

**CASE STUDY :: 02**

African 2010 Dreams project

OBJECTIVES

To demonstrate how sport can contribute to the development of leadership and participation in the community through:

- developing skills (leadership, coaching, officiating, volunteering)
- improving school-club links
- developing and sustaining a club structure

BACKGROUND

Political transformation in South Africa in 1994 resulted in a complete change in both the Education and Sport sectors in the country. Sport in Education, especially PE in schools, has suffered as a consequence of education reforms. Structural Adjustment programmes to address the huge imbalances in the delivery of education to all South Africans during the apartheid era, unintentionally led to PE being sidelined in school curricular. The rationalisation of staff in many schools threatened the security of PE teachers who became easy targets as non-exam teachers. Most schools prioritised academic subjects and sought to retain these teachers and non exam subjects were distributed amongst the staff without consideration for the specialist skills required to teach such subjects. Hence in most schools PE is no longer offered.

There is a shortage of trained PE teachers in South Africa. In the apartheid years of separate education for different race groups, Black African teachers were not trained to teach PE. Hence all schools for Black African children did not offer PE.

The new curriculum package does not prescribe PE as a subject on its own. PE is expected to be offered a part of the learning areas: Life Orientation or Life Skills. There is a growing call for PE to be made a compulsory offering on its own.

Teachers in the new dispensation do not have the skills to develop and deliver programmes in PE. Programmes on offer have not been extended to all schools yet. There are few professional development courses for teachers in PE.

However, many historically disadvantaged schools have persevered in offering children the opportunity to take PE and play sport in schools. Schools sport in the country has continued at a competitive level. Both schools and government are eager to engage in partnerships to provide children with the opportunity to participate in sport. At the same time however, there is a tension between the Department of Sport and the Department of Education for the ownership of school sports.

In 2010 SA will host the World Cup in Football and will require an army of trained volunteers. The Dreams and Teams programme will help to do this and fulfil the goal to develop international partnerships as a prescript of the Sport in Education Strategy.

PURPOSE

- develop leadership, coaching, officiating and volunteering skills
- improve school-club links
- develop a sustainable club structure

PARTNERS

National Department of Sport
National Department of Education (Sector: School Enrichment Programmes).
KwazuluNatal Department of Sport and Recreation
SAFA (Southern KwazuluNatal Region),
KwazuluNatal Department of Education,
Department of Education South Metropole (Cape Town)
Extra Mural Education Project (Cape Town)
England: FA, DfES, YST, UK Sport

COST AND DATE

Cape Town Pilot April 2003
Durban Project launch: March 2004

TARGET

Policy makers, head-teachers, teachers, pupils, community based sports co-ordinators

STEPS

- 1 2003: initial discussions with decision makers in government in Sport and Education; discussions with local education and sport authorities in Cape Town to establish a partnership and Dreams and Teams pilot in Cape Town involving training of tutors and then young leaders.
- 2 2004: mediation between National Departments of Sport and Education to develop a strategy for both sectors to work together in schools sport.; 2 Lead trainers trained in Oxford; 13 head teachers from UK Sports colleges visit partner schools in Durban; partnership is established and heads teachers from both SA and UK are invited to participate in Dreams and Teams; 13 Tutors in Durban are trained by national lead trainer; 28 Teachers from 14 schools trained as tutors; tutors train 20 young leaders per school; all young leaders attend a youth camp organised by tutors from SA and UK; 15 UK tutors attend camp; partnerships established in Namibia, Botswana, Mozambique. Two tutors per country trained in SA.
- 3 2005: head teachers from SA attend the Sports College Conference in UK; training of young leaders in Namibia, Botswana and Mozambique.; training of tutors and young leaders in Mauritius, 14 schools in SA take on 15 schools in local partnership, 56 tutors trained, SA head teachers undergo training in dreams and teams, 15 community based sports officers trained in dreams and teams and attached to schools to develop a school/community partnership; all 29 schools train 20 young leaders; all 29 schools in Durban dreams and teams partnership and 16 Sports colleges in UK host schools sports festivals co-ordinated by dreams and teams young leaders on the same day; ideas for festivals are shared; radio interviews also conducted across countries; programme jointly funded by KZN Depat of Sport and Recreation and British Council, monitored and co-ordinated by BC and YST; 48 tutors and young leaders attend global Dreams and teams camp in Loughborough; 04 from SA participate in lead trainer training in UK; programme in SA evaluated; 2010 Africa Dreams programme piloted in SA; partnership with Education/Sport and SAFA in KwazuluNatal; JFO training delivered by FA to teachers, SAFA representatives, community sports co-ordinators; 91 schools and organisations in programme, IDEALS – partnership with BC and UK Sport. 2 schools in each country identified. One teacher and two students in last year.
- 4 2006: IDEALS exchange: SA participants spend 6 weeks in UK partner schools; UK partners will reciprocate; JFOs in schools and communities being trained, Football festivals are being organised; All Africa 2010 Dream proposal being drafted for 19 countries in Africa.

FURTHER INFORMATION

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