE NOKUNGCEBELEKA
EKULUNGISELENI NASEKUKHULULWENI
KWEZEMIDLALO NEZOKUNGCEBELEKA KWAZULU-
NATALI.**

ISIGABA A

Beka uphawu eduze kwempendulo eyiqiniso.

1. Iminyaka

20-30 weminyaka	
30-40 weminyaka	
40-50 weminyaka	
50-60 weminyaka >	

2. Ubulili

Owesilisa	
Owesifazane	

3. Isiphiwo Ngokomzimba

Umziba Ophilile	
Umzimba Okhubazekile	

4. Isikhundla

Umqondisi	
Umsizi Womqondisi	
Induna	

ISIGABA B

5. Phansi kwaziphi izindawo lapho wenza khona umsebenzi wakho?

Indawo esedolobheni	
Indawo esemaphandleni	
Amalokishi	

6. Zigxila kuphi iziphathimandla zakho ekuthuthukiseni ezemidlalo?

Abakhetheziweyo	
Abangcono	
Ababamba iqhaza	
Izikole	

7. Ingabe ugxilile kweminye imisebenzi oyinikiwe kwisikhundla sakho?

Ukuphatha	
Ukufundisa	
Ukuqeqesha	
Okunye, cacisa	

8. Ngamafushane, chaza umsebenzi wakho.

[BHALA NGOKUHLUKANISA].....

9. Uxhumana nobani uma udinga usizo emsebenzini?

[BHALA NGOKUHLUKANISA].....

10. Ungathanda ukubona umnyango wezemidlalo nokungebeleka esifundazweni sakwaZulu Natali uzimele uma uqhathanisa nohlelo olukhona lapho lo mnyango uhlanganiswe khona nomnyango wezemfundo?

Yebo		Cha		Anginasiqiniseko		Angazi	
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ISIGABA C

11. Ingabe imikhakha eyahlukene obambisene nayo iyalazi yini iqhaza nemisebenzi yakho njengesiphathimandla sezemidlalo?

Yebo		Cha		Anginasiqiniseko		Angazi	
------	--	-----	--	------------------	--	--------	--

12. Ingabe uyawucabanga uphinde uwenze ubeyingxenye umphmakathi njengabantu ababalulekile ekuhleleni ezemidlalo nokungcebeleka?

Yebo	
Cha	

12.1 Uma uthi cha, yisho isizathu ?

[BHALA NGOKUHLUKANISA].....

13. Uyazinakekela izidingo nezimfuno zomphakathi eziqondene nezemidlalo nokungcebeleka?

Yebo	
Cha	

13.1 Uma uthi yebo, ukwenza kanjani, futhi kangaki?

[BHALA NGOKUHLUKANISA].....

14. Uyawafundisa amakomidi ezemidlalo nokungcebeleka akhethiwe kumphakathi mayelana namaqhaza kanye nezibopho ekufanele bezazile ngaphambi kokuthi baqale imisebenzi yabo?

Yebo	
Cha	
Kwesinye Isikhathi	

15. Ingabe izinhlelo zakho zibandakanya wonke umuntu, isibonelo: intsha, abahlali asebadala endaweni, abesifazane, abakhubazekile njalo njalo?

Yebo	
Cha	

15.1 Uma uthi cha, yisho amaqembu owanakekelayo?

[BHALA

NGOKUHLUKANISA].....

.....

16. Imaphi amasu owalandelayo uma uxhumana nomphakathi?

Usebenzisa amaphepha ndaba	
Usebenzisa umsakazo	
Usebenzisa amakhansela	
Usebenzisa abaholi bezamasiko	
Okunye, cacisa	

17. Ingabe iziphathimandla zakwaZulu Natali zezemidlalo nokungcebeleka zidinga ukusebenzisana okanye benze umbimbi nezinhlangano ezizimele?.

Yebo		Cha		Anginasiqiniseko		Angazi	
------	--	-----	--	------------------	--	--------	--

17.1 Uma uthi yebo, ikhona yini eminye imikhakha esalele ngaphandle?

Yebo	
Cha	

18. Imihlangano uyibamba izikhathi ezingakanani nalamaqembu alandelayo ezemidlalo?

Amaqembu	Nsuku Zonke	Masonto 'nke	Nyanga zonke	Ezinyange ni ezintathu	Minyaka yonke
Isizwe					
Inhlangano					
Izinhlangotho Ezizimele					
Izikole					
Umphekathi amaqenjana /					

19. Kunjani ukubambisana kwakho nemikhakha eyahlukene?

	Kuhle kakhulu	Kuhle	Kulu ngile	Kubi	Kubi Kakhulu
Ohulumeni Basekhaya					
Izinhlangotho					
Izinhlangotho Ezizimele					
Izikole					
Izinhlelo zomphakathi noma amaqembu					

20. Uwavusa kanjani kabusha amandla amasha okungenela ezemidlalo nokungcebeleka?
[BHALA NGOKUHLUKANISA].....

.....

.....

21. Uqinisekisa kanjani ekutheni izinhlelo aziphazamiseki, ziqhubeka unomphelo?
[BHALA NGOKUHLUKANISA].....

.....

.....

22. Yiziphi izilandelo ezinika ithemba ozisebenzisayo ukuvikela izinhlelo zakho?
[BHALA NGOKUHLUKANISA].....

.....

.....

23. Indlela amaqhaza phakathi ko hulumeni wesifunda nowasemakhaya egcwangciswe ngayo ayihlelekile kahle.

Ngiyavumelana		Ngiyaphikisa		Anginasiqiniseko		Angazi	
---------------	--	--------------	--	------------------	--	--------	--

24. Ubani ekufanele agcine futhi anakekele izindawo nezinto zokudlala ezikwisifundazwe?

Iziphathimandla zemidlalo nokungcebeleka esifundazweni	
Abaphethe amandla asekhaya	
Iziphathimandla zemidlalo nokungcebeleka eningizimu Afrika	
Ezemidlalo Ezinamandla	
Okunye, cacisa	

25. Iziphathimandla zakwaZulu Natali inhloso yazo ukukhonba, ukuthuthukisa nokuveza amakhono kulesi sifundazwe, uthi lokhu kwenzeka kuzona zonke izindawo KwaZulu Natali?

Yebo		Cha		Anginasiqiniseko		Angazi	
------	--	-----	--	------------------	--	--------	--

25.1 Uma uthi cha, kungani?

[BHALA NGOKUHLUKANISA].....
.....
.....

26. Iziphathimandla zemidlalo nokungcebeleka esifundazweni zenza izinhlelo nemisebenzi emphakathini kodwa aziqapheli futhi azibheki ukuthi kuhambe kanjani ekugcineni.

Ngiyavumelana	
Ngiyaphikisana	

26.1 Chaza izinhlelo ozisebenzisayo ekuqapheleni izinto enizenzela umphakathi.

[BHALA NGOKUHLUKANISA].....
.....
.....

27. Ayakuthokozisa amaqembu amele isifundazwe mayelana nokubuyiswa kwabantu abaningi?

Yebo	
Cha	

27.1 Uma uthi cha, ucabanga ukuthi yiluphi ushintsho olungenziwa ukuvumela wonke umuntu ekutheni angenele.

[BHALA NGOKUHLUKANISA].....
.....
.....

28. Kwinqubomgomo yakho kwezemidlalo nokungcebeleka, unayo yini indawo ethi izinhlangano mazifinyelele izinhlelo nemigomo yazo?

Yebo	
Cha	

28.1 Uma uthi yebo, chaza izinhlelo ozisebenzisayo ukulungiselela lemishwana kuzona zonke izinhlangano?

[BHALA NGOKUHLUKANISA].....
.....
.....

29. Ingabe inqubomgomo yakho iyasinikeza yini isifundo ngengculazi nokuthi ixhumana kanjani nezemidlalo?

Yebo	
Cha	

30. Ukulinganisa kanjani ukushesha kokuletha umbandela wezemidlalo nokungebeleka kwaZulu Natali?

Kancane kakhulu	
Kancane	
Ngokushsha	
Ngokushesha Kakhulu	

31. Uhlela malini ngonyaka?

.....

32. Uthi zonke izinhlangano ziyayithola imali evela kuwena?

Yebo	
Cha	

32.1 Uma uthi cha, yisho isizathu?

[BHALA NGOKUHLUKANISA].....

33. Ingabe zonke izinhlangano ziyayazi imibandela oyisebenzisayo ekuhleleni izimali?

Yebo		Cha		Angiqinisekile		Angazi	
------	--	-----	--	----------------	--	--------	--

34. Yisho imibandela oyisebenzisayo uma unikeza izimali emaqenjini, ezinhlanganweni nakwamanye amabandla.

[BHALA NGOKUHLUKANISA].....

35. Lwalunini ucwaningo lwakho lwezimfuno (ngokwamandla nangokomuntu) esifundazweni?

Emva kweminyaka eyisishaga lombili	
Emva kweminyaka emine	
Emva konyaka owodwa	
Kwanhlobo	

36. Uyacabanga ukuthi ukufundisa ngokuvocavoca kwemizimba ezikoleni kufanele kube semthethweni?

Yebo	
Cha	

37. Yisho amagunya akho ngezemidlalo nokungebeleka endaweni yakho yokusebenza. [BHALA NGOKUHLUKANISA].....

.....

38. Ukukhishwa kwemithetho kuyakunika yini amandla okulawula izinto uma sezihamba kabi ngenhlangano kanye nayinoma yiliphi ibandla lezemidlalo?

Yebo	
Cha	

39. Imiklomo yezemidlalo eyenziwa ngundunankulu ayanele ukugqogqezela, nokukhuthaza kunye nokudumisa abadlali balesi sifundazwe.

Niyavumelana	
Ngiyaphikisana	

39.1 Uma uvuma, yiziphi ezinye izindlela zokwenza ozicabangayo?

[BHALA NGOKUHLUKANISA].....

.....

40. Iziphathimandla zezemidlalo nokungebeleka, uhulumeni wasekhaya, izinhlangano, izikole, izinhlangano ezingasekwa nguhulumeni kanye nemiphakathi anezinhlelo ezehlukene zemidlalo nokungebeleka okuhloswe ngazo eku “tholeni isifundazwe sibambe iqhaza”, kodwa ke impindo eningi iyenzeka enqubekweni. Ingabe lokhu kuyiqiniso?

Yebo		Cha		Anginasiqiniseko		Angazi
------	--	-----	--	------------------	--	--------

40.1 Uma uthi yebo, uhlose ukuthini njengesiphathimandla sezemidlalo nokungebeleka ukususa impindo eningi?

[BHALA NGOKUHLUKANISA].....

.....

41. Unazo izinto ozihlelele ezemidlalo nokungebeleka yaleminyaka emithathu ezayo?

Yebo		Cha		Angiqinisekile	
------	--	-----	--	----------------	--

42. Yisho izinhlelo onazo ngezinhlangano, izikole kanye nemiphakathi?

Izinhlangano:.....

Izikole:.....

Imiphakathi:.....

43. Ingabe yonke imiphakathi yakwaZulu Natali inawo amakomidi ezemidlalo nokungebeleka?

Yebo	
Cha	

43.1 Uma uthi cha, ubani ofanele agqugquzele ukwakhiwa kwawo?

[BHALA NGOKUHLUKANISA].....

44. Yisho ezinye zezinhlelo ozenzayo njengamanje?

Izinhlelo	Usuku Okwaqalwa ngalo	Usuku okugcinwa ngalo

45. Yimiphi imiphumela ongayisho etshengisa impumelelo kwizinhlelo zakho?

[BHALA NGOKUHLUKANISA].....

46. Yiluphi ushintsho noma okudingeka ukuba kwenziwe mayelana nezinguquko nokuthuthukiswa kwezemidlalo ongathanda ukukubona kwenzeka kwaZulu Natali? [BHALA NGOKUHLUKANISA].....

.....

.....

.....

.....

IPHEPHA ELINAMAHLELO EMIBUZO

Inhlangano yezemidlalo – Amalunga esigungu neqembu labantu emsebenzini othile.

**ISIHLOKO : INDIMA YEBANDLA LEZIPHATHIMANDLA
ZEZEMIDLALO KANYE NOKUNGCEBELEKA
EKULUNGISELENI NASEKUKHULULWENI
KWEZEMIDLALO NEZOKUNGCEBELEKA KWAZULU-
NATALI.**

ISIGABA A

Beka uphawu eduze kwempendulo eyiqiniso.

1. Iminyaka

20-30 weminyaka	
30-40 weminyaka	
40-50 weminyaka	
50-60 weminyaka >	

2. Ubulili

Owesilisa	
Owesifazane	

3. Isikhundla

Umongameli	
Umpathi	
Umqeqeshi	
Ofundisayo	

4. Phansi kwaziphi izindawo lapho wenza khona umsebenzi wakho?

Indawo esedolobheni	
Indawo esemaphandleni	
Amalokishi	

ISIGABA B

5. Ingabe izindawo zokudlalela ezikhona kwindawo okuyo zingakwazi ukubhekelela ezemidlalo zesifundazwe kanye nozwelonke?

Yebo	
Cha	

5.1 Uma uthi cha, zilingeneni?

Ezemidlalo Zezikole	
Amaqembu	
Ezemidlalo zokuzithokozisa	
Okunye, Cacisa	

6. Ukuhlanganiswa kwekomidi lakho kungalenza yini ushintsho uma kubhekwa imithetho kazwelonke?

Yebo	
Cha	

6.1 Uma uthi cha, yisho ukuthi kungani?

[BHALA NGOKUHLUKANISA].....

7. Ungathanda ukubona umnyango wezemidlalo nokungcebeleka esifundazweni sakwaZulu Natali uzimele uma uqhathanisa nohlelo olukhona lapho lo mnyango uhlanganiswe khona nomnyango wezemfundo?

Yebo		Cha		Anginasiqiniseko		Angazi	
------	--	-----	--	------------------	--	--------	--

8. Ingabe iziphathimandla zakwaZulu Natali zemidlalo nokungcebeleka ziyazinakekela yini izidingo zenu?

Yebo	
Cha	

8.1 Uma uthi cha, ungathanda yini ukuthi iziphathimandla zemidlalo nokungcebeleka zinakekele inhlangano yenu?

Yebo	
Cha	

ISIGABA C

9. Ingabe inhlango yenu imiswe ngokuswemthweni?

Yebo	
Cha	

10. Uyalazi iqhaza ekufanele ukuthi libanjwe yiziphathimandla zezemidlalo nokungcebeleka?

Yebo	
Cha	

11. Uthokozile ngomsebenzi owenziwa yiziphathimandla zezemidlalo nokungcebeleka enhlanganweni yakho?

Yebo	
Cha	

11.1 Uma uthi cha, yisho izizathu.

[BHALA NGOKUHLUKANISA].....
.....

12. Ingabe abasebenzi bezemidlalo nokungcebeleka besifundazwe bayakwazi ukufika emhlanganweni umangabe nibamemile?

Yebo	
Cha	

13. Inhlango yakho iyayithola yini imali ephuma kwiziphathimandla zezemidlalo nokungcebeleka?

Yebo	
Cha	

14. Uyasazi isimo sokunquma esisetshenziswayo yiziphathimandla zezemidlalo nokungcebeleka uma zikhipha izimali zezinhlangano?

Yebo	
Cha	

15. Ucabanga ukuthi iziphathimandla zesifundazwe kwezemidlalo nokungcebeleka bayacabanga ngeqhaza lomphakathi, ukubonisana nokuzibandakanya njengabantu ababalulekile ekuhleleni nasekwenzeni umsebenzi wezemidlalo nokungcebeleka?

Yebo	
Cha	

15.1 Sekela impendulo yakho.

[BHALA NGOKUHLUKANISA].....

16. Uyaba yingxenywe mangabe kuhlelwa ezemidlalo nokungebeleka yiziphathimandla zezemidlalo nokungebeleka?

Yebo	
Cha	

17. Imiphakathi idinga ukufundiswa ngokuphathwa kahle kwezinto ezisiza umphakathi.

Ngiyavuma	
Ngiyaphikisa	

17.1 Uma uvuma, ubani okufanele abafundise?

[BHALA NGOKUHLUKANISA].....

18. Ikomidi lezemidlalo nokungebeleka elikhethiwe emphakathini lidinga ukuhlangana llifundiswe mayelana nendima okufanele bayidlale nezibopho ngaphambi kokuba benze umsebenzi wabo.

Ngiyavuma	
Angivumi	

18.1 Ngubani okufanele abafundise?

[BHALA NGOKUHLUKANISA].....

19. Ingabe umkhawulo ovimbela abesifazane ekufakweni, ekuqeqesheni nokufundisa ukuphatha kususiwe yini yinhlangano yakho?

Yebo	
Cha	

19.1 Uma uthi cha, yisho isizathu?

[BHALA NGOKUHLUKANISA].....

20. Uphoqelekile yini ukuhlanganisa umgomo nezinguquko zakho?

Yebo	
Cha	
Anginasiqiniseko	

20.1 Ubani ocwaninga umsebenzi wenu njenghlangano esesikhundleni?

[BHALA NGOKUHLUKANISA].....
.....

21. Uyacabanga ukuthi ukufundisa ngezemizimba ezikoleni kufanele kube semthethweni?

Yebo	
Cha	

21.1 Uma uthi yebo, sekela impendulo yakho?

[BHALA NGOKUHLUKANISA].....
.....

22. Yisho izindawo ocabanga ukuthi iziphathimandla zezemidlalo nokungcebeleka azifinyelelangaa kuzona.

[BHALA NGOKUHLUKANISA].....
.....

23. Iziphathimandla zakwaZulu Natali inhloso yazo ukukhonba, ukuthuthukisa nokuveza amakhono kulesi sifundazwe, uthi lokhu kwenzeka kuzona zonke izindawo KwaZulu Natali?

Yebo		Cha		Anginasiqiniseko		Angazi	
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23.1 Uma uthi cha, kungenzeka kanjani ukuthi kufinyelelwe kozona zonke izindawo zakwaZulu Natali?

[BHALA NGOKUHLUKANISA].....
.....

24. Ingabe inhlangano yakho inombono owodwa noweziphathimandla zezemidlalo nokungcebeleka?

Yebo	
Cha	

24.1 Uma uthi cha, ucabanga ukuthi ingasetshenziswa kanjani lemibono kulesisifundazwe?

[BHALA NGOKUHLUKANISA].....

25. Inhlangano yakho iyasebenzisana yini neziphathimandla zezemidlalo nokungcebeleka kwimibandela nasekuletheni ezemidlalo nokungcebeleka?

Yebo	
Cha	

25.1 Uma uthi cha, yisho isizathu?

[BHALA NGOKUHLUKANISA].....

26. Ukulinganisa kanjani ukushesha kokuletha umbandela wezemidlalo nokungcebeleka kwaZulu Natali?

Kancane kakhulu	
Kancane	
Ngokushsha	
Ngokushesha Kakhulu	

27. Kunjani ukubambisana kwakho nemikhakha eyahlukene?

	Kuhle kakhulu	Kuhle	Kulu ngile	Kubi	Kubi Kakhulu
Iziphathi mandla Zemidlalo					
Ohulumeni Basekhaya					
Izinhlango					
Izinhlango Ezizimele					
Izikole					
Izinhlelo zomphakathi noma amaqembu					

28. Yisho imiganga ongathanda ukuthi iziphathimandla ziyivulele izingxoxo.

[BHALA NGOKUHLUKANISA].....

29. Ingabe imiklamo yakho nezinhlelo zakho zigcwaningiwe yiziphathimandla zakwaZulu Natali?

Yebo	
Cha	

30. Imiklomo yezemidlalo eyenziwa ngundunankulu ayanele ukugququzela, nokukhuthaza kanye nokudumisa abadlali balesi sifundazwe.

Niyavumelana	
Ngiyaphikisana	

30.1 Uma uvuma, yiziphi ezinye izindlela zokwenza ozicabangayo?

[BHALA NGOKUHLUKANISA].....
.....
.....

31. Yisiphi isinyathelo enifuna ukusithatha, sokuthuthuka nezinguquko kwezemidlalo nokungebeleka kulesisifundazwe?

[BHALA NGOKUHLUKANISA].....
.....
.....

32. Yiziphi izinguquko ongafisa ukuzibona zenziwa yiziphathimandla zezemidlalo nokungebeleka kwaZulu Natali?

[BHALA NGOKUHLUKANISA].....
.....
.....

33. Yisho ezinye izindlela ozicabangayo ezingenziwa ukuthuthukisa nokuletha ezemidlalo nokungebeleka esifundazweni?

[BHALA NGOKUHLUKANISA].....
.....
.....

IPHEPHA ELINAMAHLELO EMIBUZO

Inhlangano yezemidlalo – Amalunga esigungu neqembu labantu emsebenzini othile.

**ISIHLOKO : INDIMA YEBANDLA LEZIPHATHIMANDLA
ZEZEMIDLALO KANYE NOKUNGCEBELEKA
EKULUNGISELENI NASEKUKHULULWENI
KWEZEMIDLALO NEZOKUNGCEBELEKA KWAZULU-
NATALI.**

ISIGABA A

Beka uphawu eduze kwempendulo eyiqiniso.

1. Iminyaka

20-30 weminyaka	
30-40 weminyaka	
40-50 weminyaka	
50-60 weminyaka >	

2. Ubulili

Owesilisa	
Owesifazane	

3. Isiphiwo ngokomzimba

Umziba Ophilile	
Umzimba Okhubazekile	

4. Uphansi kweliphi iqenbu?

SASSU	
USSASA	

ISIGABA B

5. Isikhundla

Umongameli	
Umpathi Wezimali	
Umabhalane	
Okunye, Cacisa	

6. Phansi kwaziphi izindawo lapho wenza khona umsebenzi wakho?

Indawo esedolobheni	
Indawo esemaphandleni	
Amalokishi	

7. Ingabe ugxilile kweminye imisebenzi oyinikiwe kwisikhundla sakho?

Ukuphatha	
Ukufundisa	
Ukuqeqesha	
Okunye, cacisa	

8. Zigxila kuphi iziphathimandla zakho ekuthuthukiseni ezemidlalo?

Abakhetheziweyo	
Abangcono	
Ababamba iqhaza	
Izikole	
Izikhungo eziphakeme zemfundo	

9. Ngamafuphi chaza umsebenzi wakho.

[BHALA NGOKUHLUKANISA].....
.....

10. Uxhumana nobani uma udinga usizo emsebenzini?

[BHALA NGOKUHLUKANISA].....
.....

11. Ukuhlanganiswa kwekomidi lakho kungalenza yini ushintsho uma kubhekwa imithetho kazwelonke?

Yebo	
Cha	

11.1 Uma uthi cha, yisho ukuthi kungani?

[BHALA NGOKUHLUKANISA].....
.....
.....

12. Yimiphi imikhakha engena ngaphansi kwakho, yibale?

[BHALA NGOKUHLUKANISA].....
.....
.....

13. Bala amaqembu eniwasizayo.

[BHALA NGOKUHLUKANISA].....
.....
.....

14. Ninazo yini izindlela nezinhlelo zokuqinisekisa ukudlaliswa kwabo bonke abantu?

Yebo	
Cha	

14.1 Uma uthi yebo, yisho eminye yazo.

[BHALA NGOKUHLUKANISA].....
.....
.....

15. Yisho amagunya akho ngezemidlalo nokungcebeleka endaweni yakho yokusebenza.

[BHALA NGOKUHLUKANISA].....
.....
.....

ISIGABA C

16. Iziphathimandla zakwaZulu Natali inhloso yazo ukukhonba, ukuthuthukisa nokuveza amakhono kulesi sifundazwe, uthi lokhu kwenzeka kuzona zonke izindawo kwaZulu Natali?

Yebo		Cha		Anginasiqiniseko		Angazi	
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16.1 Uma uthi cha, kungenzeka kanjani ukuthi kufinyelelwe kozona zonke izindawo zakwaZulu Natali?

[BHALA NGOKUHLUKANISA].....

17. Ungathanda ukubona umnyango wezemidlalo nokungcebeleka esifundazweni sakwaZulu Natali uzimele uma uqhathanisa nohlelo olukhona lapho lo mnyango uhlanganiswe khona nomnyango wezemfundo?

Yebo		Cha		Anginasiqiniseko		Angazi	
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18. Uyayazi indima negunya leziphathimandla zezemidlalo nokungcebeleka kulesisifundazwe?

Yebo		Cha		Anginasiqiniseko		Angazi	
------	--	-----	--	------------------	--	--------	--

19. Imihlangano niyibamba izikhathi ezingakanani neziphathimandla zezemidlalo nokungcebeleka

Nsuku Zonke		Masont' Onke		Nyanga Zonke		Ezinyangen i Ezintathu		Minyaka Yonke	
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20. Kunjani ukubambisana kwakho nemikhakha eyahlukene?

	Kuhle kakhulu	Kuhle	Kulu ngile	Kubi	Kubi Kakhulu
Iziphathi mandla zezemidlalo					
Izinhlango					
Izikole					
Izinhlelo zomphakathi noma amaqembu					

21. Ayakuthokozisa amaqembu amele isifundazwe mayelana nokubuyiswa kwabantu abaningi?

Yebo	
Cha	

21.1 Uma uthi cha, ucabanga ukuthi yiluphi ushintsho olungenziwa ukuvumela wonke umuntu ekutheni angenele.

[BHALA NGOKUHLUKANISA].....

22. Ukulinganisa kanjani ukushesha kokuletha umbandela wezemidlalo nokungcebeleka kwaZulu Natali?

Kancane kakhulu	
Kancane	
Ngokushsha	
Ngokushesha kakhulu	

23. Ingabe ukhona umxhaso owutholayo kwiziphathimandla zemidlalo nokungcebeleka kwaZulu Natali.

Yebo	
Cha	

23.1. Uma uvuma, uyayazi imibandela esetshenziswa yiziphathimandla ukuhlela ezezimali?

Yebo		Cha		Anginasiqiniseko		Angazi	
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24. Imiklomelo yezemidlalo eyenziwa ngundunankulu ayanele ukugqugquzela, nokukhuthaza kanye nokudumisa abadlali balesi sifundazwe.

Ngiyavumelana	
Ngiyaphikisana	

24.1 Uma uvuma, yiziphi ezinye izindlela zokwenza ozicabangayo?

[BHALA NGOKUHLUKANISA].....

25. Iziphathimandla zezemidlalo nokungcebeleka, uhulumeni wasekhaya, izinhlangano, izikole, izinhlangano ezingasekwa nguhulumeni kanye nemiphakathi anezinhlelo ezehlukene zemidlalo nokungcebeleka okuhloswe ngazo eku “tholeni isifundazwe sibambe iqhaza”, kodwa ke impindo eningi iyenzeka enqubekweni. Ingabe lokhu kuyiqiniso?

Yebo		Cha		Anginasiqiniseko		Angazi	
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25.1 Uma uthi yebo, uhlose ukwenze njani njengesiphathimandla sezemidlalo nokungcebeleka ukususa impindo eningi?

[BHALA NGOKUHLUKANISA].....

26. Iziphathimandla zezemidlalo nokungcebeleka, uhulumeni wasekhaya, izinhlangano, izikole kanye nemiphakathi anezinhlelo ezehlukene zezemidlalo nokungcebeleka okuhloswe ngazo eku “tholeni isifundazwe sibambe iqaza”, kodwa ke, iziqephu eziningi ziyenzeka ohlelweni. Ngakho ke isidlangala sezemidlalo esimele zonke singavula indlela ekutheni amaphupho afezeke.

Ngiyavuma	
Angivumi	

26.1 Uma uvuma, ubona ukuthi lesisidlangala singaqalwa kanjani?

[BHALA NGOKUHLUKANISA].....

27. Yisho ezinye zezinhlelo ozenzayo njengamanje?

Izinhlelo	Usuku Okwaqalwa ngalo	Usuku okugcinwa ngalo

28. Yisho imiganga ongathanda ukuthi iziphathimandla ziyivulele izingxoxo.

[BHALA NGOKUHLUKANISA].....

29. Yiluphi ushintsho noma okudingeka ukuba kwenziwe mayelana nezinguquko nokuthuthukiswa kwezemidlalo ongathanda ukukubona kwenzeka kwaZulu Natali?

[BHALA NGOKUHLUKANISA].....

30. Yisho ezinye izindlela ozicabangayo ezingenziwa ukuthuthukisa nokuletha ezemidlalo nokungcebeleka esifundazweni?

[BHALA NGOKUHLUKANISA].....

ANNEXURE

I

ANNEXURE

J