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**SOUTH AFRICAN COACHING FRAMEWORK**  
**SCOPING REPORT**

**AUGUST 2010**

**South African Coaching Framework**  
**Scoping Report**

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**1. Executive Summary**

Arising from discussions involving Sport and Recreation South Africa (SRSA); the South African Sports Confederation and Olympic Committee (SASCOC) and UK Sport, the need to scope the potential development of a South African Coaching Framework was agreed. UK Sport, as part of their existing relationship through a Memorandum of Understanding with SRSA, agreed to support the proposed scoping study.

The study was commissioned in March 2010, with the core objective of assessing the need for a South African Coaching Framework. In the event that there was deemed to be a strong case for such an initiative, supported by key stakeholders, the brief also called for an identification of the key steps required to commence the process. Issues requiring early attention were also to be identified and the potential relationship with the Zone VI Sport Education and Accreditation Structure considered.

A scoping visit was undertaken during the week of 29 March 2010 and was preceded by desk research and a series of face-to-face; internet and telephone meetings. The scoping visit included meetings with SASCOC Coaches Commission; SASCOC technical officers; SRSA officials; representatives of Stellenbosch University and the University of Johannesburg.

Considerable background work on the need for a more cohesive coaching structure has already been undertaken. SASCOC has completed an audit of the current programmes and capacity of national federations. A Coaches Commission has been put in place and a consultative document on the need for a South African Coaching Framework has been issued. The Coaches Commission has also outlined the key issues to be addressed in the creation of a coach education framework for South Africa. Attention has been given to the need to provide support for coaches of high performance athletes, particularly in the lead in to London 2012. SRSA has recognised the significance of coaching within the context of club development; mass participation; school sport and education and training.

The scoping study reviewed the current policy position in relation to mass participation and high performance sport, the responsibilities of SRSA and SASCOC respectively. The draft White Paper on Sport and Recreation has highlighted the role of coaching as an enabler in the achievement of policy objectives in participation and performance. Initial analysis on the position of school sport was also undertaken, although it is evident that further work will be required to align any broader initiative on coaching with the needs and structures of the primary and secondary education systems.

In assessing the readiness of the South African sporting system to develop a long-term coaching framework, a number of factors were considered. These included the current policy framework; commitment and roles of key stakeholders; capacity and capability at policy; federation; regional and local levels; localised delivery mechanisms for coaching and the support of coaches; commitment of key agencies to align existing resources to any proposed coaching framework and commitment to seek or generate additional resources for prioritised aspects of the proposed framework. It was noted that there is a strong legislative basis for the development of a coordinated coaching system, with a need to more fully define the nature of this system and the roles of key agencies in its implementation.

While the scoping visit found that there is a mixed position in relation to the readiness factors, work to date and the current context provide the basis for moving forward in a concerted, planned and action-focused fashion. There is also consensus on the need for an initiative that addresses longer-term issues of delivery and sustainability, while recognising the need to take immediate action on support for high performance coaches for London 2012 and the initiation of focused work in mapping out the wider coach development structure.

During the course of the scoping meetings, it became apparent that there is a strong desire among the key stakeholders to maximise the contribution of sport coaching to the South

African sporting system and the vision of an active and winning nation. This was reflected in view expressed by SRSA that there is a need to develop a **coaching system** and that the role of leading the development of this system should be undertaken by SASCOC. SASCOC has affirmed its willingness to undertake this role. The commitment to the creation of a coaching system derived from a very strong belief that coaching holds the key to releasing untapped potential within South African sport, as well as helping to transform the opportunities available to millions of South Africans in and through sport. In short, an effective coaching system is seen as providing important sporting, social, economic and policy dividends.

Based on this positive orientation, the report recommends the creation of a South African Coaching Framework with three phases over-lapping in 2-4-8 year horizons. The Framework would become the reference point for the development of the South African Coaching system up to 2018. The vision should have a strong front-line participant and coach focus. The Framework should be based strongly on the needs of South African sport and should be responsive to local and sport specific requirements and aligned with provincial and national structures. Through the creation of enhanced opportunities for participants and coaches on a widespread basis, the Framework has the potential to make a significant contribution to inclusive citizenship and nation-building in South Africa.

The first phase, up to 2012, would see an initial and intensive period of development of the Framework itself, as well as focused preparation for London 2012; the completion of participant and coach development models and the mapping out of the national coach development structure. A key focus at this stage would be building the capacity and capability at policy; national federation and provincial levels to underpin the development of an effective and sustainable coaching system. In addition, the issues associated with the delivery of coaching within the education system would be identified and a longer term programme of action put in place.

The resource implications of the proposed Framework would be quantified in the first phase under four key pillars: deployment and employment of coaches; education and development of coaches; capacity of national federations; capacity of provincial and national stakeholders. While the creation of a national system will inevitably require new investment, a key focus should be to harness existing or untapped resources and to ensure that there is a full alignment of available resources in coaching to the goals of the South African Coaching Framework.

The second phase, up to 2014, would see the concerted implementation of the Framework with an emphasis on recruiting and training coaches to reflect the social and demographic make-up on the country. Focused work would occur with national federations that are willing, ready and able to move forward. This work would signal an enhanced and inclusive philosophy in coaching, while building on existing strengths. This work would identify and further develop models of good practice to support federations that may not currently be in a position to progress at the same rate.

The second phase would also see the establishment of the longer term systems of coordination, delivery and quality assurance. This would include provision for a lead function and/or entity operating under the aegis of SASCOC and would include strong engagement

from coaches. There would be a significant focus on front-line delivery of coaching and support/education of coaches. Ending in 2014, the second phase would also seek to further enhance the capability of South African high performance coaching.

The third phase would stretch the implementation of the South African Coaching Framework to 2018, reaching a wider number of federations and increasingly impacting the work of coaches at the front line. An on-going process of evaluation would be integrated into the programme, based on metrics that would be agreed by the key stakeholders. The ultimate objective would be the transformation of the South African Coaching system, with a skilled volunteer and paid workforce to meet mass participation; high performance and educational goals, as appropriate.

Arising from the scoping visit, the initiation of a time-phased process to develop the South African Coaching Framework over an 18-month period is recommended. While many aspects of the proposed Framework have been identified, there remains a significant need to undertake detailed consultation and engagement to ensure that the necessary understanding and commitment is secured from those who will be responsible for implementation. There is also a need for focused research and planning to provide the basis for cost-effective, phased implementation. It will also be necessary to ensure that shorter term needs are addressed, particularly in relation to preparation for London 2012 and in the mapping out of the national coach development structure. The creation of a South African Coaching Framework Project Group is proposed; with an interim progress report provided to the SASCOC conference in November 2010 and completed by November 2011.

The South African Coaching Framework should be signed off and launched, ideally in the presence of the Minister for Sport and Recreation, and referenced in all subsequent relevant policy publications. National federations, provinces, the South African Qualifications Authority (SAQA), universities and other key agencies should formally agree that the document is the reference point for the development of the coaching system in South Africa.

## 2. Background

Recognising the central role of sports coaching in the delivery of an active and winning nation, SRSA and SASCOC have agreed to the establishment of a Coaches Commission. This Commission, operating within SASCOC, has been charged with the responsibility 'to investigate a coaching system for South African Sport' and to include the evaluation of other systems across the world.<sup>1</sup>

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<sup>1</sup> South African Sports Confederation and Olympic Committee (undated). **Coaches Commission Frame of Reference**. Johannesburg.

As part of this work, the Commission has the support of the Technical and Administrative staff of SASCOC. The Commission has also examined issues relating to coach education through a Task Team involving representatives from the University of Johannesburg and Stellenbosch University. Delegates from SASCOC; SRSA and the Coaches Commission attended the global conference of the International Council for Coach Education (ICCE) in Vancouver in November 2009. The event outlined recent developments in the European Framework for the Recognition of Coaching Competence and Qualifications<sup>2</sup> and the proposed development of a global framework as part of the draft strategy of ICCE.<sup>3</sup>

At the Vancouver conference, discussions occurred with the Professor Patrick Duffy on the issues associated with the development of a South African Coaching Framework.<sup>4</sup> These discussions continued following the conference and a scoping visit was initiated with the support of UK Sport as part of its London 2012 International Inspiration Programme.

### 3. Meetings and research

The scoping visit took place between 29 March and April 2 and included meetings with SASCOC; SRSA; University of Johannesburg; Stellenbosch University and the Coaches Commission. The schedule for the visit is included in Appendix 1. The objectives of the visit were as follows:

- a. Meet with key stakeholders on an individual basis, to establish their current position and future priorities in coaching in the context of their overall organisational objectives;
- b. Identify the current position in coaching from a policy and delivery perspective (including key policy objectives; national federation audit; coaching demographics; long-term athlete development; high performance coaching; community and school provision; coach education and qualifications; University provision);
- c. Seek the views of each stakeholder on the need for the South African Coaching Framework and discuss the steps and to formally commence the process, including the establishment of a South African Coaching Framework Steering Group;

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<sup>2</sup> European Coaching Council (2007). **Review of the 5-level structure for the recognition of coaching qualifications.** European Network of Sports Science, Education and Employment. Koln.

<sup>3</sup> International Council for Coach Education (2009). **Building the coaching profession across the globe.** Consultation draft considered at the ICCE Bi-ennial conference in Vancouver.

<sup>4</sup> Professor Duffy works at Leeds Metropolitan University (UK) and is the Vice President for Europe of the International Council for Coach Education; Chairman and of the European Coaching Council and is a former Chief Executive of sports coach UK (2005-9) and Director of the National Coaching and Training Centre in Ireland (1994-2005).



- d. Seek the views of each stakeholder on how best to link with the Zone VI initiative as a reference point, based on the needs of the South Africa coaching system;
- e. Identify issues that require early attention and action, taking into account the longer term objectives of the South African Coaching Framework.

In addition to the visit to South Africa, desk research was undertaken on relevant policy and delivery issues, taking into account wider developments in an African, Global and European context. This work was based on the premise that the primary objective is to establish a coaching system that is right for South Africa and is driven by South Africans. It was also deemed a pre-requisite that the proposed system should have an in-built mechanism for the further development of the knowledge, skills and attitudes required by key personnel to build a sustainable and high quality coaching system.

It became clear from the outset that the ultimate objective is to create a system which reflects the strengths of sport in South Africa. This system should seek to harness and release potential, address inequalities and provide quality coaching to children, athletes and participants at all levels of South African society. In this context, the shared intention is to maximise the existing and latent coaching resources of the country, while drawing upon international expertise, learning and reference points as deemed appropriate. Such reference points include the Zone VI Sport Education and Accreditation Structure (SEAS); the European Framework for the Recognition of Coaching Competence and Qualifications (EFRCCQ) and the proposed Global Framework for the Recognition of Coaching Competence and Qualifications (GFRCCQ).

#### 4. Policy context

The Government of South Africa has set out the vision of ‘an active and winning nation’ where participation levels and international success in sport are increased.<sup>5</sup> Sport is recognised as a basic human right and as an important contributor to the quality of life for the citizens of the country. Sport is also seen as ‘fostering inclusive citizenship and nation building.’<sup>6</sup> This vision is positioned within the wider transformational agenda which has prioritised inclusive citizenship; nation building; physical well-being; skills development; job

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<sup>5</sup> Sport and Recreation South Africa (2010). **An active and winning nation: strategic plan 2010-2014**. Pretoria

<sup>6</sup> Rev Dr Makhenkesi Stofile, Minister for Sport and Recreation in Sport and Recreation South Africa (2010). SRSA Strategic Plan 2010-2014, p3.

creation; 2010 guarantees and 2010 legacy.<sup>7</sup> Work is on-going on the development of a revised White Paper, which seeks to further consolidate the strategic priorities; enablers and structure within South African Sport.<sup>8</sup>

The pursuit of an active and winning nation takes place in the context of the wider constitutional position, which 'affirms the democratic values of human dignity, equality and freedom.'<sup>9</sup> In order to 'provide for the promotion and development of sport and recreation and the coordination of relationships' in sport, the National Sport and Recreation Act in 1998<sup>10</sup> and the National Sport and Recreation Amendment Act in 2007 have been enacted.<sup>11</sup> Through this legislation, the Government has defined the roles of SRSA and SASCO. This legislative framework has placed responsibilities on both organisations in the training of sport and recreation leaders, including the development and continuous up-dating of a 'strategic framework for education and training.'<sup>12</sup> Notably, this provision includes coaching.

SRSA has been 'assigned the powers and functions to develop and implement national policies and programmes regarding sport and recreation in the country.'<sup>13</sup> Crucially, SRSA acknowledges that 'sport is a local and provincial competence in accordance with schedule 5 of the Constitution, but that the Intergovernmental Act requires that the three spheres of Government must plan and deliver services in an integrated manner.'<sup>14</sup> This national, regional and local context presents significant challenges and opportunities for South Africa. It is essential that the social, economic and demographic fabric of the country provide the back-drop for the development and implementation of any policy initiatives in coaching.

With a population of 49.2 million people<sup>15</sup> the country has a black population of 79 per cent; 11.5 per cent coloured and 9.5 per cent white. There is a rich diversity of cultures and tribes reflected by the recognition of eleven official languages: Afrikaans, English, Ndebele, Tswana, Sotho, Northern Sotho, Tswana, Tsonga, Xhosa, Venda, and Zulu. The population

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<sup>7</sup> As outlined in the SRSA Strategic Plan 2010-14, p17

<sup>8</sup> Sport and Recreation South Africa (2010). **White paper on sport and recreation. Draft 1: February.** Pretoria.

<sup>9</sup> Sport and Recreation South Africa (2009:15). **Annual Report 2008-9.** SRSA: Pretoria

<sup>10</sup> Republic of South Africa (1998). Government Gazette Vol 402 No 19551. **National Sport and Recreation Act, 1998.** Cape Town.

<sup>11</sup> Republic of South Africa (2007). Government Gazette Vol 509 No 30476. **National Sport and Recreation Amendment Act, 2007.** Cape Town.

<sup>12</sup> Republic of South Africa (2007:10 Section 8). Government Gazette Vol 509 No 30476. **National Sport and Recreation Amendment Act, 2007.** Cape Town.

<sup>13</sup> SRSA Annual Report 2008-9, p15

<sup>14</sup> SRSA Annual Report 2008-9, p15

<sup>15</sup> United States Census Bureau. International Database.

structure shows a decline in growth with a life expectancy of 49 and infant mortality of 44 per 1,000. In 2010, net migration figures predict 154,000 emigrants from the country.<sup>16</sup>

Within the age profile of the population, a number of important issues are evident, with implications the role of coaching in mass participation and high performance. Population numbers peak in the age ranges 15-25, presenting significant challenges in terms of employment (Figure 1). Unemployment rates currently stand at 25.3% percent,<sup>17</sup> while the mean per capita income is \$10,270<sup>18</sup>, with the Gross Domestic Product estimated for 2009 at \$495 billion.<sup>19</sup> Of those employed, 65% work in services; 26% in industry and 9% in agriculture, while 50% of the population are reported as living below the poverty line.<sup>20</sup>

Bearing these social and economic challenges in mind, the population pyramid highlights the potential for the recruitment of coaches within the 15-35 year age range, providing avenues of further development for those who have been involved in playing sport as well as opening new pathways in education and training. There exists the possibility of more strongly mobilising this section of the population in locally based initiatives that contribute to inclusive citizenship and nation building. It will also be the case that significant expertise and energy resides in the population over 35 years of age, some of which is already involved to significant degrees in the administration, delivery and coaching of sport.

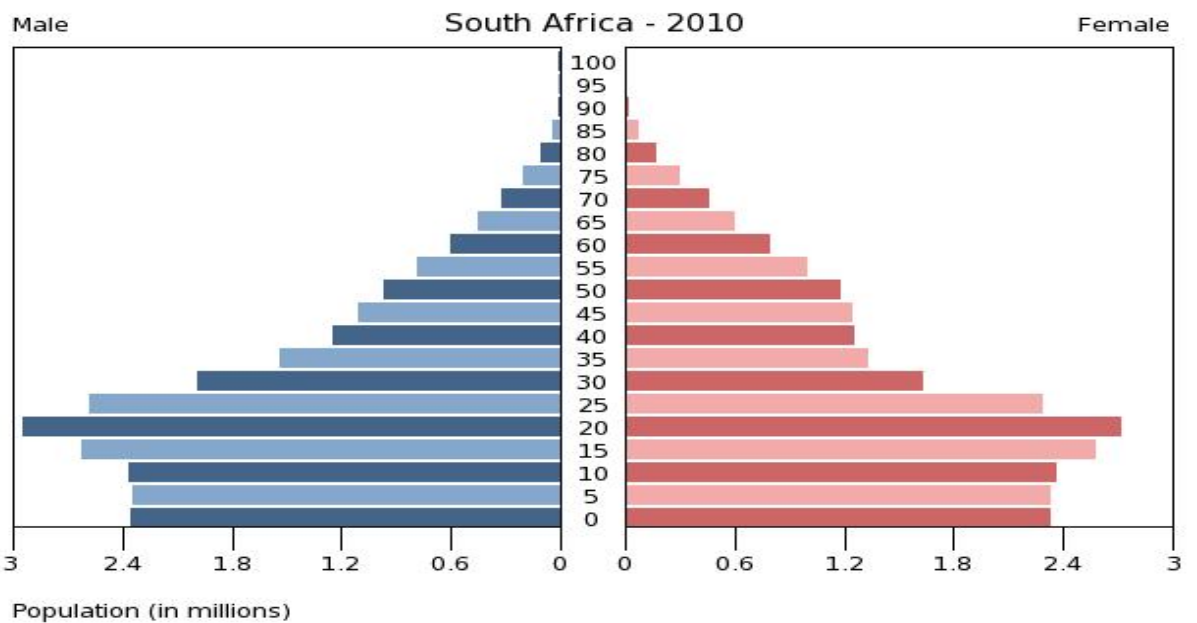
It is evident therefore, that despite social, cultural and economic challenges, the recruitment and/or further development of sections of the adult population into coaching presents a significant opportunity. Based on the demographics, the goal should be to provide even more widespread positive sport experiences for young people, led by coaches drawn from their own communities. A key challenge will be recruitment, training and support for coaches working at local level, as well as the integration of leadership and coaching skills into the development and mind set of younger sports participants. These measures will need to be aligned with and supported by wider measures to enhance social, economic and educational circumstances.

**Figure 1**

**Age and gender structure of the population of South Africa**

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<sup>16</sup> United States Census Bureau. International Database.  
<sup>17</sup> <http://www.statsa.gov.za/keyindicators/keyindicators.asp>  
<sup>18</sup> <http://www.success-and-culture.net/articles/percapita.shtml>  
<sup>19</sup> <https://www.cia.gov/library/publications/the-world-factbook/rankorder/2004.html>  
<sup>20</sup> <https://www.cia.gov/library/publications/the-world-factbook/rankorder/2004.html>



The country is administered through nine provinces with varied social, ethnic, demographic and economic profiles. The population distribution across these provinces is outlined in Table 1, with each province evidencing unique social, economic, demographic and cultural characteristics. This varied and rich tapestry provides an illustration of the need for both a coordinated and tailored approach to the further development of sport delivery throughout the country. Notably, urban, township and rural provision for sport shows marked differences where 'infrastructure continues to be surplus in the city while it is non-existent in the village or in the townships.'<sup>21</sup>

**Table 1 Provincial Population**

| Province           | Population (million) |
|--------------------|----------------------|
| Eastern Cape       | 6.5                  |
| Free State         | 2.7                  |
| Gauteng            | 10.5                 |
| Kwa-Zulu Natal     | 10.2                 |
| Limpopo            | 5.2                  |
| Mpumalanga         | 3.6                  |
| Northern Cape      | 6.5                  |
| Northwest Province | 3.2                  |
| Western Cape       | 5.2                  |

While Schedule 5 of the Constitution makes provision for Provincial Legislatures to hold exclusive jurisdiction for provincial sport, there is also a requirement that provincial

<sup>21</sup> Rev. Dr. Makhenkesi Stofile, Minister for Sport and Recreation in SRSA (2010). **Strategic Plan 2010-14: An active and winning nation**, p3.

legislation 'will have to adhere to the national legislation' which is currently defined within the National Sport and Recreation Act (2007).<sup>22</sup>

In discharging its role, SRSA operates within the context of this Act and it has outlined a strategic plan for the period 2010-14 that includes the following mission:

**To maximise access, development and excellence at all levels of participation in sport and recreation in order to improve social cohesion, nation building and the quality of life of all South Africans.**<sup>23</sup>

For the period 2010-2014, SRSA has identified three strategic areas of focus: mass participation; sport development and high performance. In order to develop each of these three areas, a set of enablers has been identified 'including a stringent regulatory framework, adequate human and financial resources, reliable sports information, productive international relations and a functional sports academy system delivering appropriate scientific support.'<sup>24</sup> The draft White Paper has further refined this approach to focus on two key outcomes: increase the percentage of the population participating in sport and recreation and improving the international performance of South African athletes.<sup>25</sup>

The Sport and Recreation Amendment Act (2007)<sup>26</sup> has positioned SRSA as the custodian of South African sport.<sup>27</sup> SRSA sees itself as 'fundamentally a facilitator and regulator'.<sup>28</sup> The SRSA voted expenditure for 2008/9 was R4.9 billion representing a substantial investment by Government in sport and recreation. This budget has increased in recent years due to the 2010 World Cup; projects aimed at mass participation and investment in legacy.<sup>29</sup> The lion's share of the investment for the past two years has been towards the World Cup (R4.29 billion in 2008/9), with R0.61 billion available for the other elements of SRSA business. It is

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<sup>22</sup> SRSA Strategic Plan (2010), p10.

<sup>23</sup> SRSA (2010). Strategic Plan 2010-14, p11.

<sup>24</sup> SRSA (2010). Strategic Plan 2010-14, p10.

<sup>25</sup> SRSA (2010). **White Paper on sport and recreation**. The White Paper has also identified a number of enablers to achieve the outcomes: school sport; tertiary institutions; military and police services; education and training; athletic association; volunteers; academy system; facilities; sports house; sports information centre; financial resources and international relations.

<sup>26</sup> Republic of South Africa (2007). Government Gazette Vol 509 No 30476. **National Sport and Recreation Amendment Act, 2007**. Cape Town.

<sup>27</sup> SRSA (2010). Strategic Plan 2010-14, p10.

<sup>28</sup> SRSA (2010). Strategic Plan 2010-14, p9..

<sup>29</sup> Sport and Recreation South Africa (SRSA) (2009). **Annual Report 2008/9**, p64. SRSA: Pretoria

also the case that SRSA does not have a direct input to the decision-making process relating to the distribution of funding in line with the Lotteries Act (Act 57, 1997).<sup>30</sup>

In discharging its role as a regulator and facilitator, SRSA has identified the need to work in partnership with a number of key agencies. Clearly, the provincial governments have a key role to play in the delivery of policy objectives, taking account of local and provincial needs and strengths. That said, there is a need for further clarification of the roles of national and provincial government in the leadership and delivery of sport policy, an issue that has particular resonance for the creation of an effective coaching system.<sup>31</sup>

The National Sport and Recreation Amendment Act (2007) has delineated the role for national federations as that of 'a national governing body of a code of sport or recreational activity in the Republic recognised by the relevant international controlling body as the only authority for the administration and control of the relative code of sport or recreational activity in the Republic.'<sup>32</sup> The Act is also explicit in stating that national federations 'must assume full responsibility for the safety issues within their sport and recreation disciplines.'<sup>33</sup>

National federations are also required to 'actively participate in and support programmes and services of Sport and Recreation South Africa and the Sports Confederation, in so far as high performance sport is concerned.'<sup>34</sup>

SRSA has developed a strategic alliance with SASCOC which is reflective of the latter body's role as the Sports Confederation that is legally charged as the 'national co-ordinating macro-body for the promotion and development of high performance in the Republic.'<sup>35</sup> Notably, provision is made for SASCOC to address education and training needs in high performance, including workshops, course and seminars for sports coaches; standardisation of training material in line with the requirements of the Standard Generating Bodies for Sport, Recreation and Fitness; maintaining a database of sports coaches and developing and continuously up-dating 'a strategic framework for education and training'.<sup>36</sup> Notably, the Act also confers the same responsibilities on SRSA in respect of sport and recreation, which suggests a need for coordination and synergy with SASCOC in order to avoid duplication.

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<sup>30</sup> As outlined in SRSA Strategic Plan 2010-2014 (2010), p9

<sup>31</sup> SRSA Strategic Plan 2010-2014 (2010), p8

<sup>32</sup> Republic of South Africa (2007). Government Gazette Vol 509 No 30476. **National Sport and Recreation Amendment Act**, p4. Cape Town.

<sup>33</sup> Republic of South Africa (2007). National Sport and Recreation Amendment Act, p8.

<sup>34</sup> Republic of South Africa (2007). National Sport and Recreation Amendment Act, p8.

<sup>35</sup> Republic of South Africa (2007). National Sport and Recreation Amendment Act, p4.

<sup>36</sup> Republic of South Africa (2007). National Sport and Recreation Amendment Act, p10.

SASCOC has set out its strategic objectives for the period 2005-2014 in the context of the need for transformation of sport in South Africa, where 'we have yet to dismantle the legacy of apartheid inequality, disparity and under-development.'<sup>37</sup> SASCOC calls for a fundamental change in sport to reflect the demographics of the country, drawing on all of the talent available regardless of racial background. In addressing this challenge, there is a need for a response that is 'comprehensive, systematic and scientific, rather than emotional, accusatorial and opportunistic.'<sup>38</sup> The mission for SASCOC for the period 2005-2014 has been set out as follows:

**By 2014 SASCOC will have established a system that will have transformed South African sport to be inclusive and triumphant.**<sup>39</sup>

The organisation identified four key themes in pursuit of this mission: strategic considerations; addressing the high performance challenge; addressing the funding challenge and corporate governance, ethics, administration and volunteerism. In discharging its functions, SASOC works closely with national federations and has a structured working relationship with SRSA that is expressed in the form of a service level agreement.

While it has been acknowledged by all parties that there have been political, administrative and other tensions in the formulation of a new sporting landscape, the emerging legislative and policy context provides a strong enabling framework for the development of an effective, inclusive and cohesive coaching system.

## 5. Delivery context

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<sup>37</sup> Mashishi, M. (2005). Towards equity and excellence in sport. South African Sports Confederation and Olympic Committee (SASCOC), p3. SASCOC: Johannesburg

<sup>38</sup> Mashishi, M. (2005), p3.

<sup>39</sup> Mashishi, M. (2005), pP4.

The development of the coaching system in South Africa will need to be closely related to policy objectives and based on an analysis of current provision and projected future growth. A summary of the current position in children's sport; mass participation; identification and development of talented athletes and high performance and elite sport is outlined in this section. This summary is based upon available data and is not intended to be a comprehensive audit of provision in each of these areas. It is recommended that the collection, analysis and review of data in each of these areas forms part of the on-going work of SRSA and SASCOC, supported by national federations; provinces; municipalities and the Department of Basic Education.

### **Children's sport (and physical education)**

The responsibility for school sport and physical education rests primarily with the Department of Basic Education. The Department is represented on the Coaches Commission and has expressed a desire to maximise the role of coaching in schools. UK Sport and the Youth Sport Trust have supported the work of the Department through the International Inspiration initiative and there is a consensus on the need to maximise the legacy from this work up to and beyond 2012.

SRSA also plays an important role in the promotion of school sport programmes and is committed to 'strengthen its relationship with the Department of Basic Education' in this area.<sup>40</sup> In 2008-9, SRSA was involved in supporting the delivery of 3,200 non-competitive school sports events through school clusters. These events reached 2 million learners and there were 17,859 educators and volunteers involved. In addition, 66 schools were involved in partnerships with sports colleges from the UK. In addition, training was provided for 1,200 sports assistants and 400 cluster coordinators in areas such as event management; life skills; first aid and HIV/AIDS.<sup>41</sup> The SRSA Annual Report 2008-9 also reported the training of 6,400 coaches as part of the school sport and mass participation programme.<sup>42</sup>

A recent study by the University of Johannesburg has highlighted the need for clarity in the roles and responsibilities of SRSA and the Department of Education in implementation and the development of mass participation. In addition, the need for clarity on the role of sports assistants in schools and the need for regular payment and accredited training at the appropriate levels were also identified.<sup>43</sup>

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<sup>40</sup> SRSA Strategic Plan 2010-14 (2010), p10.

<sup>41</sup> SRSA Annual Report 2008/9 (2009), p49

<sup>42</sup> SRSA Annual Report 2008/9 (2009), p48

<sup>43</sup> Reported in SRSA Annual Report 2008/9, p49



Given the shared aspiration to maximise the role of coaching in schools, a key implication is that appropriate training and support for teachers; sports assistants and coaches will need to be provided on a widespread basis. This training will need to be aligned with the objectives of school sport programmes, taking into account the stage of development of the children. Teachers, leaders and assistants to support the development of fundamental and multi-skill activity will be required in the early years of primary school; while coaching skills relating to sport specific activities will be required in the later primary school years and at secondary school level. Sport coaches will need the skills to promote broader levels of participation, as well as providing opportunities for participants to pursue competitive sport. These coaches should also have the capability to identify and support talented young athletes, linking with appropriate personnel at provincial, academy and national level.

### **Mass participation**

The development of mass participation in sport and recreation is central to achieving the vision of an active and winning nation and it has been recognised that 'organisation is the key to participation.'<sup>44</sup> The training of 6,400 people as coaches in the school sport and mass participation programme in 2008/9 represents important progress and is recognition of the central role of coaches in attracting, retaining and progressing sports participants. In addition, 4,020 people were trained as coaches in the community sport and recreation programme, with 2,910,000 people reported as being members of community sport and recreation clubs.<sup>45</sup> Notably, the mass participation programme has also initiated 1,300 training courses in life skills, including HIV/AIDS.

The existence of a community sport and recreation club environment, with the strategy to establish hubs supported by activity and hub coordinators represents an important front-line resource in the promotion of mass participation. The training of children's coaches and coaches to promote participation among adolescents and adults will be a key requirement in the future. The alignment of community based coaching with work in schools and in the national federations should be considered from the outset, ensuring that the skills and capabilities of coaches are focused on the needs of the participants with whom they work. A key component of this linkage will be the strengthening of the club network, where national federations have a legislative responsibility for safety and where, in 2008/9, SRSA has sought to work with 136 new clubs established as part of the club development programme.<sup>46</sup>

### **Identification and development of talented athletes and players**

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<sup>44</sup> Rev Dr Makhenkesi Stofile, Minister for Sport and Recreation in SRSA Strategic Plan, p3

<sup>45</sup> SRSA Annual Report 2008/9, p48

<sup>46</sup> SRSA Annual Report, 2008/9, p46. However, SRSA reported 'confusion of roles and misplacement of functions' stating that 'provinces in particular did not address the development of clubs as a priority with legacy funding that became an additional source for other projects.'

The development and nurturing of talent has been identified as an important element in the achievement of the vision of a winning nation.<sup>47</sup> SASCOC has included talent identification and development as a core part of its strategy, recognising the need to embrace all sectors of the population.<sup>48</sup> Through its work with national federations, SASCOC is in an important position to promote talent identification and development, linked to school sport and mass participation programmes. In order for this to be achieved, SASCOC has emphasised the need for 'a holistic and integrated development continuum.'<sup>49</sup>

In recent months, SASCOC has engaged 14 federations in working with international expert Istvan Balyi on sport specific long-term athlete development models (LTAD). This work will provide an important foundation for the identification of the skills and capabilities required by coaches in each sport to identify and nurture talented athletes to the point where they enter high performance and elite sport. In the first series of workshops, 358 personnel participated in the consideration of the issues associated with LTAD. There was strong support for the development of LTAD models among the sports. However, significant challenges emerged in relation to the capacity within the federations to develop this work and in political issues within some of the federations that has the potential to constrain further development, if not addressed.<sup>50</sup>

The relationship between LTAD sport specific models and the wider aspiration to create an active and winning nation highlights the need to further develop the outline Participant Development Model that has been identified by SRSA.<sup>51</sup> This model will need to be supported by the clear identification of roles and responsibilities at local, regional and national level in relation to the identification and development of talent.

The development of talent is a long-term process and will require skilled coaches operating within effective club and school environments in the first instance. National federations and provincial Academies then have a key role in providing more intensive opportunities to progress the development of talented athletes towards high performance programmes.

### **High performance and elite sport**

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<sup>47</sup> Rev Dr Makhenkesi Stofile, Minister for Sport and Recreation in SRSA Strategic Plan, p3

<sup>48</sup> Mashishi, M. (2005), p4

<sup>49</sup> Mashishi, M. (2005), p5

<sup>50</sup> SASCOC (2009). High performance coaches development. LTAD sport specific report 23 November-13 December 2009

<sup>51</sup> SRSA Strategic Plan 2010-2014, p17. The Plan provides a useful overview diagram which provides the basis for a more comprehensive and over-arching South African Participant Development Model.

South Africa has a strong tradition in high performance sport, spanning Olympic; Paralympic and team sports (such as rugby; soccer and cricket). In the case of the team sports, they represent a key dimension of South African sporting culture and should be integral to the development of any future coaching system for the Republic. Within Olympic competition, South Africa has won 19 medals over the course of five Olympic Games since its return from international isolation in 1992, as outlined in Table2.

**Table 2**  
**South African Performances in Olympic Games since 1992<sup>52</sup>**

| Medals/games  | Barcelona                        | Atlanta                                   | Sydney                                    | Athens                                    | Beijing               |
|---------------|----------------------------------|---|---|---|-----------------------|
| <b>Gold</b>   | <b>0</b>                         | <b>3</b><br>Swimming (2) and<br>athletics | <b>0</b>                                  | <b>1</b><br>Swimming                      | <b>0</b>              |
| <b>Silver</b> | <b>2</b><br>Athletics and tennis | <b>1</b><br>Athletics                     | <b>2</b><br>Athletics and<br>swimming     | <b>3</b><br>Athletics (2) and<br>swimming | <b>1</b><br>Athletics |
| <b>Bronze</b> | <b>0</b>                         | <b>1</b><br>Swimming                      | <b>3</b><br>Swimming (2) and<br>athletics | <b>2</b><br>Athletics and<br>rowing       | <b>0</b>              |
| <b>Total</b>  | <b>2</b>                         | <b>5</b>                                  | <b>5</b>                                  | <b>6</b>                                  | <b>1</b>              |

Notably, Olympic success since 1992 has been achieved in just three sports; athletics; rowing and swimming. The success rate for the nation has been in the region of 0.08 medals per million of population, significantly less than nations such as Australia at their peak (3.04 in Sydney) or countries such as France (0.64); Germany (0.68); Romania (1.17); Sweden (1.35) and UK (0.47) in the Sydney Games.<sup>53</sup> Within Paralympic competition, South Africa had an outstanding games in Beijing, producing 30 medals, 21 of which were gold. These performances reflect an environment where there is an emerging culture of excellence and support, with a notable hub of excellence at the University of Stellenbosch.

While the country is still at a relatively early stage in its re-entry to Olympic competition, the solid performances of the previous four games were replaced by a disappointing outcome in Beijing. SASCOC has committed to improving performances for the 2012 and 2016 Games and its President Gideon Sam has stated:

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<sup>52</sup>Compiled from data reported in SASCOC (2009). Our Olympic heroes in **Road to London**, Issue 1.

<sup>53</sup>Data from the Sydney Games have been used as they represent the mid-point in the period since South Africa came out of international isolation in 1992. Data from Duffy, P. (2002). **Bench-marking coaching in the United Kingdom against international practice**. Report presented to the Department of Culture, Media and Sport, UK.

**In February (2009) I was fortunate enough to announce a R400 million National Lottery grant for our affiliated federations. This now means there has to be structure. There has to be the right talent identification and there has to be a plan over the next four years that gives the impetus to continued planning for 2016. There has to be an unemotional identification of sporting codes that have delivered medals or alternatively the athletes with the potential to deliver on any emotional and financial investment.<sup>54</sup>**

The President of SASCOC also affirmed the role of SASCOC in driving forward the process of improving high performance sport, a position that has legislative support. SRSA supports the work of SASCOC through a financially backed service level agreement. The precise manner in which roles and responsibilities will be apportioned is still in evolution, with SRSA coordinating 'training for 19 Olympic federation head coaches' in 2008/9.<sup>55</sup>

Gideon Sam has also proposed that there should be a number of Centres of Excellence linked to universities and aligned with the work of federations. Five universities have been named in the first instance: Nelson Mandela Metro University (boxing and judo); North West University (athletics); Pretoria University (bursary scheme for athletes); University of Stellenbosch (Paralympics and cycling); Wits University (Swimming).<sup>56</sup>

SASCOC has also taken a lead in the development of coaching through the establishment of the Coaches Commission, which has a responsibility to report to the SASCOC High Performance Commission. A key function of the Coaches Commission is to 'investigate a coaching system for South Africa' and to establish a 'systematic framework that will allow for the desired outcomes to allow South African sport to be a world contender.'<sup>57</sup> SRSA has indicated that it supports the role of SASCOC in the development of a comprehensive coaching system that would span all levels of the sports system, including high performance sport.

## **6. The role of coaching in support of policy objectives**

The preceding sections have set out the policy and delivery context within which the future shape of the coaching system in South Africa will emerge. Sport coaching is increasingly seen as a central component in enhancing the quality of sporting experiences and in the successful delivery of policy objectives. The UK Coaching Framework made the following case, accepted by all four Home Nations and at UK Government level:

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<sup>54</sup> Gideon Sam (2009). President's Road Map in Road to London, Issue 1, p9.

<sup>55</sup> SRSA Annual Report 2008/9, p45.

<sup>56</sup> Gideon Sam (2009). President's road map in Road to London, Issue 1, p8.

<sup>57</sup> SASCOC (2009). Coaches Commission Frame of Reference.

**Sport coaching is central to developing, sustaining and increasing participation in sport. It drives better performance and increased success as well as supporting key social and economic objectives throughout the UK. At all levels of society, coaches guide improvement in technical, tactical, mental and lifestyle skills....Coaching will play a pivotal role in the UK and home country performances in order to be world-leading and, further to that, if we are to create a lasting UK-wide legacy for sport...<sup>58</sup>**

The policy significance of sport coaching is reflected in the efforts of many nations; national federations and international federations in recent years to develop more effective and sustainable systems of coaching and coach development.<sup>59</sup> Before looking at the direct contribution of sport coaching to the policy objectives of South Africa, it is important to emphasise that coaching is primarily a front-line activity where the quality of the relationship between the coach and participant is paramount. While the creation of a coaching system represents a sensible approach to the achievement of policy objectives, any such system should take into account of a number of key principles (recently outlined to the UK Sport International Exchange Seminar<sup>60</sup>):

- **Participant motive, need and stage of development are central to the design of effective programmes;**

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<sup>58</sup> Sports coach UK (2008). **The UK Coaching Framework: a 3-7-11 year action plan**. Leeds: Coachwise. (Executive Summary, p1)

<sup>59</sup> For example, the work of the European Coaching Council (2007); the recent strategic plan of the International Council for Coach Education (2009) and the draft Zone VI Sport Education and Accreditation Structure have all addressed the need for meta-frameworks in coach development that support the work of national agencies, federations and international federations. UK Sport has also initiated an International Inspiration initiative that is aimed at the development of community based coach education standards (International Community Coach Education Standards –ICES).

<sup>60</sup> Duffy, P. (2010). **European and global frameworks: progress and principles**. Presentation to UK Sport International Exchange Seminar, London.

- **Clearly articulated Participant Maps and Participant Development Models provide the basis for charting current demand and projected needs in the future;**
- **Participant development maps and models provide the basis for mapping and projecting (coaching) workforce;**
- **Sport and country contexts have a critical impact on participant need, coaching structure and coaching roles;**
- **Coaching expertise is multi-faceted and requires time, practice and experience;**
- **A combination of learning modes and the on-going practice of coaching are integral to the holistic and relevant development of coaches;**
- **The bottom line objective is to facilitate the development of autonomous, skilled coaches who can respond appropriately to the context within which they work.**

It is clear from these principles that the development of a coaching system within South Africa should be based strongly on the need sports participants and their coaches and be fully reflective of the South African sporting system and of wider cultural, economic, social and political circumstances. Bearing this approach in mind, the potential contribution of coaching to key policy objectives in outlined in Table 3.

**Table 3 Potential contribution of coaching to policy objectives**

| <b>Policy objective (summary)</b>                                 | <b>Potential contribution of coaching</b>  |
|---|--|
| <b>Inclusive citizenship</b>                                      | Coaching can play a key role in increasing and sustaining the number of people participating in sport and recreation. <sup>61</sup> Coaches themselves are key agents and catalysts in inclusive citizenship either as volunteers working in clubs and communities; as part-time or full-time paid professionals. Coaches provide the opportunities on a daily basis that contribute to positive engagement; guided improvement and the opportunity for the development of individual goals and talents at all levels.   |
| <b>Nation building</b>  | A skilled and differentiated coaching workforce, working with children; for participation; talent development and high performance is a central part of the infrastructure required to build the opportunities and pathways that will be part of the process of transforming the sporting lives of South Africans. Coaches have a key role in addressing inequalities and in providing the longer-term developmental focus that will underpin international success. Coaches, drawn and deployed from all sections of society, can play a strong role in harnessing the positive force of sport in nation-building. The impact of this role can be maximised through the development of a sustained national programme that has the support of key agencies. |
| <b>Improved participation in sport and recreation</b>             | Children’s coaches and participation coaches provided the basis for the recruitment of increased number of participants into sport and for sustaining involvement in sport. Coaches working in clubs; communities and schools organise the activity and practice sessions that are the back-bone of on-going involvement and provide the basis for further choices and development within sport and recreation.  |
| <b>Improve international performances</b>                         | Talent development and high performance coaches play a central role in designing and overseeing the practice, developmental and competitive opportunities that are required over many years to underpin international performances. <sup>62</sup>  |
| <b>Playing a part in enabling the achievement of key outcomes</b> | Coaching in itself is an important enabler to increasing participation and improving international performances, recognised in the draft White Paper. Coaching also contributes significantly to other enablers such as volunteers; education and training; school sport; tertiary institutions;   |

<sup>61</sup> In the UK, it has been found that 1.1m people played a role in coaching, directly affecting the lives of up to one fifth of the total population. The shape, impact and future requirements of this volunteer and paid workforce is outlined in North, J. (2009). **The UK coaching workforce: 2009-2014**. Leeds: sports coach UK.

<sup>62</sup> The leading sporting nations have long recognised the central role of coaches in achieving international success. Athletes themselves also report the vital role of coaches in building their careers. For example see: Duffy, P., Lyons, D., Moran, A., Warrington, G. & McManus, C. (2006) How we got here: perceived influences on the development and success of international athletes. *Irish Journal of Psychology*, 27(3-4), 150-167

|  |   |
|--|---|
|  | academy system; sports house. Through the development of a coherent framework and longer term plan, coaching can play a strong role in providing a skilled and motivated workforce to underpin the key outcomes of increasing participation and improving international performances. |
|--|---|

It is evident from Table 3 that coaching represents a significant resource to support key policy objectives. The shaping; recruitment; training and deployment of this resource will require strong leadership; effective inter-agency working and a short, medium and long-term focus. The future shape of the coaching workforce will require careful planning and coaches will need to be deployed effectively within the emerging infrastructure of South African sport at local; provincial and national levels.

It is apparent from the foregoing that there is a need for an integrated coaching system designed to meet the needs of participants and coaches in the context of national, provincial and sport specific priorities. Before examining the elements of such a system, it is first necessary to assess the current position in relation to coaching and coach education.

## 7. Current position in coaching and coach development

There is no national framework for the education and development of coaches within South Africa. Individual federations make provision for the education of coaches and the South African Qualifications Authority (SAQA) has worked with SRSA and federations to develop a number of sport specific unit standards. As part of the process of planning for the future, SASCOC has begun to consider the need to put in place a coaching framework and a consultation document has been prepared for internal consideration.<sup>63</sup> In order to establish the current position, SASCOC has also initiated an audit of coaching provision within national federations.<sup>64</sup> Forty four federations responded to the audit, with 65% indicating that they had a coaching structure. Sixty eight percent of federations reported having staff responsible for coaching. The full results of the audit are outlined in Figure 2.

This picture represents a relatively positive position, with a significant number of sports active in the development and implementation of coaching structures for their sports. There was also a strong positive orientation to the possibility of a central initiative that would establish a coaching framework for South Africa. It should be noted however, that 29 of the affiliated federations to SASCOC did not reply to the audit request. It is likely that many smaller federations have limited or no capacity to take forwards a sustained initiative in the development of their sport specific coaching systems.

<sup>63</sup> SASCOC (2010). **The South African Coaching Framework. First Draft.** Johannesburg.

<sup>64</sup> SASCOC (2010). **High performance coaches development: a report on the status of coaches in South Africa based on the national federation coaches audit.** Johannesburg.



## **Figure 2**

### **Figure 2 Summary of findings from National Federation audit**

Issues of concern to the 44 sports that participated in the audit included the absence of systems for the qualification, licensing and registration of coaches, as well as the high degree of variation that exists between the programmes of federations and between provinces. The

need for a Code of Ethics and policies relating to child protection and police clearance were also raised. Other items to emerge in the course of the audit included the need to enhance systems for the recruitment, deployment and support of coaches, included a more structured system of continuous professional development (CPD). These issues were also reflective of the view that no clear career and development pathways exist for coaches. Notably, the engagement of foreign coaches was prevalent, with 47 per cent of sports reporting the employment of such coaches. While external expertise is desirable in creating a high quality system, it is apparent that a more effective and sustained system to support the development of South African coaches to the highest levels is required.

The strongly volunteer nature of coaching was highlighted, with the observation being made that 90 per cent of the coaching workforce is unpaid. This position is mirrored in the structure of some national federations, many of which are driven entirely by volunteer effort. This volunteer dimension represents strength in terms of engagement, citizenship and nation building and should be supported and further enhanced. Complementary to this volunteer workforce, it is apparent that there will be a need for a measured increase in professional coaching; coach development and coaching administrative staff to create the type of coaching system that will support the achievement of the vision of an active and winning nation.

Within the coaching workforce itself, there are concerns over gender balance, with a predominance of male coaches in evidence. This observation is borne out by the attendance at the LTAD workshops where the ratio of male to female participants was 2:1.<sup>65</sup> Notably at this gathering of lead personnel in coaching, 58 per cent of the attendees were white; 22 per cent were black; 17 per cent were coloured and 3 per cent Indian. These trends present an important challenge for the coaching system in moving to a more equal system of provision that reflects the demographics of the country. It is evident that the experiences of the white population in the development and delivery of coaching will have to be extended in significant measure to the wider population. In this respect, coaching has the opportunity to provide a positive bridge between previous practices that were embedded in the social structure of the country and a new inclusive vision where coaches will operate at all levels of a transformed society. National federations will be challenged to take a lead in this respect, creating viable and sustainable opportunities for coaches – and in turn for children, athletes and participants at all stages of their development.

The audit also revealed concerns over potential duplication of processes and meetings involving SASCOC and SRSA. This observation and the issues identified earlier suggest the need for a coordinated national system that recognises sport specific and provincial

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<sup>65</sup> Data from the UK and Ireland show that the percentage of females in the coaching workforce in these countries is in the region of 30 per cent (sports coach UK and Coaching Ireland).

differences. Such a system should seek to achieve appropriate economies of scale in terms of programme development; delivery and quality assurance. For example, there were requests for central assistance in the development of sport specific LTAD and long-term coach development (LTCD) models. There was also a desire for support in scientific and technical areas.<sup>66</sup>

Notably, the audit revealed substantial support for a more coordinated approach to the development of the coaching system. A number of federations stated that they eagerly awaited the development and implementation of a coaches' framework, stating that the process was long overdue. There was support for the view that SASCOC should be authoritative agency for coaching, reflecting the emerging policy position.

Indeed it is the case that over the course of the past year, discussions have occurred between SRSA and SACOC on the issue of coach education and the need for a more coherent coaching system. During the course of the scoping visit, both parties confirmed their view that they wished to see the development of such a system and that SASCOC should take the lead in this regard. Within the context of the draft White Paper, the following key statement has been made in respect of coaching:

**Coaching and the development of sporting skills are key elements in any successful sporting system. In the highly competitive and demanding world of international sport, South Africa needs to explore all possible means to ensure that our coaches are keeping abreast with latest technique and developments and providing our athletes with the competitive edge where possible.<sup>67</sup>**

The White Paper goes on to suggest that there is a need for an 'effective and pro-active national representative body' such as a Coaches Association to support South African coaches. The nature of any such entity and the role it would play in the development of

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<sup>66</sup> It is notable that the International Institute for Sport Science and Fitness Training: South Africa has developed a series of sport specific manuals in strength and conditioning.

<sup>67</sup> SRSA (2010). White paper on sport, p27.

coaches working with children; talented and high performance athletes and in support of the mass participation agenda remains to be defined.

While these developments have been unfolding, SASCOC has established a Coaches Commission. This Commission has the support of SRSA, as well as the engagement of the Department of Basic Education. The terms of reference for the Commission provide the basis upon which recommendations on the further development of the South African coaching system can be made:

**To investigate a Coaching System for South African Sport**

**-evaluation of other systems across the world**

**-inclusivity of sports medicine and science as integral parts of such a system;**

**To advise the High Performance Commission (of SASCOC) of such system (sic);**

**To liaise with all SASCOC Sport Federations as to their current state of affairs in relation to coaches;**

**To assist in establishing Coaches Commission (sic) for all sport along a systematic framework that will allow for the desired outcomes to allow South African sport to be a world contender;**

**To advise the SASCOC High Performance Commission of the depth of South African Coaching;**

**To advise SASCOC High Performance of the need to upgrade coaching and coaching systems;**

**To liaise with Sport Federations in relation to the accreditation of Sports specific course curriculum with Theta;**

**To design and activate a website on coaching with links to Federation sites.**

As part of its remit, the Coaches Commission has given pre-liminary consideration to the creation of a national coach's education framework that includes the following elements<sup>68</sup>:

- Development of an athlete centred coach education framework
- Consultation process with national stakeholders
- Development of a competence based training programme
- Development of appropriate policies
- Establishment of Recognition of Prior Learning (RPL)
- Establishment of licensing and accreditation system for coaches
- Delivery of competence based training programme
- Research and development

Members of the Coaches Commission also met with the author during the course of the scoping visit. During the course of this meeting the Commission strongly affirmed the need for a more coherent approach to coaching and coach education. The main elements of such a system were considered and it was agreed that there was a pressing need to identify the key objectives, processes and timescales associated with the development of a South African Coaching Framework. It was also agreed that this work should be progressed as a matter of priority.

## **8. The South African Coaching Framework: readiness and key components**

The discussions with the members of the Coaches Commission reflected much of the feedback and evidence that was received as part of the scoping study, namely that there is a need to develop a coherent coaching system that is integrated with wider sporting, social and economic systems. While it is acknowledged that there will be issues to be addressed in terms of readiness and receptivity, the view was taken that an appropriately planned and phased initiative could address these issues.

The need for a coordinated South African Coaching Framework was agreed in principle, subject to the findings of this report and the approval of key stakeholders. It was suggested that this Framework should have the support of key partners and set out a clear vision and plan of action for the period 2010-2018. Three main phases are proposed (phase 1: laying the base to include the development of the Framework and associated structures 2010-

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<sup>68</sup> Working paper of the Coaches Commission (2009): National Coaches Education Framework Implementation Plan

2012; phase 2: making an impact through early action and delivery 2010-2014; phase 3: consolidation and transformation of the coaching system 2014-2018).

The document should be set in the context of the overall vision for South African sport of an active and winning nation. The South African Framework would be a key enabler to this overall vision and would become the reference point for all stakeholders in coaching in South Africa. It was noted that the proposed development of the South African Coaching Framework was consistent with the legislative context for sport in South Africa and the terms of reference of the Coaches Commission. Figure 3 provides an example of the type of vision and phases that might be considered for consultation.

**Figure 3**

**Indicative vision and phases for the South African Coaching Framework**



The suggested core components of the Coaching Framework are outlined in Table 4. These components have been identified taking into account the feedback received during the scoping visit, the policy framework for South African sport and the learning from the development and implementation of the UK Coaching Framework and other international initiatives.

**Table 4**

**Essential features of the proposed South African Coaching Framework**

|                                |   |
|--------------------------------|---|
| <b>Readiness</b>               | Partners are willing ready and able to commit to the development of coaching based on a clear needs analysis and in support of the vision of an active and winning nation |
| <b>Reference document</b>      | Partners are willing to use the South African Coaching Framework as the reference point in the development of their coaching systems                                      |
| <b>Participant development</b> | An evidence based participant development model outlining the capabilities and pathways required to support mass participation, talent development and high performance   |

|   |   |
|---|---|
| <b>Coach development</b>                            | An evidence based coach development model outlining the capabilities and pathways for children’s coaching; talent coaching; high performance and participation coaching   |
| <b>Coaching workforce</b>                           | A methodology for mapping the coaching workforce and projecting future needs  |
| <b>Coach education and qualifications</b>           | A system for the education, continuous professional development and qualification of coaches  |
| <b>Coach deployment, registration and licensing</b> | Guidelines for the recruitment, employment, deployment, registration and licensing of coaches   |
| <b>Research and development</b>                     | On-going research and development to inform best practice in coaching and the implementation of the South African Coaching Framework  |
| <b>Resources</b>                                    | Alignment of resources in four key areas: employment/deployment of coaches; education and CPD; capacity to manage and deliver with federations; capacity to manage and support within lead and support agencies at national and provincial levels |
| <b>Ways of working</b>                              | An agreed structure to coordinate the development of the coaching system, as part of the overall structure of South African sport and recognising the energy and autonomy of participating agencies   |
| <b>Progress measures</b>                            | A clear system to measure progress by sport; province and coaching domain and to chart the role of coaching in contributing to the objectives of increasing participation and performance   |

The alignment of the work of key stakeholders as part of an effective delivery chain will be an important challenge. A key objective of this process should be to ensure that skilled coaches are deployed to meet the need of participants at the each stages of their development. Table 5 provides an indicative outline of the key elements of the delivery chain.

**Table 5**

**The delivery chain for coaching within South African Sport**



| Function   | Stakeholders  |
|--|---|
| Sport participation  | Individual sports participants in children's sport; mass participation; high performance    |
| Sport coaching   | Individual coaches operating within community, club, school, regional and national contexts |
| Local and front-line recruitment of coaches  | Sports clubs; schools; communities; universities; municipalities                            |
| Coaching programmes within provinces   | Provincial governments<br>Academies   |
| Sport specific programmes for the recruitment, education, deployment, support and quality assurance of coaches                         | National federations supported by universities and aligned with SAQA, supported by Theta    |
| National programmes to support national federation in the recruitment, education, deployment, support and quality assurance of coaches | SASOC<br>High performance centres<br>Universities   |
| Facilitator and regulator of national sports policy  | SRSA  |
| National sports policy   | Government of South Africa  |

## 9. Development process

The development of a robust and sustainable framework will involve significant planning and consultation and the creation of a project group to progress this work is recommended.

**Establishment of a Project Group:** It is recommended that the development of the South African Framework should take place over a concerted 18 month period. It is proposed that a Project Group be appointed to lead the developmental work needed to create the South African Coaching Framework. The developmental work would involve extensive research, consultation and targeted actions in priority areas within the coaching system (for example, high performance coaching up to 2012<sup>69</sup>; coach education and qualifications; building capability and capacity to deliver). The Project Group should comprise of strongly motivated and skilled personnel drawn from the SASCOC Coaches Commission; Coach Education Task Team; National federations; SRSA; National Federations; Sector Education and Training Authority; provincial sport; coaches. In addition, it is proposed the Group will require expert technical guidance and support; as well as administrative and research back-up.

The proposed terms of reference for the Project Group are as follows:

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<sup>69</sup> A targeted programme for the support of coaches of medal prospects for 2012 is suggested, to include high quality workshops; individual development opportunities that will enhance medal prospects; targeted engagement of additional and mentored coaching support

**To develop a comprehensive South African Coaching Framework for the period 2010-2018, based on consultation with key stakeholders; research and taking into account international best practice**

**To initiate or support early action in high performance coaching; coach education and qualifications framework; building capability and capacity and other areas deemed appropriate**

**To submit a proposed Framework for approval by SASCOG and SRSA by 1 September 2011 and for launch by November 2011**

**Proposed work programme:** The proposed work programme for the project group is outlined in Table 6. This work will mark an important new phase in the development of the South African Coaching system and will lay the foundation for many important developments in the years to come. It will also ensure the full integration of the proposed Framework into wider sports policy and will underpin the creation of an active and winning nation.

**Table 6**

**Proposed Work Programme to develop the South African Coaching Framework**

| <b>Date</b> | <b>Event</b> | <b>Actions</b>   |
|-------------|--------------|--|
| June 2010   | Start up     | <ul style="list-style-type: none"> <li>• Formal agreement to establish the Project Group</li> <li>• Project Group members appointed and notified</li> <li>• November conference programme finalised</li> </ul>   |
| August 2010 | Meeting 1    | <ul style="list-style-type: none"> <li>• Project plan</li> <li>• Review of Scoping Report</li> <li>• Draft Framework outline</li> <li>• Audit and research programme</li> <li>• LTAD and Participant Development: draft</li> <li>• High Performance Coaching Programme (2012)</li> <li>• Coach development model and education and qualifications framework: draft</li> </ul>  |
| October     | Meeting 2    | <ul style="list-style-type: none"> <li>• Report on stakeholder meetings (July and October)</li> <li>• Draft for November conference</li> <li>• Participant Development Map</li> <li>• Coach Development and Qualifications Framework</li> <li>• Research outline and project 1 (listening)</li> <li>• Resource and Capability audit (outline process and timescale)</li> </ul> |
| November    | Meeting 3    | <ul style="list-style-type: none"> <li>• Research report 1</li> <li>• Outline of research project 2 (participant and coach needs across 4 x 4) and research project 3 (coaching workforce)</li> <li>• Resource and capability audit: initiation</li> </ul>   |
| November    | Conference   | <ul style="list-style-type: none"> <li>• Presentation on draft framework and development process</li> <li>• Working groups on proposed strategic actions</li> <li>• Notification of Capability and Workforce audits</li> </ul>   |

|               |                     |   |
|---------------|---------------------|---|
| February 2011 | Meeting 4           | <ul style="list-style-type: none"> <li>• Review of conference</li> <li>• SASCOC and SRSA briefings (formal)</li> <li>• Delivery structure: draft 1</li> </ul>   |
| April         | Meeting 5           | <ul style="list-style-type: none"> <li>• Resource and capability audit</li> <li>• Outline programme plans to 2014 and 2018</li> <li>• Delivery structure: final draft</li> </ul>  |
| July          | Meeting 6           | <ul style="list-style-type: none"> <li>• Coaching workforce report</li> </ul>   |
| September     | Meeting 7           | <ul style="list-style-type: none"> <li>• Final draft of South African Coaching Framework</li> <li>• Formal briefing of SRSA and SASCOC</li> <li>• Briefing of Minister</li> </ul>   |
| November      | Meeting 8           | <ul style="list-style-type: none"> <li>• Implementation programme and workshops</li> <li>• Project review and reporting</li> </ul>  |
| November      | Launch of Framework | <ul style="list-style-type: none"> <li>• Formal launch</li> <li>• Implementation workshops</li> <li>• Introduction of new structure (including interim or establish arrangements for a lead function or entity, working under the aegis of SASCOC)</li> </ul> |

## 10. Summary of recommendations

Based on the scoping report, the following summary of recommendations is proposed:

- a. SASCOC and SRSA should formally consider and approve the initiation of a process to establish the South African Coaching Framework;
- b. SASCOC should lead this process and establish a Project Group;
- c. A period of development and consultation should be initiated, informed by a draft of the South African Coaching Framework; Participant Development Models and Coach Development Models and the draft framework for education, CPD and qualifications;
- d. Immediate attention should be given to finalising the programme of support for the coaches of London 2012 Olympic and Paralympic medal prospects;
- e. Consideration should be given to the longer-term structure and resource requirements to underpin the implementation of the South African Coaching Framework. This structure should include provision for a lead function and/or entity operating under the aegis of SASCOC and should include strong engagement and representation from

coaches. A national network for delivery should be established to include national federations; universities; academies and provinces; clubs; communities and schools;

- f. The linkage between the development of the South African Coaching Framework and UK Sport initiatives should be maximised through the Memorandum of Understanding between the UK and South Africa, with the core objective of ensuring the development of sustainable programmes and systems beyond 2012 that meet the needs of South Africans;
- g. At an appropriate time during the process, the development of the South African Coaching system should be referenced against international developments including Zone VI; European Coaching Council and the emerging Global Framework for the recognition of coaching competence and qualifications. This analysis should be led by the requirements of South African sport and policy objectives in the first instance;
- h. The completed South African Coaching Framework should be signed off by the Board of SASCOC and the Minister for Sport and Recreation and referenced in all subsequent relevant policy publications. The document should be launched by SASCOC, ideally in the presence of the Minister. National federations, provinces, the South African Qualifications Authority, participating universities and other key stakeholders should formally agree that the document is the reference point for the development of the coaching system in South Africa.

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### Appendix 1 – Schedule for the Scoping Visit

| DATE     | VENUE/ TIME  | ACTIVITY   |
|----------|--|--|
| 29 March | <ul style="list-style-type: none"> <li>▪ OR TAMBO INTER - 08h20</li> <li>▪ SASCOC - 14H00</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Arrive Johannesburg at Flight SA 0237 from London Heathrow</li> <li>▪ Meeting</li> </ul>  |
| 30 March | <ul style="list-style-type: none"> <li>▪ Flight JHB – CTN</li> <li>▪ CAPE TOWN – Stellenbosch University</li> </ul>                            | <ul style="list-style-type: none"> <li>▪ Arrive CTN – Stellenbosch University to pick up</li> <li>▪ Meeting with Prof Liz Bressan from Stellenbosch University</li> </ul>                      |
| 31 March | <ul style="list-style-type: none"> <li>▪ Flight CTN – JHB</li> <li>▪ PRETORIA – 12H00</li> <li>▪ University of Johannesburg – 16h00</li> </ul> | <ul style="list-style-type: none"> <li>▪ SASCOC/SRSA to fetch from Airport</li> <li>▪ Meetings SRSA. Prof Paul Singh</li> <li>▪ Meeting with University of JHB Prof Jannie Ferreira</li> </ul> |
| 1 April  | <ul style="list-style-type: none"> <li>▪ SASCOC - 10h00</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Meeting with Coaches Commission and Coaches Education at SASCOC. Prof Ferreira &amp; Edwin Bennet</li> </ul>  |
| 02 April | <ul style="list-style-type: none"> <li>▪ Meeting with SASCOC – 12H00</li> <li>▪ SOUTHERN SUN GRAYSTON - 17H00</li> </ul>                       | <ul style="list-style-type: none"> <li>▪ Meeting with SASCOC</li> <li>▪ Leave Hotel at 17h00 for OR Tambo Airport</li> <li>▪ Depart – Johannesburg at 19h50 Flight 0234</li> </ul>             |
|          | Desiree Vardhan  | SASCOC   |



|  |                            |                                 |
|--|----------------------------|---------------------------------|
|  | Jabu Malindi               | SASCOC                          |
|  | Prof Jannie Ferreira       | University of Johannesburg      |
|  | Prof Paul Mr. Singh        | SRSA                            |
|  | Mr. Edwin Bennett          | Coaches Commission- Chairperson |
|  | Mr. Jan Nell/Jameson Seale | SASCOC-Transport                |
|  | Prof Elizabeth Bressan     | Stellenbosch University         |