MINISTERIAL SPORT BURSARY EVALUATION REPORT
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Activities: The processes or actions that make use of inputs and ultimately lead to outcomes (Mouton, 2017).

Beneficiaries: Target group or population the programme aims to reach/service (Mouton, 2017).

Bursar: An official employed at sport focus school who is managing the ministerial sport bursary.

Clarificatory evaluation: Evaluation that analyses the Theory of Change and consistency of the programme either before a programme starts or during the implementation to see if the Theory of Change seems to be working (Mouton, 2017).

Evaluation: Systematic and objective assessment of an ongoing or completed project, programme, or policy, including its design, implementation, and results. The aim is to determine the relevance and fulfillment of objectives, development efficiency, effectiveness, impact, and sustainability. An evaluation should provide information that is credible and useful, enabling the incorporation of lessons learned into the decision making process of both recipients and donors (Khandker, Koolwal, & Samad, 2009).

Indicators: Determinants for measuring improvement or success of project impacts, outcomes, outputs and inputs (Wildschut, 2017).

Input: Resources you need to carry out the activities you have planned (Mouton, 2017).

Logic Model/Logframe: A visual depiction indicating resources required to support activities, services to be delivered, targets groups to be interviewed and intended outcomes and outputs a programme intends to achieve (Hill & Thies, 2010).

Monitoring: A continuous process of gathering and analyzing data on specific indicators to provide management and main stakeholders of continuous developments that indicate the extent of progress and achievement of objectives within the allocated funds (Khandker, Koolwal, & Samad, 2009).

Outcome: Expresses the results that your programme intends to achieve if implemented as planned. They should be phrased in terms of change (Mouton, 2017).

Output: The final products or goods and services that the activities produce (Mouton, 2017).

Process evaluation/Implementation evaluation: Verifies what the programme is and whether it is rendered as planned to the intended target group and in the intended dosage (Mouton, 2017).
Programme evaluation: The systematic way of gathering information with regards to activities, characteristics and outcomes of the programme used to make judgments, improve effectiveness, add to knowledge, and/or to inform decisions about the programme so as to improve the programme and be accountable for positive and negative results and resources invested (Taylor-Powell, 2008).

Sport Focus School: Identified school which offers the athlete both good academic education and sport (Approved Memorandum of Understanding between SRSA and DBE, 2011).

Theory of Change: A pathway of change that explains how and why the programme is expected to work (Hill & Thies, 2010).
EXECUTIVE SUMMARY

The Ministerial Sport Bursary Programme was initiated in 2012 after the then Minister of Sport and Recreation South Africa (SRSA) in 2011, identified school sport as a bedrock for the identification and development of talented athletes in the country. The purpose of the Programme is to support the identified talented athlete in terms of academic education and sport. It was established in order to support grades 8 to 12 athletes who are from rural communities (quintile 1 to 3 schools) including athletes with disabilities whose talents have been identified by the talent scout during the National School Sport Championships. The identified athlete should have undergone scientific testing before s/he can be awarded the ministerial sport bursary.

The study was carried out to evaluate the Ministerial Sport Bursary Programme. This report focuses on both clarificatory and process evaluation. The respondents from all nine provinces who participated in the study were the athletes that were awarded the bursary from 2013 to 2017.

In this evaluative study, both quantitative and qualitative research methodologies were used to collect data. Purposive sampling was used to select 54 athletes and 43 experts who had insight into the Programme. Those experts were; four programme staff, nine sport academy managers, ten coaches, nine parents and twelve bursars. Semi-structured interviews were conducted.

Findings: The responses to each evaluation question are summarized hereafter.

Are the resources sufficient and relevant to produce activities to let the Programme function properly?

Athletes were placed in sport focus schools and of all 27 schools; three schools were not sport focus schools (Drakensburg, Ohlange and Waterkloof). Sport focus schools were relevant to develop athletes in terms of academic education and sport support however not enough to register for all identified athletes. The R100 000 awarded was helpful however insufficient, as it was not increased. The biggest portion (R53 600) was allocated to academic education support and the remaining portion was allocated to sport support which was not enough especially for highly talented athletes. Coaches were always available to provide coaching support. Sport equipment, attire and facilities were insufficient. Resources were relevant however the R100 000 was insufficient and it was not increased.

Are the activities necessary and sufficient to produce outputs and outcomes?

The athletes were taught in class and received learning material which made them to pass every grade till grade 12. The athletes who stated that they have not received any financial assistance ranged from 17% to 26%, and were supported as two parents and a coach. One may conclude that athletes did not benefit equally. Quarterly assessment reports were produced to all athletes.

Athletes received coaching support which improved their performance. Sport competitions: school and local sport club competitions which ranged from 41 to 57% were organised and took place. However, much more sport competitions should often take place. Sport competitions also contrib-
uted to team spirit which led to social cohesion and health. Sport focus schools work with sport federations to ensure that tournaments outside school sport competitions take place. Sport competitions improved athletes’ sporting skills and some have already participated internationally. The activities are necessary however not all of them are sufficient to produce outputs and outcomes.

**Is the Programme reaching the intended beneficiaries?**

African youth from disadvantaged schools irrespective of gender and disability, who were in grades 8 to 12, from ages 13 to 21, whose talent was identified by scouts during the National School Sport Championship, who had also undergone scientific testing, benefited. However other identified athletes did not benefit from the bursary fund. Their parents had to fund them.

**Were the Programme activities accomplished?**

The athletes enrolled and attended school at sport focus schools. Academic activities were accomplished however the provision of extra classes was not enough. School fees, books and uniform were provided. Sport competitions in both schools and clubs were organised and took place however more of this activity should continue to take place. However it was noted that the athlete could skip level (s) and compete at another higher school sport competition level and at a club sport competition at the same time. The provision of equipment, attire and facilities was not enough. Academic education support was given priority over sport support.

Two of the parents and the coach indicated that the athletes received nothing. Highly talented athletes ran short of tournament trip fees. The provision of equipment, attire and facilities was not enough. Scientific and medical related services were not rendered. Participants were not happy with the method of payment as it commanded the school to pay for the athletes and invoice SRSA. Coaches were always available to provide support to the athletes. Coaches had qualifications however they did not receive education on medical and scientific services. The importance of on the-job training was mentioned. The role of the sport academy manager has to link athletes with medical and scientific related services however it seems as if roles are not understood in the same way by all sport academy managers. The Programme activities were not entirely accomplished and there was no consistency on how the Programme operated.

**What are the strengths and the weaknesses of the Programme?**

The Programme provides academic education support, though the provision of extra classes was not enough. It also exposes athletes to sport competition opportunities, though much still needs to be done.

There was a lack of medical and scientific services. The provision of sport equipment, attire and facilities was not enough. Sport competitions are happening however more sport competitions should be offered. Good and qualified coaches are still needed in rural areas. Coaches use vulgar words. Wrong placement of the athlete in a school which does not expose him/her to the code of sport he/she is talented in took place. There was a lack of communication between SRSA, the provincial Departments, athletes, parents and the National Training Center. There was a lack of
information on how the Programme operates. The bursary does not accommodate the athlete who passed grade 12. The issue of requesting parents to pay and claim later is a strenuous exercise. The administration of the Programme is a cumbersome process, because the school should first pay and invoice SRSA.

The athletes were not identified at district level but at NSSC level which left talented athletes out. The Programme continued to assist the athlete who abused drugs and that was not in line with the SRSA National Academies Framework.

**Recommendations**

**Resources:** An amount of R100 000 which was seen as the main resource should be increased annually to be in line with the inflation rate in order to accommodate all the necessary needs of the athletes. An amount of R53 600 (budget allocated to academic education related support) should be made available to cover the sport related items when the need arises. There should be enough sport focus schools, sport equipment, attire and facilities. There should be enough sport focus schools to register all the identified athletes.

**Activities:** Enough extra lessons which enhance academic performance of the athletes should be provided. Athletes should be identified at the district sport competition level. Athletes should be inducted before placing them at a sport focus school. For example, an athlete coming from a rural school might need social work services or psychological services to assist him/her to adapt at a new environment. An athlete should be placed in a sport focus school that offers the sporting code s/he is talented in. Sport competitions at school sport and club sport competitions should continue taking place and they should be given priority in order to produce increased number of athletes who are participating internationally. The scientific and medical related services should be provided to the athletes in order to enhance their performance. The athletes should be scientifically assessed annually.

**Beneficiaries:** All the awarded athletes should benefit from the Programme. For example, the athlete should not pay for school fees from his/her pocket if s/he has been awarded a bursary.

**Programme improvement:** An awareness campaign on how the Programme operates should be conducted for all relevant stakeholders. Athletes should continue to have scheduled assessments (to get opportunity to write a test and examination if the athlete was not available on the day the test or examination was written. Coaches should be provided with on the-job training. Coaches’ training should also include basic knowledge on scientific and medical related services. Communication with relevant stakeholders should be improved. National Federations in conjunction with Provincial Federations should develop a performance plan (competition plan) for every athlete and the sport academies should coordinate such a process.

Coaches should always be enough especially in rural areas. Monitoring systems should be strengthened and well implemented. SRSA should terminate the bursary to the athlete who misbehaves for example, abusing drugs.
Concluding remarks

The Programme is a good initiative. Generally the Programme was implemented as planned however weaknesses should be addressed and improved upon in the implementation stage of the Programme. It develops the athlete in terms of academic education and sport. It contributes to international participation because some of the athletes are already participating internationally. It contributes to poverty reduction because it focuses on the disadvantaged athletes. It contributes to social cohesion because athletes from disadvantaged schools irrespective of gender and ability receive both academic and sport support.
The study was carried out to evaluate the Ministerial Sport Bursary Programme. This report focuses on both clarificatory and process evaluation. The Ministerial Sport Bursary and the “Programme” are used interchangeably in the report. The report consists of seven sections. The first section provides a description of the Programme. The second section provides an explanation on evaluation purpose and methodology. The third section describes the Programme Theory and Logic Model. The fourth section provides an explanation on data collection. The fifth section provides an explanation on findings. The sixth section provides a summary on recommendations and the last section provides a summary of concluding remarks.
PROGRAMME DESCRIPTION

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### 1.1 Social context

The Ministerial Sport Bursary Programme is implemented in sport focus schools which are in all nine provinces. The Programme focuses on disadvantaged schools and schools catering for athletes with disabilities. Sport focus schools are schools that specialise in sporting codes (SRSA, 2017). Sport focus schools are regarded as good performing schools with sport facilities and good coaches.

### 1.2 Organisational profile

The Ministerial Sport Bursary Programme was initiated in 2012 after the then Minister of the Department of Sport and Recreation (Sport and Recreation South Africa (SRSA)) in 2011, identified school sport as a bedrock for the identification and development of talented athletes in the country. It was established in order to support grades 8 to 12 athletes who are from rural communities (quintile 1 to 3 schools) including athletes with disabilities whose talents have been identified during the National School Sport Championships which are run by the School Sport unit (SRSA, 2017).

The Programme initially resided within the School Sport Unit as part of the School Sport Programme. In 2014, it was moved to the Scientific Support Unit as it was seen as one of the athlete support programmes which the latter Unit is responsible for. The athlete support programme provides structured scientific support services for the long term development of the athletes. The Programme contributes to the vision of the Department “Active and Wining Nation” and to the strategic objective of the Department which is “Athletes achieve international success” because it develops and opens opportunities to the talented athletes to become professional sports men and women who will compete and win at international tournaments (SRSA, 2015 and SRSA, 2017).

The Programme forms part of the SRSA, 2012a; SRSA, 2012b; SRSA, 2015 and SRSA, 2017. This means the Programme contributes to the mandate of the Department and is also linked to the priorities of the Department.

**The eligibility criteria for talented athletes who receive the Ministerial Sport bursary are as follows:**

1. The athlete should have participated and been identified during the National School Sport Championship.
2. Talent scouts from Sport Federations must identify the best of three candidates per sporting code in order of preference i.e. 1- best, 2 better, and 3-good.
3. The selected candidates must be from quintile 1-3 schools (disadvantaged schools).
4. In codes where both genders are represented, talent scouts are to consider both genders equally.
5. Athletes with disabilities are also considered.

The talent identification form (included as Appendix 12) is completed by the athlete and provides information of all athletes identified as it relates to their technical ability, tactical awareness and physical ability in that specific code which assist in determining the most talented athlete. The identified talented athletes should undergo a sport scientific testing/assessment. The purpose of the sport scientific assessment is that it serves as a baseline measurement to identify the necessary scientific and medical interventions needed and also tracks an athlete’s progress over time. Scientific testing is therefore conducted prior, and after the athlete being awarded the bursary. The sport scientific testing includes among others the following: body composition, flexibility, endurance, strength, speed, agility, fitness, explosiveness, and medical assessments (SRSA, 2016).

The identified athlete who meets the above mentioned selection criteria, is awarded a bursary which is an amount of R100 000 per year, funded by the Department of Sport and Recreation and placed in a sport focus school. The Programme through a sport focus school provides the athlete with academic education from grade 8 to 12.

The Programme is also meant to provide the athletes with sport competition opportunities through sport focus schools and the involvement of Sport Federations in order to produce athletes of national ranking who will represent South Africa in international competitions. The Programme grooms them to an elite standard. The athletes are exposed at school sport and club sport competitions. The talented athletes also receive scientific and medical services such as medical assessments, sport physiotherapy and education regarding sport nutrition and drug abuse, counseling, and coaching support.

The Programme has not been previously evaluated. It is included in the departmental evaluation plan.

1.3 National context

The Programme contributes to outcome 14 (Social cohesion). According to the National Planning Commission, (2011) and SRSA (2012a), every learner who is from a disadvantaged area irrespective of gender, race, culture, religion, class, location, sexual orientation and disability, is to be awarded the ministerial sport bursary as long as s/he has met the qualifying criteria. The Programme promotes social inclusion and unity (National Development Plan-vision, 2011 and SRSA, 2012. Furthermore since the Programme provides opportunities for athletes to compete at national and international tournaments it also contributes to transformation (Planning Commission, 2011).

The Ministerial Sport Bursary Programme contributes to Outcome 1 (quality basic education) since athletes also receive academic education. The Programme also contributes to Outcome 2 (A long and healthy life style for all South Africans) because they participate in sport activities.

The Programme contributes to Outcome 4 (A decent employment through inclusive economic growth). It is hoped that the talented, groomed athletes can begin to earn salaries through sport and
contribute to economic growth. This means the Programme aims to alleviate poverty which is why it targets disadvantaged schools.

The goal of the programme

To improve the talent of identified athletes from grades 8 to 12, by providing them education and sport support in becoming professional sport players who will represent South Africa and win at international competitions.

Objectives of the Programme

- To provide academic education support in order to improve the academic education standard of the identified athlete from grades 8 to 12 registered at a sport focus school.

- To provide sport support in order to improve the sporting skills of the identified talented athlete from grades 8 to 12 registered at a sport focus school.

1.4 Literature review

This section describes the literature review with regards to the Ministerial Sport Bursary Programme. Sport involves participation, competition, winning, physical well-being and social inclusion (Global Sport Fund, 2005). All children are encouraged to participate in sport so that talent can be unearthed and nurtured as early as possible. It is important to identify the talent of the athletes and develop them. According to Suppiah, Low and Chia 2015; SRSA (2014); SRSA and DBE (2011) athletes are encouraged to participate in school sport competitions and that is where talent is being identified.

A major factor that influences all performers in their sporting careers is the quality of the sport talent identification and development environment. Talent identification can be hindered by the limited financial support, absence of talent identification structures and modalities, equipment to facilitate talent identification and knowledgeable coaches on talent identification (Jacobs, 2014). In South Africa, talent identification is done by talent scouts (SRSA, 2016). For effective identification and development of talented athletes to elite level, universities should create programmes for identifying and admitting students with potential to become elite athletes in future and provide appropriate environment to nurture them to elite level (Jacobs, 2014).

Talent identification is the process of recognizing the athlete’s potential to excel in a particular sport while talent development provides the required learning environment to maximize this potential (Suppiah, et al. 2015). Sports federations are involved in the selection process of the talented athletes. The statement is supported by Reppo and Brennan (2010) who stated that there is a need to
cooperate with sports federations to decide on the relevant components of elite pupil status. According to Sport Northern Ireland-Talent Framework (2010-2013), the process of talent identification involves talent profiling and recruitment, talent development environment, talent coach development and talent tracking.

The athlete’s academic merit is also taken into account (Radtke and Coalter, 2007) whereas in Canada learners are allowed to complete their high school education before they can intensively participate in sport (Reppo and Brennan 2010). According to DBE and SRSA (2011) school sport competitions starts from intra, inter, district, provincial and national level whereas Way, Reppo and Brennan (2010) mentioned that school sport competitions focus on district and provincial levels. According to Jacobs (2014), there should be opportunities to allow athletes to participate in sport competitions. The talented athletes who are school going ages are placed at sports focus schools in order for their sporting skills to be developed. Suppiah, et al. (2015), talk about skill and talent transfer which is another method of developing talented athlete to become professional athlete.

Each talented athlete is awarded bursary to cater for both academic education and sport support services (SRSA, 2018). According to Radtke and Coalter (2007), sports schools in state schools are funded by government. SASCOC develops athletes at an elite level and allow them to participate internationally (SRSA and DBE, 2011). In Norway, the Norwegian elite sport consists of an organization for sport which allows learners to participate in school sport championships which will open doors for them to participate at international level. The athletes are groomed to the elite level (Kristiansen and Houlihan, 2017; Radtke and Coalter, 2007).

The talent is identified at younger ages in order to put athletes in the Long Term Athlete Development (LTAD) (Houlihan, 2017; Jordens, 2012; Suppiah, et al. 2015; SRSA, 2016). LTAD is expected to improve the sporting skill of the talented athlete who will be able to compete internationally (Kristiansen and Houlihan, 2017). According to Suppiah, et al. (2015), talent identification and development of youth in sport is a stepping stone for the athlete to participate at international level. Sports in schools are linked into the performance pathway (Reppo and Brennan, 2010). Athletes are expected to undergo training in order to perform well. In professional sport, the early selection and signing of contract of talented athletes further fuels the haste to detect and identify sport talent at too young age (Suppiah, et al. 2015). The athletes are awarded with medals when they perform better (Houlihan, 2017; Jordens, 2012; SRSA, 2014).

According to SPLISS Conference on Elite sport success, (2013) the effectiveness of elite sport competitions and high performance depend on financial support. Sport science contributes to the development of athletes. Financial support also contributes to the international participation of athletes (SPLISS Conference on Elite sport success, 2013) and therefore adequate funding is important to develop sport (SPLISS Conference on Elite sport success, 2013). DBE should assist with the development of school facilities (SRSA and DBE, 2011).
Coaches should have coaching standards which relate to specific skills and to the sport science related component (SASCOC, 2011). Coaches, trainers, administrators and medical personnel should be guided by the code of ethics so that they can provide proper support to the athletes (SASCOC, 2011). The role of coaches is to further develop the talent of the athletes to enhance their performance (Reppo and Brennan 2010).

Global Sport Fund, (2005) awards sport related projects. Sport Funds (2005) support elite athletes in achieving excellence in sport, encourage fair play, the reduction of drug use among the youth and the development of coaches. Sport is a means to promote health, education, development and peace. It also brings youth together (National Sports Policy Framework Public Consultation Paper, 2016).
2. EVALUATION
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2.1 Theoretical approach

The evaluator applied both qualitative and quantitative evaluation methodologies to determine if the Programme was implemented as planned. The purpose of applying mixed methods was to strengthen the depth of understanding of the Programme and to have accurate conclusion regarding the implementation of the Programme (Mouton, 2011).

The study was about process or implementation evaluation which is part of formative evaluation (Patton, 2016). The purpose of the study was to assess the implementation of the Programme. Clarificatory evaluation was also conducted in order to assess if the Theory of Change is working, to clarify the key components of the Programme and how they are related (Carman, 2010 and Chen, 2016). The evaluation study was also a theory based process evaluation (Leone, 2008), in order to assess whether or not the intervention is working, how and why the intervention is expected to work (Brousselle & Champagne, 2011; Chen, 2012). It described the relationship between inputs and outcomes of the Programme (Rodgers, 2013).

The evaluation also has an element of empowerment evaluation because the evaluation concepts, techniques and findings will be applied to improve the implementation of the Programme (Fetterman, 2012). The evaluation study may contribute to the impact evaluation (Rossi, Lipsey and Freeman, 2009).

2.2 Evaluation purpose and design

Programme evaluation is defined as the systematic way of gathering information with regards to activities, characteristics and outcomes of the programme used to make judgments, improve effectiveness, add to knowledge, and/or to inform decisions about the programme so as to improve the programme and be accountable for positive and negative results and resources invested (Taylor-Powell, 2008). According to Rossi et al, (2004) the purpose of evaluation is to improve the performance of policy, programmes, projects and plans in order to provide managers with feedback; to improve accountability and to increase knowledge about what is working and what is not working regarding public policy, programme, project and/or plan.

The objectives of the evaluation study are: to assess if the programme was implemented as planned, to what extent the programme is reaching its intended beneficiaries, to assess how the programme logic model works in practice, to determine the operational constraints of implementing the programme and how can they be addressed, and how the programme can be improved.
2.3 Scope of evaluation

The evaluator conducted a process evaluation study coupled with clarificatory evaluation. The evaluation focused on the resources, activities and outputs of the Programme according to the Theory of Change in order to assess the implementation of the Programme.

2.4 Evaluation design

Evaluation design is the structure that gives the information required to answer evaluation questions. It is based on the Theory of Change and the Logic Model. The involvement of relevant stakeholders in the form of participatory evaluation is important as part of evaluation design (Rossi et al., 2009). The evaluator consulted and worked together as a team with the Scientific Support services Unit to design evaluation. The bursary is regarded as the Programme input and serves as a very critical role for the delivery of the Programme. The purpose of the questions asked in the process evaluation is to consider the appropriateness of the programme design (Mouton, 2011). Furthermore, the type of questions should have evaluation criteria against which the performance of the programme can be assessed and if there are no criteria, then they should be developed (Rossi et al., 2009). The evaluation plan which consisted of clarificatory and process evaluation was also developed.

2.5 Clarificatory evaluation

The evaluator conducted clarificatory (design) evaluation in order to analyse the Theory of Change, and the consistency of the Programme to see if the Theory of Change is working. However, since the Programme did not have Theory of Change as well as the Logic Model, the evaluator had to develop them in consultation with the relevant stakeholders.

It also means that, Theory- driven approach evaluation was used. The purpose of employing theory-driven approach was to reveal what should be evaluated so that the feedback received from the evaluation study can be used to either strengthen where there were some weak areas in order to achieve the expected results and desired change. Theories are developed by applying social science theories and the stakeholders’ expertise (Mertens and Wilson, 2012). The evaluator assessed if resources were sufficient and relevant to bring about change.

2.6 Process evaluation

In this study, process evaluation was conducted to assess if the Programme was implemented as planned, according to the objectives, how it operated, what the operational constraints were and how they could have been addressed in order to improve the Programme (Mouton, 2011) as well as to make judgments about the success of the Programme. According to Mouton (2011) process or implementation evaluations focus on the following three questions: 1) the extent to which a programme is reaching its target population, 2) whether or not the programme’s service delivery is
consistent with the design of the programme; and 3) what resources are used.

### 2.7 Evaluation questions

Question 1: Are the resources enough and relevant to let the programme function properly?

Question 2: Are the activities necessary and sufficient to produce outputs and outcomes?

Question 3: Is the Programme reaching the intended beneficiaries?

Question 4: Were the Programme activities accomplished?

Question 5: What are the strengths and weaknesses of the Programme?

Question 6: What can be done to improve the implementation of the Programme?

### 2.8 Data collection methods

In this evaluative study, both quantitative and qualitative research methodologies were used to collect data. The Theory of Change (ToC) as well as the Logic Model guided the development of data collection instruments. The process started with the development of ToC which led to the development of a tabular Logic Model. The Logic Model had detailed activities which produced outputs and outputs produced outcomes including outcome indicators and source of evidence. The outcome indicators and the source of evidence suggested which types of data collection instruments should be used. It is for this reason that the evaluator used questionnaire, semi-structured interviews and review of programme documentation as data collection methods.

It is important to use mixed methods of data collection in order to be able to validate gathered information (Mouton, 2011). Data collected was quantitative and qualitative in nature since 54 respondents completed questionnaires and four programme managers, nine sport academy managers, eight parents, twelve bursars and ten coaches were interviewed.
3. PROGRAMME THEORY

3.1 Description of the Programme Theory  
3.2 Problem analysis  
Figure 1: Programme Theory: Ministerial Sport Bursary Programme  
3.2.1 Narrative description of the Programme Theory  
3.3 Logic Model  
Table 1: Logic model: Ministerial Sport Bursary Programme
3.1 Description of the Programme Theory

This section provides description regarding the Programme Theory. Programme Theory is defined as a set of explicit or implicit assumptions made by stakeholders regarding what action is required to solve a particular problem. This can be a social, educational or health problem and why the problem will respond to this action (Chen, 2012). This is a theory-driven approach. The purpose of theory-driven evaluation is to assess whether or not the intervention is working, how and why the intervention is expected to work (Brousselle and Champagne, 2011; Chen, 2012). Funnel and Rodgers (2011) spell out “Theory of Change and Theory of Action” as two components of Programme Theory. It is an outcome-based approach which applies to the design, implementation and evaluation of the programme to support change in a specific context (Bickman, 1996).

Theory of Change can help an organisation to improve its strategy and encourages the organisation to focus on results (Harries, Hodgson and Noble, 2014). The evaluator in consultation with Programme unit developed the ToC for the Ministerial Sport Bursary Programme which will be assessed to see if seems to be working or not.

3.2 Problem analysis

Problem analysis involves the identification of the problem by looking at the root causes of the problem and not the symptoms of the problem. According to Mchunu and Le Roux (2010), African learners in secondary school level are not taking part in sport. Factors that have influenced their non-participation is (in order of importance) lack of sport facilities, political reasons, social factors, self-image, economic factors and health. It is difficult to identify the talent of the learners who are not taking part in sport. Such learners even if talented enough to meet the criteria cannot compete nationally and internationally because their talent was not unearthed.

Most of the disadvantaged schools lack sport facilities and as a result sport activities are not taking place. Learners from those poor backgrounds are not afforded opportunities to participate in sport activities. As a result their talent cannot be identified and groomed. Most talented and promising athletes dropped out of the development pathway due to a lack of support systems. This reduces the pool of elite athletes and therefore reduces the chances of South Africans winning medals at different elite events. It is for this reason that the Ministerial Sport Bursary Programme was initiated (SRSA, 2016).

The evaluator consulted the Programme staff when developing both the Theory of Change and the Logic Model. The evaluator also conducted a desk review of existing documents that were relevant and available. The Programme unit did not have enough written information.

Theory of Change: Programme Theory is the diagram shown in figure 1 which illustrates the causal link from inputs, outputs to outcomes. Theory of Action explains all processes to be followed under each component of the Theory of Change to achieve the Ministerial Sport Bursary Programme’s intended results.
3.2.1 Narrative description of the Programme Theory

IF the athletes enroll at sport focus schools, THEN they will be able to attend school, taught in classroom setup, be assessed on quarterly basis and IF their performance is good THEN they will pass from one class to the next including grade 12.

Mayfield School; Leading independent Catholic Boarding and day schooling for girls aged 11 to 18 offers bursary for both academic and to further nurture the athlete's sport talent. According to Monchari (1995), bursary was offered to girls in order to receive academic education. Kearsney College for boys in Durban founded in 1921, offers boys from disadvantaged backgrounds including learners with disabilities bursaries to support them academically and to give them opportunities to develop their sport talent.

IF teams are organised for sport competitions purposes in order to provide the identified talented athletes with sport competition opportunities in the form of both school sport (intra-school; inter-school, district school sport, provincial school sport and national school sport competitions) and sport clubs competitions, THEN the identified athletes will be able to compete and be exposed to both school and club sport competitions and IF those sport competitions are taking place regularly, THEN the identified athletes will improve their sporting skills and IF their sporting skills improves, THEN there will be increase in athletes who perform better and IF there is increase in athletes who perform better THEN identified athletes will become professional sport men/women who represent South Africa to compete and win at international competitions and they will contribute to the
increase in athletes who are winning at international sport competitions. IF they play and compete at sport competitions THEN they will also develop a sense of team spirit as they will be competing against each other irrespective of race, culture, religion, disability, and contribute to social cohesion.

It should be noted that the talented athlete can skip the school sport competition level or levels depending on the level of his/her talent and be exposed to the sport club participation or the athlete can participate in both school and club sport competitions at the same time. The bottom line is to expose identified athletes so that they can finally win at international competitions.

There is a belief that more exposure to international football for South Africa’s junior teams will contribute to the improvement of the standard of football in the country (Ramashidja, 2017). Kearsney College for boys founded in 1921, offers bursary to boys who are from poor backgrounds including boys with disabilities who are talented in sport in order to develop their talent further.

“Sport has the power to change the world. It has the power to inspire. It has the power to unite people in a way that little else can. Sport can awaken hope where there was previously only despair” (Former President Nelson Mandela). South Africa experienced the feeling of solidarity and togetherness in 1995 when the Springboks won the Rugby World Cup; in 1996 when Bafana-Bafana won the African Cup of Nations and during the hosting of 2010 FIFA World Cup (Williams, 2013). Williams (2010) and National Sport and Recreation Plan (2012) stated that it is important to encourage mass participation which also contributes to social cohesion because that is where a child’s talent is identified. Everyone especially people from disadvantaged communities and people with disabilities are encouraged to participate in sport. SRSA (2012) and National Development Plan-vision 2030) encourage inclusive citizenship and nation building.

IF medical and fitness assessment as well as physiotherapy services are provided to the talented athletes, THEN there will be increase of athletes who are healthy and fit and IF there is that increase of athletes who are healthy and fit, THEN their health and well-being will improve and IF their health and well-being improves, THEN there will be an increase in athletes who perform better and IF they perform better, THEN they will become professional sport men and women who represent South Africa and win at international competitions and IF they win at international competitions, THEN they will be contributing to the increase of athletes who are winning at international sport competitions.
The provision of sport medical and scientific support to the talented athletes is to increase their probability of progression to high performance (SRSA, 2016). According to American Osteopathic Academy of Sports Medicine (2017), sport medicine helps athletes improve their performance as well as prevent and treat sport injuries. Sports health consists of all medical professionals such as physicians, orthopedics, surgeons, physical therapists and any other relevant medical doctors who are training and taking care of competitive athletes (Sports health, 2012).

A sport physiotherapists’ role is to prevent treat and heal sport injuries (American Osteopathic Academy of Sports Medicine, 2017; South African Society of Physiotherapy, 2017) and help the athletes to perform well in the field. A sport physiotherapist assists the athlete to get healed and recover from sport injuries and provide education and resources to prevent further injuries (Russell, 2008). A sport physiotherapist also encourages athletes to do some exercises as part of treatment and prevention of injuries (Sport Science Institute of South Africa, 2017).

IF the sport dietician provides nutrition educational sessions to the talented athletes, THEN there will be an increase in identified athletes who are on sport diet and IF they are on the sport diet, THEN their health and well-being will improve and IF their health and well-being improves, THEN there will be an increase in athletes who perform better, and IF they perform better, THEN they will become professional sport men and women and IF they are professional sport men and women who represent South Africa at international competitions, THEN they will contribute to the increase in athletes who are winning at international sport competitions.

Correct sport diet helps the athletes improve their performance. For example, an athlete may need more calories than the average person. The athlete’s body will need more carbohydrates because of regular exercise s/he will be doing (Sport nutrition, 2017).

IF the sport physiotherapist provides psychological counseling services to the talented athletes, THEN the talented athletes will have a better understanding on stress related problems and IF they have a better understanding on stress related problems, THEN there will be an increase in identified talented athletes who are able to cope with stress and IF there is increase in identified talented athletes who are able to cope with stress, THEN the health and well-being of the identified talented athletes will improve and IF their health and well-being improves, THEN they will be able to perform better and IF they perform better, THEN they will become professional sport men and women who will represent South Africa at international competitions and IF they are professional sport men/women who will represent South Africa at international competitions, THEN they will contribute to the increase in athletes who are winning at international sport competitions.

According to Mchunu and Le Roux (2010), physical exercise is important as it maintains and enhances mental health. Sport psychology is an interdisciplinary science that treats the psychological factor or problems of the athletes so that they can improve their sporting performance (Weinberg, 2010).
IF an expert on drug abuse provides substance and drug abuse education sessions to the identified talented athletes, THEN the talented athletes will receive substance and drug abuse education sessions and IF they receive substance and drug abuse education sessions, THEN they will acquire knowledge on substance and drug abuse and IF they acquire knowledge on substance and drug abuse, THEN there will be an increase in athletes who stop indulging in substance and drug abuse and IF they stop indulging in substance and drug abuse, THEN there will be a reduction in substance misuse and IF they reduce substance and drug abuse, THEN they will improve their health and mental well-being, and IF their health and mental well-being improves, THEN there will be an increase in athletes who perform better and IF they perform better THEN they will become professional sport men/women who represent South Africa at international competitions and IF they become professional sport men/women who represent South Africa and win at international competitions, THEN they will contribute to the increase of athletes who are winning at international sport competitions. However at the same time IF they stop taking performance enhancing drugs, THEN they will compete fairly without the influence of drugs.

The World Anti-doping Agency (WADA) has published a parental guide that should educate athletes about the negative effects of drug abuse (2017). Sport keeps an athlete away from drug use (McManee, 2013). Global Sport Fund uses the power of sports to teach young people healthy life skills to prevent anti-social behaviour such as drug abuse and criminal activity among young people (Global Sport Fund Grant Programme Guidelines, 2005). Global Sport Fund (2005) and National Sports Policy Framework Public Consultation Paper, (2016) encourages Non-Profit Organisations to establish sport projects in order to prevent drugs and crime among young people.

IF the coach who also know when to seek assistance from the medical practitioner, psychologist, physiotherapist, sport nutrition, expert on drug abuse, THEN the coaching service will be provided to the identified talented athletes and IF the coaching service is provided to the identified talented athletes THEN the talented identified athletes will increase knowledge on sport skills and IF the knowledge on sporting skills increases THEN the identified talented athletes will perform better and IF athletes perform better, THEN they will become professional sport men/women who will contribute to the increase in athletes who are winning at international sport competitions.

According to Martens (2017) a coach should also have an understanding of sport psychology and other scientific sport services needed by the athletes. A coach should also be able to express himself properly, ability to inspire confidence and motivates athletes, organising skills, supportive approach, determination and patience (Martens: 2017).
Assumptions:

a. There are enough and good coaches

b. Lack of sport facilities

c. Parents are involved and supportive to the identified athletes

d. School principal and staff are supportive

e. Scheduling assessments (tests and examinations) allow athletes to participate in sport competitions and at the same time get the opportunity to write their tests and examinations

f. The athlete who has a psychological problem performs well in sport competitions.

g. The athlete who is not on sport diet/nutrition remains healthy and competes well in sport competitions.

h. All the athletes who attended school at sport focus schools inspire people and they are successful.

3.3 Logic Model

Logic Model is a tool explaining the programme’s performance (McLaughlin and Jordan, 1999). It is a logical pathway that shows logical relationships between components: inputs to outcomes (Carman, 2010; Rodgers and Funnell, 2011; W.K Kellogg Foundation, 2004). Table 1 below is a tabular Logic Model that shows how components link to each other in order to achieve the results of the Ministerial Sport Bursary Programme. This Logic Model was developed in consultation with the Scientific Support Unit during this evaluation study.

The indicators were also developed to measure the outcomes of the Programme. The Logic Model guided the development of the evaluation instruments because once the indicators were determined, then the sources of where this measurement data could be found suggested that the methods of data collection should be employed.
The present evaluation study focused on the sections highlighted in yellow.

**Goal:** To improve the talent of identified athletes from grades 8 to 12, by providing them education and sport support in becoming professional sport players who will represent South Africa and win at international competitions.

**Table 1: Logic model: Ministerial Sport Bursary Programme**

<table>
<thead>
<tr>
<th>Objective</th>
<th>Activity</th>
<th>Target group</th>
<th>Output</th>
<th>Expected outcomes</th>
<th>Outcome indicators</th>
<th>Sources of evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 1: To provide academic education support in order to improve the academic education standard of the identified athlete from grades 8 to 12 registered at a sport focus school</td>
<td>1.1.1 Providing identified talented athletes with academic education in the form of: 1.1.1.1 Identified athletes attend school</td>
<td>1.1.1.1 Identified athletes</td>
<td>Short-term: 1.1.1.1 Identified athletes pass every grade</td>
<td>Short-term: 1.1.1 Pass rate</td>
<td>1.1.1.1 School attendance register, quarterly assessment school reports, final learner’s results</td>
<td>1.1.1.1.1 Grade 12 certificate</td>
</tr>
<tr>
<td>2.3.6 Providing coaching support to the athletes</td>
<td>2.3.6 Identified athletes</td>
<td>2.3.6 Coaching sessions conducted</td>
<td></td>
<td></td>
<td></td>
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<td>-----------------------------------------------</td>
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</tr>
<tr>
<td>Short-term: 2.3.6 Identified athletes increase knowledge of sporting skills</td>
<td>Medium-term: 2.3.6 Increase in athletes perform better</td>
<td>Long-term: 2.3.6 Increase in athletes who are winning at international competitions</td>
<td></td>
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<tr>
<td>Space for more details...</td>
<td>Space for more details...</td>
<td>Space for more details...</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Short-term: 2.3.6 Number of identified athletes whose sporting skills improve</th>
<th>Medium-term: 2.3.6 Number of identified athletes receive awards</th>
<th>Long-term: 2.3.6 Number of identified athletes representing South Africa internationally</th>
</tr>
</thead>
<tbody>
<tr>
<td>Space for more details...</td>
<td>Space for more details...</td>
<td>Space for more details...</td>
</tr>
</tbody>
</table>

2.3.8 School sport tournaments, club tournaments

2.3.9 School sport awards

2.3.9 Sport awards for South African athletes participating internationally
### 4. DATA COLLECTION

#### 4.1 Questionnaire
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- 4.1.3 Selection of respondents 40
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As already mentioned three data collection methods were used in this evaluation study namely; questionnaire, semi-structured interviews and review of Programme documentation.

### 4.1 Questionnaire

The questionnaire was used to collect quantitative data. It needs the respondent to respond by writing unless it is done telephonically. The evaluator administered questionnaire to collect information from 54 respondents. A questionnaire is included as Appendix 1.

#### 4.1.1 Designing the questionnaire

The Logic Model was used to design the questionnaire as already stated. The design of the questionnaire was also informed by the type of evaluation and the evaluation questions the evaluator conducted. It had closed-ended questions.

#### 4.1.2 The process of completing questionnaire

The respondents were each given a questionnaire to answer. The evaluator asked permission from the school principal including the athletes in that school for their participation in the study. The instrument allowed the respondents to remain anonymous and gave them time to answer the questions. The purpose of the study and the issue of voluntary participation were stated in the questionnaire. There were also clear instructions, for example that all questions should be answered and to tick the relevant box(es) with an X. All the respondents followed the same standardised format of questions.

#### 4.1.3 Selection of respondents

Purposive sampling was used to select the respondents based on their availability.

#### 4.1.4 Analysing questionnaire data

The evaluator used MS Excel to capture and analyse data. The evaluation questions were taken into account when analysing data.

#### 4.1.5 Limitations of the questionnaire

Lack of respondent’s profile: The questionnaire did not capture the names of the respondents and there was no way of knowing who provided the answers.
Lack of control over responses and misinterpretation of questions: In responding to the programme strengths and weaknesses, some of the respondents contradicted themselves. For example, one respondent said sport competitions are organised as programme strengths; however in responding to the programme weaknesses, s/he said there is lack of organisation of sport competitions. The respondents might have misinterpreted the question(s). They might have ticked boxes for the sake of completing the questionnaire without applying their minds.

Data capturing and analysis: To capture and analyse data consumed time.

### 4.2 Semi-structured interviews

A semi-structured interview schedule is one of the data collection methods (Babbie and Mouton, 2001). The interviewer uses it to gather information about the respondent’s perception, opinion, attitudes, beliefs and knowledge with regard to the programme (Wildschut, 2017). With the semi-structured interview schedule, the respondent is able to give information on the historical behaviour unlike with observational data collection method (Wildschut, 2017). Open-ended questions are used and allow the evaluator to probe. Complicated questions may be asked. It also allows the respondents to ask questions and fosters a friendly environment. Programme staff/managers and sport academy managers shared the same set of interviewing questions. The interview schedule for programme staff/managers and sport academy managers is included as Appendix 2, for parents as Appendix 3, for bursars as Appendix 4 and for coaches as Appendix 5. The transcript for programme staff/manager as Appendix 7, for sport academy manager as Appendix 8, for parent as Appendix 9, for bursar as Appendix 10 and for coach as Appendix 11.

#### 4.2.1 Designing semi-structure interview instrument

The interview guide was developed and is included as Appendix 6. The evaluator included the section on general information such as the position of the interviewee, the place and date of interviews in the interview guides. The main questions about the Programme were also included which were open-ended questions and allowed the interviewees to ask questions for clarification (Wildschut, 2017). The questions will allow the interviewer to probe and at the same time will also allow the interviewees to feel free bearing in mind that the interviewee is a human being just like the interviewer. The instrument allowed respondents to give full information about the Programme. The evaluator was guided by the evaluation questions and the type of evaluation which is process evaluation when designing the semi-structured interviews.

#### 4.2.2 Interviewing process

The evaluator interviewed 43 Programme experts and conducted face-to-face interviews in different locations. There were also telephonic interviews that were conducted. The evaluator made appointments with each interviewee and agreed on times and dates of the interviews. Rapport was easily established between the interviewer and the participants because it was conducted face-to-face however it was interesting to notice the rapport that was also established in the case
of telephonic interviews. The interviews were voice recorded after permission was granted by the interviewees. The purpose of recording the interviews was to obtain accurate information. The interviewees were also informed that the participation was voluntary. The principle of confidentiality was maintained. None of the respondents’ identities were revealed. They were also informed that there was no wrong or right answer. They were given chance to ask questions before the interview could start.

The interview was flowing well and the interviewer got valuable information with regards to the Programme. The interviewer probed to further clarify in instances where the interviewees had used vague or unclear language or when the information provided was not appropriate (Babbie and Mouton, 2001). The interviewer read the questions slowly and clearly to all of the interviewees.

4.2.3 Selection of interviewees

Purposive sampling was used to select 43 experts who had insight into the Programme.

4.2.4 Analysing interview data

The evaluator used the interview transcript to analyse data and grouped same facts together gathered from interviews and code them manually. The evaluator used two types of data analyses namely; a) univariate analysis which summarises and visualise the responses to a single variable and b) bivariate analysis which analyses and visualise the simultaneous relationship among two variables.

4.2.5 Limitations of the semi-structured interviews

The transcription and analysis of the interviews consumed time (Wildschut: 2017). The interviewer might influence the interviewee with regard to gender, race, culture, age, etc. It requires interviewing skills.

4.3 Review of Programme documentation

Data was also collected through Programme documentation review. SRSA, (2015), SRSA, (2017), and SRSA, (2016) had the information on Programme description and also answered the question; how many identified athletes received the bursary. They also provided information on the fiscal periods (financial years) the identified athletes started receiving the bursary:
For the 2013/14 financial year, 28 athletes were awarded bursaries against the planned target of 40.

For the 2014/15 financial year, the planned and the actual target was 40.

For the 2015/16 financial year, the planned target was 40 and the actual target was 52.

For the 2016/17, the planned target was 60 and the actual target was 66.

The planned target for both 2017/18 and 2018/19 financial years are 60 each.

It is noteworthy that the same athlete may receive financial assistance for the period of five years, from grades 8 to 12.

SRSA and DBE (2011) as well as the SRSA, (2014) answered the questions on the type of sport- ing codes (Athletics, Basketball, Chess, Cricket, Football, Goalball, Gymnastics, Hockey, Netball, Rugby, Table Tennis, Tennis, Volley Ball, Swimming and Softball) the athletes especially from dis- advantaged areas including athletes with disabilities were encouraged to participate in sport com- petitions. Fixtures and teams should be prepared. SRSA and DBE (2011), SRSA (2014) and SRSA (2015) answered the question on the levels of school sport competitions namely; intra-school sport, inter-school sport, district school sport, provincial school sport, and the national school sport com- petitions. SRSA, (2016) answered the questions on the criteria used and the processes followed to select the talented athletes before they could be awarded bursaries, placed in sport focus schools and how the bursary was being utilised.

The document on the ministerial sport bursary costs shows the breakdown of R100 000 as a way of proving financial support to the identified talented athletes. For example, the biggest portion (R53 600) was allocated towards tuition and boarding. Other items were also covered with a small amount. The document is attached as Appendix 13. SRSA, (2016) answered the question on the provision of sport medical and scientific support services to the talented athletes which will increase their probability of progression to high performance. SRSA, (2018) answered the question on the importance of developing coaches, and the requirements that should be met by a sport focus school such as sport facilities, best educators, residential facilities as well as the importance of linking the talented athletes with sport federations for the development of the athlete’s sporting skills. The doc- ument also stated that sport focus schools are located in all provinces.

4.3.1 The advantages of review Programme documentation

It provides the background and important information about the Programme. It gives a record of events over a period of time. It is a cost-effective source of specific and information that is de- tailed. It gives important information. It gives a sign of the state of development not influenced by
the evaluator’s presence. It provides rapid overview. It is flexible in accessing data. Documents may have accurate information than the respondents (Wildschut, 2017).

### 4.3.2 Limitations of review of Programme documentation

There was little Programme documentation. There was no Logic Model before.
5. FINDINGS

5.1 Limitations of evaluation methodology

5.2 Answering the evaluation questions

Question 1: Are the resources sufficient and relevant to produce activities to let the Programme function properly?

- Figure 2: Name of provinces where sport focus schools are located
- Figure 3: Sport focus schools

Question 2: Are the activities necessary and sufficient to produce outputs and outcomes?

- Figure 4: Code of sport of respondents

Question 3: Is the Programme reaching the intended beneficiaries?

- Table 2: Single frequency display in terms of selection criteria
- Figure 5: Respondents who said “yes” for each variable in terms of the selection criteria

- Figure 6: Gender profile
- Table 3: Age profile
- Figure 7: Racial profile
- Figure 8: Grade in which the respondents were in

- Table 4: Respondents and the period they started to receive the bursary
- Table 5: Descriptive statistics in terms of age and period the respondents started to receive the bursary
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- Table 12: Frequency display in terms of Programme improvement 82
The findings are discussed in this section. Limitations with regards to the evaluation methodology are also discussed in this section. This section is used to analyse data in the form of tables and graphs.

### 5.1 Limitations of evaluation methodology

One cannot make a general statement based on the evaluation report because provinces were not represented equally. The majority 52% of the respondents came from South Africa’s wealthiest provinces namely Gauteng (39%) and Western Cape (13%).

### 5.2 Answering the evaluation questions

**Question 1: Are the resources sufficient and relevant to produce activities to let the Programme function properly?**

This question establishes whether or not there were sufficient and relevant resources to produce activities to let the Programme run properly. This question also establishes whether or not the Programme was implemented as planned.

**Figure 2: Name of provinces where sport focus schools are located**

Figure 2 supported by interviewees (all four programme managers, all nine sport academy managers, two parents (interviewee numbers 24 and 25), and SRSA, (2018) sport focus schools were located in all nine provinces. The majority (39%) of the respondents who participated in the survey were from Gauteng province followed by other provinces. One may conclude that all provinces were relevant and enough for the location of sport focus schools.
According to figure 3, athletes were placed in twenty seven schools across provinces however not all of them were sport focus schools. This was supported by programme managers (interviewee numbers 2 and 5), sport academy manager (interviewee number 3, 17 and 20) and parent (interviewee number 29) who stated that sport focus schools were not enough to register all the identified athletes. The parent (interviewee number 29) stated that his child was placed in Drakensburg Comprehensive School which was not a sport focus school but a general school. Thus, Drakensburg Comprehensive High School and Ohlange High School both in KwaZulu-Natal Province and Waterkloof Hoerskool in Gauteng Province were not regarded as sport focus schools.

On the other hand, interviewees (all four programme managers, eight sport academy managers (interviewees 3, 15, 16, 17, 18, 21, 22 and 23), parents (interviewee numbers 24, 25, 26, 27, 42 and 43), and bursars (interviewee numbers 31, 32, 34, 35, 36, 38, 39, 40 and 41) stated that the athletes were admitted at sport focus schools which were identified as good performing schools in terms of academic and sport support. This finding was supported by SRSA, (2018). Sport academy manager (interviewee 20) specified that the identified sport focus schools were not necessarily good in terms of both academic and sport support. He recommended that private schools should be identified as...
sport focus schools because they were good, having appropriate resources. He further mentioned that athletes should be placed according to the language of their preference in sport focus schools.

The finding also confirmed that athletes with disabilities were considered by the Programme because Adelaide Tambo and Hope and Northern Academy were schools for the learners living with disabilities. From the information gathered, sport focus schools were the relevant resource to nurture the talent of the identified athletes in terms of academic education and sport support. However they were not enough to accommodate the identified athletes.

Financial assistance:

An amount of R100 000 awarded to each of the identified talented athlete per year was relevant and helpful; however insufficient for the Programme to function properly. This was supported by all interviewees (except one programme manager -interviewee number 5) who indicated that an amount of R100 000 though very useful, was not enough to cater all identified needs of the bursary recipients. According to the document on the budget breakdown attached as Appendix 13, programme managers (interviewee numbers 1, 2 and 5), two sport academy managers (interviewee numbers 3 and 18), and parent (interviewee number 24), the biggest portion which was an amount of R53 600 was allocated to academic education support which covered items such as school fees, books, uniform, boarding and anything that had to do with academic education. According to table 6 supported by all interviewees except two parents (interviewee numbers 26 and 29), coach (interviewee number 13) and bursar (interviewee number 30), an amount of R100 000 was used to cater for school fees, school books, uniform, sport attire, equipment, transport fees, pocket money, personal needs and tournament trips.

An amount of R100 000 was also supposed to provide scientific and medical related support service, in order to develop the talent of the athletes and assist them to perform better. According to table 9, the services of the medical practitioner, sport psychologist, sport nutrition, sport physiotherapist, and an expert on drug abuse were not rendered to the athletes.

All interviewees except one (programme manager) indicated that the allocated amount which was an amount of R100 000 was insufficient and was not increased since the inception of the Programme. “We have been offering R100 000 since 2012, we are still offering R100 000, the inflation rate has gone up and the school fees have gone up” said programme manager (interviewee number 2). According to sport academy manager (interviewee number 20) and bursars (interviewee numbers 38, 39 and 41), SRSA should deposit the whole amount of R100 000 to schools upfront so that the school can be able to buy all the required items for the athlete at a discount price and the school should account for the money spent. Sport academy manager (interviewee number 3) stated that an amount of R53 600 should be made available to cover the sport related items in case the allocated money for sport support has been exhausted. In other words the whole amount of R100 000 should be used to cater for both education and sport services without compromising any of the support services. However according to Public Finance Management Act of 1999, that will not be the effective way of financial management.
According to table 9, supported by programme managers (interviewee numbers 1, 2 and 4), sport academy managers (interviewee numbers 3 and 15), coaches (interviewee numbers 6 and 9) and parent (interviewee number 27), coaches were always available to provide coaching support. This means that coaches contributed to enhance the performance of the athletes.

According to the programme managers (interviewee numbers 2 and 5) and the sport academy manager (interviewee number 15), there was a shortage of official staff members at national level, to allow the Programme to function properly. “There is lack of human resources. This Programme requires a lot of work.” said interviewee number 2. The bursary which was the main pillar should be increased to allow other relevant resources such as medical practitioner, physiotherapist, psychologist, sport nutrition, and an expert on drug abuse to be sourced in order to provide medical related scientific services to the athletes. Shortage of manpower at national level should be addressed.

Sport equipment and attire were not enough (see table 6). Even though according to table 11, 56% of the respondents stated that there was enough sport facilities, the issue of sport facilities still need to be addressed. This was supported by coaches (interviewee numbers 14 and 19), sport academy manager (interviewee number 8) and bursar (interviewee number 33) who stated that sport facilities were not enough. The resources were relevant however insufficient to produce activities to let the Programme function properly.

The evaluation question seeks to establish whether or not the Theory of Change is working. According to table 6 supported by all four programme managers and nine sport academy managers, athletes attended school at sport focus schools and were provided with classroom lessons, school fees, school books and school uniform which led them pass from grades 8 to 12. However two parents (interviewee numbers 26 and 29) and coach (interviewee number 9) stated that the bursary did not financially assist the athletes.

The activities such as the provision of medical and fitness assessment, sport physiotherapy sessions, sport psychological sessions, sport nutrition sessions, educational sessions on drug abuse were necessary to enhance the performance of the athlete however they were not rendered to the identified athletes (see table 9). The information was supported by the coaches (interviewee numbers 6, 9 and 11) and parents (interviewee numbers 24, 28 and 29) who stated that the athletes were not provided with scientific and medical related services. According to all four programme managers, seven sport academy managers (interviewee numbers 3, 15, 16, 17, 20 and 22), coaches (interviewee numbers 11, 12, 13 and 14) and bursar (interviewee number 31) scientific and medical related services were rendered to the athletes. However, the evaluator could not find source of evidence to confirm and sup-
Athletes received coaching support (see table 9) which improved their sporting skills and performance. Sport competitions in the form of schools and clubs which ranged from 41 to 57% were organised and took place (see tables 7 and 8) however much more of this activity should continue taking place. Sport competitions improved athletes’ sporting skills as well which led to international participation as three athletes under “other” option, stated that they have already participated internationally (see tables 7 and 8). Sport competitions also contributed to social cohesion because it was found that athletes from disadvantaged schools irrespective of gender, culture, religion and disability who were awarded bursary, took part in sport activities. It also contributed to healthy lifestyle because athletes participated in sport activities.

The activities were necessary however not all of them were sufficient to produce outputs and outcomes.

**Below is figure 4 which demonstrates the code of sport of the respondents.**

**Figure 4: Code of sport of respondents**
Figure 4 reveals that the athletes were nurtured and developed in the following various prioritized codes of sport: basketball, chess, gymnastics, hockey, football (for both women and men), netball, rugby, swimming, tennis, table tennis, volleyball, wheelchair-tennis and wheelchair basketball. It means they were identified at the National School Sport Championships (see table 2 and figure 5). Athletes were nurtured so that they could be able to compete and win in various sport competitions levels.

Sport competitions in the form of school sport (intra, inter, district, provincial and national school sport competitions) and local sport club were organised (see table 7). This was supported by three programme managers (interviewee numbers 1, 2, and 4), all nine sport academy managers (3, 15, 16, 17, 18, 20, 21, 22, 23) and coaches (interviewee numbers 10, 11, 12, 13 and 19). According to table 8 supported by three programme managers, nine sport academy managers and coaches (interviewee numbers 10, 11, 12, 13 and 19), sport competitions also took place. However according to tables 7 and 8, under “other” options, the athletes stated that they took their own initiatives and made their own arrangements to participate in local clubs as the bursary did not fund for that activity. The finding was supported by four programme managers, nine sport academy managers, who stated that sport focus schools worked with sport federations to ensure that sport competition opportunities in the form of tournaments outside school sport competitions took place. Sport academy manager (interviewee number 3) further indicated that there were lots of tournaments that were sponsored. From this finding one may conclude that sport clubs were ran by sport federations and not by the Ministerial Sport Bursary Programme and athletes made their own arrangement to participate in clubs.

Sport competition opportunities improved the athletes’ sporting skills and opened opportunities for the athletes to participate at professional/international level. Some of the athletes have already participated internationally. This was confirmed in tables 7 and 8 under ‘other” options and by all four programme managers, sport academy managers (interviewees number 3, 16 and 18) and coaches (interviewee numbers 6 and 9). “There are some who are doing well and they are invited to participate internationally” Interviewee number 2. Participation in sport competitions contributed to greater sense of social cohesion because athletes who have been awarded bursary irrespective of gender, culture and religion played together as a team. The activities were important but one could not conclude that they were sufficient though there was a good progress.

According to table 9, supported by all four programme managers, sport academy manager (interviewee number 15), coaches (interviewee numbers 6, 7, 8, 9, 10, 11, 12, 13 and 14) and parents (interviewee numbers and 24 and 27), athletes always received coaching support. That will be another contributing factor to make them perform better, become professional sport men/women who will win at international sport competitions. However coaching support alone was not enough. Comprehensive support including scientific and medical related support service was important.

The Theory of Change is working; however provision of extra lessons, sport equipment, attire, facilities, tournament trip fees, pocket money and personal needs were not enough. The athletes benefited differently from the bursary. For example, other athletes were provided with school fees, books, uniform, personal needs and tournament trips, others were provided with school fees, school books and uniform only whereas others received nothing. One may also conclude that there was no consistency in implementing the Programme and there was a lack of proper monitoring system.
Question 3: Is the Programme reaching the intended beneficiaries?

The main question seeks to establish if the Programme was implemented according to its intended objectives and as planned. The sub question focused on whether or not the intended target population (the identified talented athletes) was reached. Table 2 below explains the selection criteria that were met before the identified athletes could be awarded bursary.

Table 2: Single frequency display in terms of selection criteria

<table>
<thead>
<tr>
<th>Identified during NSSC</th>
<th>Rural area school</th>
<th>Town ship area school</th>
<th>Suburb area school</th>
<th>Disability athlete</th>
<th>Tested before</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Yes</td>
<td>54</td>
<td>100%</td>
<td>31</td>
<td>57%</td>
<td>19</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>0%</td>
<td>23</td>
<td>43%</td>
<td>35</td>
</tr>
<tr>
<td>Grand Total</td>
<td>54</td>
<td>100%</td>
<td>54</td>
<td>100%</td>
<td>54</td>
</tr>
</tbody>
</table>

According to table 2 and figure 5, supported by all four programme managers, sport academy managers (interviewee numbers 3, 15, 17, 18, 21 and 22) and parents (interviewee numbers 24, 25, 26, 27, 28, 29, 42 and 43) all the respondents who were awarded bursaries, were identified during the National School Sport Championships. The majority (92% =57% from rural areas + 35% from the township areas) of the respondents who received bursaries were from previously disadvantaged schools. This was supported by all four programme managers, sport academy managers (interviewee numbers 3, 15, 16, 17, 18 and 20), coaches (interviewee numbers 6, 12, 13 and 19), bursars (interviewee numbers 32, 34, 35, 36, 38, 39 and 40), and parents (25, 27 and 43). Seventeen percent (17%) of the respondents who received bursaries were the athletes with disabilities. The statement was supported by four programme managers, sport academy managers (interviewee numbers 3 and 15), bursar (interviewee number 40) who indicated that it was good for the Programme to also consider athletes with disabilities. Sport academy managers (interviewee numbers 3 and 15), bursar (interviewee number 40) further highlighted that the budget allocation...
for the athletes with disabilities should be increased since they are people with special needs. The majority (78%) of the respondents who received bursary had undergone sport scientific testing.

The finding was supported by all four programme managers, parents (interviewee numbers 26, 28, 42 and 43), nine sport academy managers, SRSA, (2015), SRSA, (2017) and the SRSA, (2016) that the identified athlete should meet the criteria before s/he should be awarded the ministerial sport bursary. The minority (22%) of the respondents supported by parents (interviewee numbers 24 and 29) indicated that athletes underwent testing after they have already received the bursary (except one parent - interviewee number 25 who stated that she was not aware whether or not her child undergone scientific testing). It was also interesting to notice that all the respondents who played chess did not undergo testing. One may conclude that it is because is not necessary to test for instance the fitness of the athlete who will be playing chess. However chess player should also receive services such as psychological counseling and education on anti-doping.

The findings show that majority of the athletes met selection criteria before they could be awarded bursaries. The findings were supported by SRSA, (2016) which stated that the athletes should meet the above mentioned criteria before they could be awarded bursaries. The findings also show that the Programme contributes to poverty reduction because it accommodated athletes from previously disadvantaged areas. The above findings showed that the Programme reached the intended target group however there were few identified athletes who did not benefit from the Programme.

Figures 3 and 4 show that the identified athletes, who participated in various prioritized codes of sport, were awarded bursaries and placed in sport focus schools because they had met the selection criteria. It means that the intended target population was reached.

According to figure 6 and table 2, supported by all four interviewed programme managers, nine sport academy managers, the SRSA, (2015) and SRSA, (2017), the intended beneficiaries who were awarded the bursary were the African youth talented athletes (“athlete with potential talent” said interviewee number 2, “athlete who shows exceptional talent” said interview number 15 and were in grades 8 to 12 (see figure 6) whose talent was identified during the National School Sport Championships, coming from rural or township schools (quintile 1-3 schools) and have undergone scientific testing/assessment (see table 2). “In the past they used to identify the athlete during the National School Sport Championship and immediately placed him in a school before he could be tested. Now what is happening is that we take them through the test first, check their fitness and the medical assessment first so that we can assess if it is necessary to invest on this athlete” said interviewee number 1. Two out of nine sport academy managers (interviewee numbers 15 and 21) explained that they were not sure whether or not the athletes were tested before or after they have received bursary fund.

Athletes with disabilities were also considered (see table 2 and figure 5, supported by all interviewed programme managers, sport academy managers (interviewee numbers 3, 17 and 18), coaches (interviewee numbers 6, 8 and 9), bursar (interviewee number 40) and parent (interviewee number...
However, sport academy managers (interviewee numbers 16, 17 and 18) stated that talented athlete irrespective of race benefited from the Programme. The sport academy managers (interviewee numbers 20 and 21) explained that the athletes who benefited from the Programme were the talented athletes irrespective of location who did not make it to the provincial tournaments that happened in winter and summer. According to the sport academy manager (interviewee number 23) and the programme managers (interviewee numbers 1 and 5) the focus was mainly on the “talent” of the athletes. The purpose of the Ministerial Sport Bursary Programme is “to redress where other athletes in the past were disadvantaged and they were not supported”, said programme manager (interviewee number 5).

From the information gathered it shows that the focus of the Programme was more on the talent of the athlete who were from previously disadvantaged areas. However it would be a good idea for relevant stakeholders for example, sport academy managers in this case should be informed the criteria that are used to identify the athlete before s/he can be awarded the bursary.

According to SRSA, (2017), 186 talented athletes who met the selection criteria received the ministerial sport bursary since the inception of the Programme. It is noteworthy that the same athlete may receive financial assistance for the period of five years from grades 8 to 12. The findings show that the targeted group benefited in terms of the Programme coverage.

Below is figure 6 showing the gender profile of the respondents which also demonstrates that the intended beneficiaries were reached.

**Figure 6: Gender profile**

Figure 6, reveals that both females and males participated in sport. It was interesting to note that female participation showed a bit higher percentage (52%) as compared to male (48%).

The findings from figures 6 and 4 correlated with each other which mean that the talent of both females and males were nurtured since they both participated in sport. The finding was supported by all four programme managers, sport academy managers (interviewee numbers 3, 15, 16, 17, 18 and 21), SRSA, (2014) and SRSA and DBE (2011), that every learner irrespective of gender is encouraged to participate in school sport activities. This promotes transformation of sport in South
Africa, which is a constitutional imperative. The intended beneficiaries were reached since both males and females were considered.

Below is table 3 showing the age profile of the respondents which also supports that the intended beneficiaries were reached.

**Table 3: Age profile**

<table>
<thead>
<tr>
<th>Age</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>13</td>
<td>2%</td>
</tr>
<tr>
<td></td>
<td>14</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>15%</td>
</tr>
<tr>
<td></td>
<td>16</td>
<td>21%</td>
</tr>
<tr>
<td></td>
<td>17</td>
<td>27%</td>
</tr>
<tr>
<td></td>
<td>18</td>
<td>24%</td>
</tr>
<tr>
<td></td>
<td>19</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td>21</td>
<td>2%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 3 shows that the identified athletes who met the set criteria and awarded the bursary fund ranged from the ages of 13 to 21. Twenty seven percent (27%) of the respondents who received bursary were 17 years old. Twenty four percent (24%) of the respondents who received bursary were at the age of 18. Table 1 supported by all four interviewed programme managers, all nine sport academy managers, all twelve bursars, SRSA, (2011) and SRSA, (2017) shows that the Programme targeted high school going youth and the intended beneficiaries were reached.

Below is figure 7 showing racial profile of the respondents which also demonstrates that the intended beneficiaries were reached.

**Figure 7: Racial profile**

According to figure 7, supported by all four programme managers, all nine sport academy managers, all twelve bursars and SRSA, and DBE (2011) youth school going Africans were bursary recipients. Programme managers (interviewee numbers 1 and 4) indicated that at first a mistake was committed
to allow rich athletes to benefit from the Programme. The mistake was subsequently rectified.

Below is figure 8 showing the school grade of the respondents which shows that the intended beneficiaries were reached.

**Figure 8: Grade in which the respondents were in**

![Grade distribution chart]

Figure 8 shows that the intended beneficiaries were reached since athletes in grades 8 to 12 who were high school going youth, were targeted.

The findings were supported by age profile (table 2) and all four interviewed programme managers, all nine sport academy managers, all ten coaches and twelve bursars showing that the Programme targeted young high school going athletes.

Below is table 4 showing which period the respondents started to receive the ministerial sport bursary.

**Table 4: Respondents and the period they started to receive the bursary**

<table>
<thead>
<tr>
<th>Period</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>13%</td>
</tr>
<tr>
<td>2013</td>
<td>17%</td>
</tr>
<tr>
<td>2017</td>
<td>17%</td>
</tr>
<tr>
<td>2015</td>
<td>20%</td>
</tr>
<tr>
<td>2014</td>
<td>33%</td>
</tr>
<tr>
<td>Grand Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 4 shows that 33% of the respondents started to receive bursary in 2014, followed by 20% of the respondents who started to receive bursary in 2015. The respondents who started to receive bursary in 2013 and 2017 had similar percentage of 17.

Descriptive statistics in terms of scale variables (age of the respondents and the period they started to receive the bursary)
The discussion below shows the descriptive statistics in terms of age and the period the respondents started to receive the bursary. It also shows that the intended target population was reached.

**Table 5: Descriptive statistics in terms of age and period the respondents started to receive the bursary**

<table>
<thead>
<tr>
<th>Descriptive</th>
<th>Age</th>
<th>Period of receiving bursary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mode</td>
<td>16</td>
<td>2015</td>
</tr>
<tr>
<td>Median</td>
<td>16</td>
<td>2015</td>
</tr>
<tr>
<td>Mean</td>
<td>16</td>
<td>2015</td>
</tr>
</tbody>
</table>

According to table 5, the mode (the most frequently occurring score), the median (middle number) and the mean (average) in terms of age of the respondents, was 16 and that was the high school going age. The respondents who were 16 years of age, started to receive the ministerial sport bursary in 2015. This indicates that the target group was reached.

**Single frequency display**

Below is the discussion on the single frequency display with regards to the provision of support services

**Question 4: Were the Programme activities accomplished?**

The emphasis on this question was to establish if the activities of the Programme were accomplished. In other words the question also seeks to establish whether or not the Programme was implemented as planned. The table below explains the support services that were rendered to the athletes.

**Table 6: Single frequency display in terms of support services**

<table>
<thead>
<tr>
<th>School fees</th>
<th>School books</th>
<th>School uniforms</th>
<th>Classroom renewables</th>
<th>Extra renewables</th>
<th>Attire</th>
<th>Equipment</th>
<th>Transport fees</th>
<th>Personal needs</th>
<th>Pocket money</th>
<th>Tour trips</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Always</td>
<td>44</td>
<td>81.3%</td>
<td>44</td>
<td>74%</td>
<td>56</td>
<td>63%</td>
<td>54</td>
<td>100%</td>
<td>18</td>
<td>33%</td>
</tr>
<tr>
<td>Often</td>
<td>2</td>
<td>3.8%</td>
<td>1</td>
<td>1.6%</td>
<td>2</td>
<td>3.8%</td>
<td>0</td>
<td>0%</td>
<td>4</td>
<td>7%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>2</td>
<td>2.8%</td>
<td>4</td>
<td>6.7%</td>
<td>2</td>
<td>2.3%</td>
<td>8</td>
<td>16%</td>
<td>7</td>
<td>13%</td>
</tr>
<tr>
<td>Rare</td>
<td>6</td>
<td>10%</td>
<td>5</td>
<td>8.3%</td>
<td>5</td>
<td>9%</td>
<td>0</td>
<td>0%</td>
<td>3</td>
<td>6%</td>
</tr>
<tr>
<td>Overall</td>
<td>54</td>
<td>100%</td>
<td>54</td>
<td>100%</td>
<td>54</td>
<td>100%</td>
<td>54</td>
<td>100%</td>
<td>54</td>
<td>100%</td>
</tr>
</tbody>
</table>

Note: More than one option was selected

The "other" option was answered as follows:
<table>
<thead>
<tr>
<th></th>
<th>Other</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>I need extra lessons for Maths</td>
<td>2</td>
<td>100%</td>
<td>20%</td>
</tr>
<tr>
<td>I need extra lessons for isiZulu</td>
<td>1</td>
<td>100%</td>
<td>10%</td>
</tr>
<tr>
<td>I need extra lessons for Life Science</td>
<td>2</td>
<td>100%</td>
<td>20%</td>
</tr>
<tr>
<td>I need extra lessons for Maths and Afrikaans</td>
<td>1</td>
<td>100%</td>
<td>10%</td>
</tr>
<tr>
<td>I need extra lessons for Maths and Business</td>
<td>1</td>
<td>100%</td>
<td>10%</td>
</tr>
<tr>
<td>I need extra lessons for Maths and CAT</td>
<td>1</td>
<td>100%</td>
<td>10%</td>
</tr>
<tr>
<td>My parents buy and claim coach buys me attire</td>
<td>1</td>
<td>100%</td>
<td>10%</td>
</tr>
<tr>
<td>I am using old equipment not in good condition</td>
<td>1</td>
<td>100%</td>
<td>10%</td>
</tr>
<tr>
<td>Grand Total</td>
<td>10</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

Table 6 shows that athletes enrolled and attended school at sport focus schools (see figure 3) and they were provided with school books and uniform. The provision of academic education was accomplished however the provision of extra classes was not enough (see table 6).

According to table 6, the majority of the respondents were always provided with school fees, school books, school uniform and all of them received classroom lessons. It also shows that the provision of personal needs, transport fees, pocket money and tournament fees was lesser as compared to provisions with regards to academic education support. The finding was supported by parent (interviewee number 24, 25, 27, 29, 42 and 43), sport academy managers (interviewee numbers 3 and 22) and coach/teacher (interviewee number 10) who stated that academic education support was given priority over sport support.

According to all four programme managers, eight sport academy managers (interviewee numbers 3, 15, 16, 17, 18, 20, 21 and 23), coach (interviewee number 13), bursar (interviewee numbers 30), parent (interviewee number 43) supported by the document on ministerial sport bursary breakdown of budget allocation (Appendix 13), athletes were always provided with school fees, school books, school uniform, class room lessons, transport fees, pocket money, transport fees and tournament tours. Four programme managers, coaches (interviewee numbers 8, 13 and 14), nine sport academy managers, bursar (interviewee number 31) and parents (interviewee numbers 24 and 25), indicated that the bursary catered for both academic and sport support services. “The Department is investing in kids”, said coach (interviewee number 14). “The bursary from where I am sitting pays for everything” said sport academy manager (interviewee number 17). “So far no one from the two schools has ever complained to the academy that the money from SRSA did not come through, we therefore assume that all is well with regards to payment” said academy sport manager (interviewee number 21). Parents (interviewee numbers 27 and 28) stated that the bursary catered for the school fees, books and school uniform only.
The athletes who stated that they have not received any financial assistance ranged from 17 to 26% were supported by parents (interviewee numbers 26 and 29) and coach (interviewee number 9). From the information gathered, one may conclude that other athletes did not benefit from the Programme even though they met the set criteria.

Parent (interviewee number 29) further explained that she was told to buy and claim at a later stage however she was never paid her money back since her child was identified as one of the athletes who should be awarded bursary, three years back. The coach (interviewee number 9) mentioned that one mother spent social assistance grant to pay for her child (athlete)'s academic and sport support services, since 2012 till to date. Parent (interviewee numbers 27) stated that the bursary catered for school fees and tournament trips whereas interviewee number 28 indicated that the bursary did not cater for transport fee, entrance fee and private coaching fee. One may also conclude that athletes did not benefit equally from the bursary however it should be noted that the objective of the Programme is not to cater for entrance fee and private coaching. One may conclude that the operation of the Programme was not well understood by all relevant stakeholders.

The parents (interviewee numbers 24, 25, 27, 28, 30, 31 and 42) stated that the bursary did not cater for transport, pocket money and personal needs. “Pocket money we must provide because she travels too much, she is SA player, represents SA hockey and the bursary is not enough”, said interviewee number 24. The statement was supported by the bursar (interviewee number 30), sport academy managers (interviewee numbers 3 and 20) who indicated that here include an amount of R100 000 should be made available to cater all the needs of the athletes especially to the highly talented athletes who travel a lot. They suggested that the budget allocated for academic education should be made available to even cater for sport activities since the money allocated for sport activities runs short during the course of the year. “Right now we have somebody who is very talented, she needs more funding but she cannot get more funding and we have athlete who is not talented who has all the funds available to her which she is not spending and she is not in the hostel anymore”, said interviewee number 30.

Parent (interviewee number 24) and sport academy manager (interviewee number 22) indicated that they were not sure what the bursary was catering for. From the information gathered one may conclude that the relevant stakeholders did not have information on how the ministerial sport bursary operate. One may also conclude that the athletes did not benefit equally. For example according to the information collected, some parents mentioned that athletes were provided with school fees and school uniform only, others stated that athletes lacked attire, pocket money and personnel needs, others stated that athletes lacked sport equipment and others stated that athletes were provided with both academic education support and others stated that the athletes received nothing. It means the activities were not entirely accomplished.
According to table 6, only 33% of the respondents received extra lessons. It means the provision of extra lessons was not enough. This was supported by information provided under “other” option, the parents (interviewee numbers 24, 25 and 26), bursar (interviewee number 36) and sport academy managers (interviewee numbers 3 and 20) who stated that the provision of extra classes was not enough. Sport academy manager (interviewee number 3) also indicated that it was important to provide extra lessons to the athletes who came from rural school, whose performance was at average and suddenly mixed with athletes who performed very well.

Athletes needed extra lessons especially with regards to Mathematics. “We need to bridge the gap by providing extra lessons to the athlete who is doing badly in terms of academic education but doing well in sport” said sport academy manager (interviewee number 3) supported by sport academy (interviewee number 20) and parent (interviewee number 25). Interview number 42 indicated that her child excelled in sport as compared to academic education because she liked sport. Interviewee numbers 24 and 25 indicated that it became difficult for their children to attend extra classes due to the busy schedule with regards to sport activities. According to interviewee number 25, the athlete struggled with Mathematics, Business and History however she could not attend extra classes since time to attend extra classes and sport activities clashed. According to the parent (interviewee number 29), her child struggled academically however she was not provided with extra classes. Parents (interviewee numbers 25, 27, 29 and 43) stated that the athlete’s performance in class was not good. According to interviewee number 43, her child’s performance in class was not good because he had not yet adjusted to the new school environment.

Parents (interviewee numbers 26 and 28) and coach (interviewee number 13) indicated that athlete’s performance in class was good however the athletes should still be provided with extra classes whenever necessary. “She is even the deputy head girl however I feel my child needs extra classes in Mathematics and CAT”, said interviewee number 26. According to the parents (interviewee numbers 24 and 42) athlete’s performance in class was average. According to the bursars (interviewee numbers 31, 36 and 41), extra lessons were provided to the athlete. “There are compulsory extra lessons especially with regards to Mathematics, Mathematics Literacy and Life Science” said interviewee number 41.

The coaches (interviewee numbers 12, 13 and 14) and sport academy manager (interviewee number 15) indicated that the athlete received sport equipment and attire. “I can safely say these athletes are well looked after in terms of the provision of sport related material”, said interviewee number 13. The coach (interviewee number 6) who was coached tennis-wheel chair and parent (interviewee number 26) stated that athletes received equipment from the federations however it was not enough. “A specific tennis wheel-chair is in excess of R50 000, it’s expensive” said the coach (interviewee number 6). Parent (interviewee number 26) stated that her child/athlete did not have wheelchair basketball. According to table 6 supported by coaches (interviewee numbers 6, 8, 9, 10 and 11), parents (interviewee numbers 26, 27 and 28) and bursar (interviewee number 33), the provision of sport equipment was not enough. This was supported by sport academy manager (interviewee number 3) bursar (interviewee number 30) and parent (interviewee number 24), who
stated that the fund allocated to sport related activities was not enough especially for a highly talented athlete who travels a lot.

The coaches (interviewee numbers 7, 8, 9 and 10 who was also a teacher) indicated that athletes had never received sport equipment and attire and they further explained that a lack of equipment and facilities made it difficult to offer good training to the athletes which affected the performance of the team. Interviewee numbers 8, 9 and 27 indicated that athletes did not have enough sport attire. “Sport attire is not enough for example; the bursary was used to buy a pair of takkies for the athlete and not the whole sport attire”, said parent (interviewee number 27). Coach (interviewee number 9) stated that sport federation bought them sport attire and claimed the money from the bursary. Parent (interviewee number 26) mentioned that her child got sport attire from the sponsorship.

Sport academy manager (interviewee numbers 8) and bursar (interviewee number 33) stated that athletes did not have their own sport facility, they used the nearby facility.

Parent (interviewee number 43), bursars (interviewee number 33, 38, and 41), coach (interviewee number 6) and sport academy managers (interviewee numbers 20 and 22) stated that they were not happy with the method of payment and the administration of the bursary fund because it commanded the school to pay for the athletes and invoice SRSA. If the school delays in processing claims, then it means in the meantime, it becomes the parent’s responsibility to ensure that the athlete gets for example, pocket money to go to school which becomes difficult for the parents who are facing financial problems. “Until today, we have not received money for pocket and transport fees”, said parent (interviewee number 43).

Figure 9: Cross tabulation of gender versus personal needs
Of the 54 athletes surveyed, 53% of female athletes reported that they were always provided with personal needs as compared to 47% of male athletes. The finding was supported by the bursar (interviewee number 39), who stated that female athletes should be provided with more personal needs as compared to male athletes. One may conclude that female athletes needed more personal needs as compared to male athletes.

**Figure 10: Comparison of age and extra lessons**

The seventeen respondents who never received extra lessons and the four respondents, who often received extra lessons, had an average age of 16. The three respondents, who seldom received extra lessons, the twelve respondents who sometimes received extra lessons and the seventeen respondents, who always received extra lessons, had an average age of 17. The findings revealed that even if extra lessons had been introduced, they should continue and be given a priority. The findings revealed that the Programme activities were not entirely accomplished.

The Programme activities were accomplished in terms of the provision of: school fees, school books, school uniform, transport fees, pocket money, transport fees, tournament tours, classroom lessons and coaching support. However, the provision of extra lessons, sport equipment, sport attire and sport facilities were not enough. One may conclude that the Programme activities were not entirely accomplished.

According to the bursars (interviewee numbers 30, 31, 34, 35, 36, 37, 40 and 41), SRSA paid bursary claims on time however bursars (interviewees 33, 38 and 39) and the parent (interviewee number 43) disagreed with the statement. According to bursars (interviewee numbers 30, 31, 32, 33, 34, 35, 36, 38, 39, 40 and 41), the school signed Service Level Agreement (SLA) with SRSA except interviewee number 37 who indicated that the school made use of the breakdown document that SRSA, has sent them which stipulated what needed to be done with the bursary. “There has never been an agreement” said interviewee number 37.

Below is the discussion showing the sport competitions opportunities which started with sport organisations prior to sport competitions.
Table 7: Frequency display in terms of sport competition organisations

<table>
<thead>
<tr>
<th></th>
<th>Intra school organised</th>
<th>Inter school organised</th>
<th>District school organised</th>
<th>Provincial school organised</th>
<th>National school organised</th>
<th>Local club organised</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Always</td>
<td>23</td>
<td>43%</td>
<td>23</td>
<td>43%</td>
<td>22</td>
<td>41%</td>
</tr>
<tr>
<td>Often</td>
<td>5</td>
<td>9%</td>
<td>5</td>
<td>9%</td>
<td>6</td>
<td>11%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>9</td>
<td>17%</td>
<td>16</td>
<td>30%</td>
<td>10</td>
<td>19%</td>
</tr>
<tr>
<td>Seldom</td>
<td>2</td>
<td>4%</td>
<td>1</td>
<td>2%</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>Never</td>
<td>15</td>
<td>28%</td>
<td>9</td>
<td>17%</td>
<td>15</td>
<td>28%</td>
</tr>
<tr>
<td>Grand Total</td>
<td>54</td>
<td>100%</td>
<td>54</td>
<td>100%</td>
<td>54</td>
<td>100%</td>
</tr>
</tbody>
</table>

Note: More than one option was selected

The “other” option was answered as follows:

<table>
<thead>
<tr>
<th></th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
</tr>
<tr>
<td>I take initiative to participate in local club</td>
<td>6</td>
</tr>
<tr>
<td>Participated internationally</td>
<td>3</td>
</tr>
<tr>
<td>Grand Total</td>
<td>9</td>
</tr>
</tbody>
</table>

According to table 7, the respondents who always indicated that school sport competitions were organised ranged from 39% to 46%. Thirty seven percent (37%) of the respondents stated that club sport competition was organised. It means sport competitions organised at both school and club levels were below 50%. It also means that sport competitions at both schools and clubs should continue to be organised. Two programme managers (interviewee numbers 1 and 2), five sport academy managers (3, 15, 16, 20 and 21), coaches (interviewee numbers 10, 11, 12, 13 and 19) and SRSA (2014) stated that schools and sport federations were involved to ensure that teams were prepared to allow sport competitions to take place as a way of exposing the talent of the athletes. “The school selects a team; they need to know what the age group is”, said sport academy manager (interviewee number 3). Under “other” option on table 7, respondents explained that they took their own initiative to participate in club competitions.

According to the findings, one may conclude that more sport competition organisations/preparation of teams should continue at both school and club levels. The Programme activities were not entirely accomplished.
Table 8: Frequency display in terms of how often sport competitions took place

<table>
<thead>
<tr>
<th></th>
<th>Intra school sport competition</th>
<th>Inter school sport competition</th>
<th>District school sport competition</th>
<th>Provincial school sport competition</th>
<th>National school sport competition</th>
<th>Local club sport competition</th>
</tr>
</thead>
<tbody>
<tr>
<td>N %</td>
<td>N %</td>
<td>N %</td>
<td>N %</td>
<td>N %</td>
<td>N %</td>
<td>N %</td>
</tr>
<tr>
<td>Always</td>
<td>26 48%</td>
<td>26 48%</td>
<td>26 48%</td>
<td>31 57%</td>
<td>25 46%</td>
<td>22 41%</td>
</tr>
<tr>
<td>Often</td>
<td>3 6%</td>
<td>3 6%</td>
<td>3 6%</td>
<td>3 6%</td>
<td>3 6%</td>
<td>3 6%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>7 13%</td>
<td>13 24%</td>
<td>9 17%</td>
<td>8 15%</td>
<td>9 17%</td>
<td>11 20%</td>
</tr>
<tr>
<td>Seldom</td>
<td>2 4%</td>
<td>1 2%</td>
<td>1 2%</td>
<td>0 0%</td>
<td>0 0%</td>
<td>1 2%</td>
</tr>
<tr>
<td>Never</td>
<td>16 30%</td>
<td>11 20%</td>
<td>15 28%</td>
<td>12 22%</td>
<td>16 30%</td>
<td>17 31%</td>
</tr>
<tr>
<td>Grand Total</td>
<td>54 100%</td>
<td>54 100%</td>
<td>54 100%</td>
<td>54 100%</td>
<td>54 100%</td>
<td>54 100%</td>
</tr>
</tbody>
</table>

Note: More than one option was selected.

The “other” option was answered as follows:

<table>
<thead>
<tr>
<th>Other</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>I take initiative to participate in local club</td>
<td>6</td>
<td>67%</td>
</tr>
<tr>
<td>Participated internationally</td>
<td>3</td>
<td>33%</td>
</tr>
<tr>
<td>Grand Total</td>
<td>9</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 8 reveal a trend of the respondents who always participated in school sport competitions (intra-school sport, inter-school sport, district school sport, provincial school sport and national school sport competitions) which ranged from 46% to 57%. The statement was supported by two programme managers (interviewee numbers 1 and 2), all nine sport academy managers, coaches (interviewee numbers 10 and 11 who were also a teachers, 12, 13 and 14), parents (interviewee numbers 24, 25, 27 and 42), bursar (interviewee number 31), SRSA (2014) and SRSA and DBE, (2011) that it is important for the athlete to participate in school sport competitions. “Athletes participate in everything, it can be intra-, inter, district...” interviewee number 1. The interviewed: programme managers (interviewee numbers 1, 2, and 4), sport academy manager (interviewee number 3), coaches (interviewee numbers 6, 7, 10, 11, 12, 13, 14 and 19) and parents (interviewee numbers 26 and 28) explained that the athlete can participate at a particular sport competition level depending on the talent or a particular code of sport. In other words the athlete could skip level (s) and compete at another higher school sport competition level and at a club sport competition at the same time.

Forty one percent (41%) of the respondents supported by two programme managers (interviewee numbers 4 and 5), coaches (interviewee numbers 8 and 9) and parents (interviewee numbers 24, 27, 29 and 42) athletes participated in local club competitions. The coach (interviewee number 7) and bursar (interviewee number 31), stated that athletes did not participate in clubs. According to all four programme managers, sport academy managers (interviewee numbers 3, 15, 16 and 20), sport federations provided tournament competitions to athletes.
Under “other” option of table 8, 67% of the respondents stated that they were the ones who took initiative to participate in sport clubs. The statement was supported by the coach (interviewee number 9) who stated that the Ministerial Sport Bursary Programme did not fund sport club competitions. All four programme managers, five sport academy managers (interviewee numbers 3, 15, 16, 20 and 21,) and coaches (interviewee numbers 10, 11, 12, 13 and 19), indicated that it was the responsibility of sport federations to run clubs. The sport academy managers (interviewee numbers 17, 22 and 23) mentioned that they were not sure if athletes also participated in clubs.

The dates of games will not clash because schools and sport federations follow sport competition calendar. “They hardly clash” interviewee number 3. Sport academy managers (interviewee numbers 3, 15, 16 and 20), coaches (interviewee numbers 6, 8 and 11) and parent (interviewee number 42) indicated that school sport competitions took place during the week and club sport competitions took place during weekends. Programme managers (interviewee number 1 and 2), sport academy managers (interviewee numbers 3, 16 and 20) the coach (interviewee number 6) and bursar (interviewee number 31) also indicated that the school sport competitions took place in three seasons namely; autumn, winter and summer games and federations were also involved more especially at the sport club level.

Sport academy manager (interviewee number 3) further indicated that some of the sport federations made use of the school sport championships to identify the talented athletes and put them in their next club sport tournaments. “The aim is to make the talented athlete to become an international athlete”, said programme manager (interviewee number 1). Under “other” option, three respondents supported by sport academy managers (interviewee numbers 16 and 18), coaches (interviewee number 6 and 9) stated that they have already participated internationally. Interviewee number 24 mentioned that her child (athlete) represents South Africa in terms of hockey sport.

Even though it was explained that depending on the athlete’s talent s/he can be promoted to participate in another school sport competition level and/or participate in school and club sport competitions at the same time, the findings revealed that more sport competitions should take place starting from intra-school sport till to club sport competitions. In other words even though it was found that the athletes were exposed to sport competition opportunities, much more with regards to exposure to sport competitions should be done. The activities were not entirely accomplished.
Table 9: Single frequency in terms of medical related scientific services including coaching support

<table>
<thead>
<tr>
<th></th>
<th>Medical assessment</th>
<th>Physiotherapy session</th>
<th>Psychology session</th>
<th>Sport nutrition education</th>
<th>Education on drug abuse</th>
<th>Coaching support</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Always</strong></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>2</td>
<td>4%</td>
<td>5</td>
<td>9%</td>
<td>4</td>
<td>7%</td>
<td>5</td>
</tr>
<tr>
<td><strong>Often</strong></td>
<td>2</td>
<td>4%</td>
<td>4</td>
<td>6%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Sometimes</strong></td>
<td>3</td>
<td>6%</td>
<td>3</td>
<td>6%</td>
<td>2</td>
<td>4%</td>
</tr>
<tr>
<td><strong>Seldom</strong></td>
<td>4</td>
<td>7%</td>
<td>2</td>
<td>4%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Never</strong></td>
<td>41</td>
<td>76%</td>
<td>42</td>
<td>78%</td>
<td>48</td>
<td>89%</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td>54</td>
<td>100%</td>
<td>54</td>
<td>100%</td>
<td>54</td>
<td>100%</td>
</tr>
</tbody>
</table>

Note: More than one option was selected

According to table 9, coaches were always available to provide support to the athletes. The information was supported by all four programme managers, coaches (interviewee numbers 6 and 9), sport academy managers (interviewee numbers 3 and 15) and parent (interviewee numbers 27), that coaches provided coaching support to the athletes. Coaches (interviewee numbers 6 and 9), further explained that their support was also in the form of warm-ups, which were done twice to thrice per week. Coaches (interviewee numbers 10, 11, 13 and 19) and parent (interviewee numbers 24) stated that coaches provided athletes with fitness training. Coaches (interviewee numbers 11, 12, 13 and 14) mentioned that they provided technical and tactical training to athletes which occurred on regular basis (for example five times per week). The statement was supported by the coaches (interviewee numbers 6, 7, 11, 12, 13, 14 and 19) who stated that athletes got enough sport training opportunities and time to practice.

Coaches (interviewee numbers 7, 8 and 14) stated that coaches provided athletes with basic training. Interviewee number 7 further indicated that basic training was followed by master training that helped the athlete to perform better including at the international level. Coach (interviewee number 8) mentioned that he wanted to provide intensive training to give athletes individual attention; however he could not do that because the school did not have money to pay coaches for those extra hours. According to coaches (interviewee numbers 8 and 9), coaches did not get paid from the bursary. Coaches (interviewee numbers 6 and 8) said that the bursary did not cater for coaching fee. It should be noted that the Programme does not cater for coaching fee and coach trainings. This shows that the purpose of the Programme was not well understood, in this case, by the coaches.

Coach (interviewee number 8) indicated that lack of training opportunities was due to unavailability of funds and time to allow coaches to provide extra training and give athletes individual attention. Coach/teacher (interviewee number 10) and sport academy manager (interviewee number 22) stated that proper training opportunities were not offered due to academic education (for example extra lessons) support which were given a priority over sport.
Table 9 shows that 9% of respondents supported by sport academy manager (interviewee number 18) and parent (interviewee number 26) stated that athletes did not get coaching support. “The learner who was in Bethal did not have a coach and as a result didn’t play for the whole year”, said sport academy manager (interviewee number 18).

Sport academy managers (interviewee numbers 15, 17 and 18) and coach/teacher (interviewee number 11) explained that coaches received technical training programmes from sport federations however they did not involve education on scientific and medical related programmes. The statement was supported by coaches (interviewee numbers 7, 9, 11, 12 and 19) who stated that they received coaching training which did not include training on scientific and medical related services. Coach (interviewee number 8) stated that he had basic knowledge on sport nutrition while coach (interviewee number 6) indicated that he had basic knowledge of scientific and medical related support services. Coaches (interviewee numbers, 6, 7, 8, 9, 11, 12, 13, 14 and 19) supported by programme managers, sport academy managers, parent (interviewee number 24) mentioned that they had coaching qualifications. Sport focus schools made use of qualified coaches.

The coaches (interviewee numbers 13 and 14) stated that coaches also developed other coaches. “I personally give workshops at Limpopo province on behalf of South African Sports Confederation and Olympic Committee (SASCOC)” said coach (interviewee number 13). Coach (interviewee number 6) stated that he took the initiatives to attend coaching training workshops and paid from his pocket. “I have to pay for my own training in order to be qualified as a professional coach, I do not claim through the bursary schemes because I don’t know whether or not to claim”, said interviewee number 6. Coach (interviewee number 14) explained that he received on-the-job training workshops every year whereas coaches (interviewee numbers 9 and 10) stated that they did not receive that. Coach (interviewee number 9) indicated that he had since received coaching training workshop during 2006 and 2012 which did not include education on scientific and medical related services.

Sport academy managers (interviewee numbers 17, 18, 21 and 22) mentioned that his role was to respond to whatever scientific and medical related support services that might be needed including transporting athletes to the medical doctors. Sport academy manager (interviewee number 20) stated that his role was to ensure that there was partnership between sport science, sport focus school and the sport academy manager. Sport academy manager (interviewee number 16) stated that his role was to buy laptops and load monitoring template which was used to report progress made by each sport focus school. According to the sport academy managers (interviewee numbers 15 and 23) sport academy managers did not play any role in as far as scientific and medical related services are concerned. From the information gathered, one may conclude that the role of the sport academy manager has to do with linking the athlete with scientific and medical related services however it seems as if roles are not well understood in the same way by all sport academy managers. More role clarification is needed.
Table 9 supported by the coaches (interviewee numbers 6, 9 and 11) and parents (interviewee numbers 24, 28 and 29) revealed that the respondents were not provided with the following scientific support services: medical and fitness assessments, sport physiotherapy sessions, sport psychology sessions, sport nutrition sessions and education on substance and drug abuse. According to the coaches (interviewee numbers 8, 9 and 19) and parents (interviewee numbers 26 and 28), athletes did not receive scientific and medical related support services except injury treatment which was managed by the coach.

Coach (interviewee number 10) mentioned that athletes received only education on drugs conducted by the social worker. Parent (interviewee number 43) stated that the athletes did not receive psychological assistance. Coach (interviewee number 7) mentioned that scientific and medical support services except nutrition and education on anti-doping were not needed to the athlete who participated in chess. According to sport academy manager (interviewee numbers 16, ) lots of sport focus schools have high performance centers where medical scientific services such as physiotherapy, biokinetics, fitness sessions, education on drug free sport, nutrition were conducted and he further stated that they were conducted by sport academy managers.

Lack of medical related scientific support services might affect the performance of the athletes. Sport academy manager (interviewee number 22) explained that even if the athletes were provided with scientific and medical related support, they were not willing to go for training; they would indicate that they were busy with academic education activities. He (interviewee number 22) explained that one day he delivered athletes three bags of track suites, golf shirts to them and they were in the office for four months without being collected. Sport academy manager (interviewee number 21) and the parents (interviewee numbers 25 and 42) indicated that they were not sure if athletes received medical support services.

Programme activities were not accomplished in as far as scientific and medical related support services were concerned. Sport academy manager (interviewee number 15) mentioned that National Training Centers did not provide provinces feedback/results after they had assessed the athletes.

Below is the discussion on the strengths and weaknesses of the Programme which showed what was good about the Programme and what can be done to improve the implementation of the Programme. Table 9 shows the strengths of the Programme.
Question 5: What are the strengths and the weaknesses of the Programme?

The question focuses on the strengths and the weaknesses of the Programme as a way of establishing if the Programme was implemented as planned.

Table 10: What do you like about the bursary Programme?

<table>
<thead>
<tr>
<th></th>
<th>Bursary assists with academic education</th>
<th>Bursary provides school sport competition opportunities</th>
<th>Bursary provides local club competition opportunities</th>
<th>Bursary provides medical services</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Yes</td>
<td>51</td>
<td>94%</td>
<td>49</td>
<td>91%</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
<td>6%</td>
<td>5</td>
<td>9%</td>
</tr>
<tr>
<td>Grand Total</td>
<td>54</td>
<td>100%</td>
<td>54</td>
<td>100%</td>
</tr>
</tbody>
</table>

Note: More than one option was selected

The “other” option was answered as follows:

<table>
<thead>
<tr>
<th>Other</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>I take initiative to participate in local club</td>
<td>9</td>
<td>100%</td>
</tr>
<tr>
<td>Grand Total</td>
<td>9</td>
<td>100%</td>
</tr>
</tbody>
</table>

Figure 11: What do you like about the Programme?

According to table 10 and/or figure 11, supported by all interviewees (except coach-interviewee number 9, parents-interviewee numbers 26, 27 and 29), the strengths of the Programme were that it provided athletes with academic education support, though the provision of extra classes was not enough (see table 6). All the respondents stated that they were always taught in a classroom setup (see table 6). Athletes were provided with school fees, books, uniform and personal needs (see table 6).
Do you believe it takes a nation to raise a child?

RAISE YOUR HAND
Table 10 and figure 11 supported by tables 7 and 8, athletes were also exposed to sport competition opportunities, though much still needs to be done. According to the respondents supported by programme managers, sport academy managers (interviewee numbers 16 and 18), coaches (interviewee number 6, 8 and 11) and parent (interviewee number 42), some of the athletes have started to compete internationally. That shows that the activities are producing outcomes.

Participants (interviewee numbers 1, 2, 3, 4, 5, 6, 8, 15 and 16) considered the Programme as one of the poverty alleviation programmes which also contributes to transformation because it awards the disadvantaged athletes bursaries. “It contributes to the issue of transformation because in the past the talented athletes were disadvantaged, they never got opportunities to compete” said programme manager (interviewee number 5). “It lessens the financial burden from the parents”, said programme manager (interviewee number 2). Bursar (interviewee number 32) thanked SRSA to allow the bursary to continue to support the athlete who fell pregnant but managed to come back to school to proceed with her studies. This matter should be treated with care and family planning should be encouraged to avoid unplanned pregnancies.

From the information gathered one may conclude that the Ministerial Sport Bursary Programme is a good initiative as it developed the disadvantaged athletes in terms of academic and sport. However it still needs to be improved in some certain areas.

Table 11 below demonstrates the weaknesses of the Programme.

**Question 3: What are the weaknesses of the bursary Programme?**

**Table 11: Single frequency display in terms of Programme weaknesses**

<table>
<thead>
<tr>
<th>Weakness</th>
<th>Yes</th>
<th>11%</th>
<th>No</th>
<th>89%</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of learning material</td>
<td>6</td>
<td>11%</td>
<td>48</td>
<td>89%</td>
<td>54</td>
</tr>
<tr>
<td>Lack of coaches</td>
<td>20</td>
<td>37%</td>
<td>34</td>
<td>63%</td>
<td>54</td>
</tr>
<tr>
<td>Lack of equipment</td>
<td>33</td>
<td>61%</td>
<td>21</td>
<td>39%</td>
<td>54</td>
</tr>
<tr>
<td>Lack of facilities</td>
<td>24</td>
<td>44%</td>
<td>30</td>
<td>56%</td>
<td>54</td>
</tr>
<tr>
<td>Lack of school staff support</td>
<td>14</td>
<td>26%</td>
<td>40</td>
<td>74%</td>
<td>54</td>
</tr>
<tr>
<td>Lack of parental support</td>
<td>14</td>
<td>26%</td>
<td>41</td>
<td>76%</td>
<td>54</td>
</tr>
<tr>
<td>Lack of sport competition</td>
<td>13</td>
<td>24%</td>
<td>33</td>
<td>61%</td>
<td>54</td>
</tr>
<tr>
<td>opportunities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>54</td>
</tr>
<tr>
<td>Lack of medical services</td>
<td>21</td>
<td>39%</td>
<td>46</td>
<td>85%</td>
<td>54</td>
</tr>
</tbody>
</table>

Note: More than one option was selected.
Figure 12: Respondents who selected “yes” for each variable with regards to Programme weaknesses

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coach swears at me</td>
<td>1</td>
<td>25%</td>
</tr>
<tr>
<td>Lack of coaches in rural area</td>
<td>1</td>
<td>25%</td>
</tr>
<tr>
<td>Lack of communication between athlete and school about bursary</td>
<td>1</td>
<td>25%</td>
</tr>
<tr>
<td>R100 000 not enough</td>
<td>1</td>
<td>25%</td>
</tr>
<tr>
<td>Grand Total</td>
<td>4</td>
<td>100%</td>
</tr>
</tbody>
</table>

According to table 11 and figure 12, 85% of the respondents supported by coaches (interviewee numbers 6, 9 and 11) and parents (interviewee numbers 24, 28 and 29), athletes were not provided with scientific and medical related services. The non-provision of scientific and medical services was emphasised in table 10. Table 11 and figure 12 show that 61% of the respondents supported by coaches (interviewee numbers 6, 8, 10 and 11) parents (interviewee numbers, 26 and 28) and bursar (interviewee number 33) lacked sport equipment. 44% of the respondents indicated that they lacked sport facilities. The statement was supported by interviewee numbers 8 and 33 who indicated that athletes did not have sport facilities of their own. Coaches (interviewee numbers 8 and 13), indicated that sport facilities were of poor conditions. Interviewee numbers 8, 9 and 27 indicated that athletes did not have enough sport attire.
According to table 11, supported by table 8, sport competition opportunities needed to continue happening since 61% of the respondents mentioned that they needed to be exposed to such opportunities. One may conclude that though according to table 8, there was good coaching support; it means coaching support should continue since it is one of the important activities to enhance the performance of the athlete.

Thirty seven percent (37%) of the respondents supported by programme manager (interviewee number 5) and bursar (interviewee number 35) indicated that there was a lack of coaches. Under “other” option, of table 10, it was indicated that there was a lack of coaches in rural areas and another respondent stated that a coach was vulgar towards her.

Twenty four percent (24%) of the respondents supported by coach (interviewee number 9) and bursars (interviewee numbers 32, 35, 37 and 38) stated that athletes lacked parental support (moral support) while interviewee numbers 36, 39, 40 and 41 indicated that parents were supportive. It should be noted that it will not be easy for parents and staff to go and watch athletes while participating in sport activities. Interviewee number 41 stated that there was no High Performance Center in Johannesburg area and it became a problem to use the one located at the University of Pretoria.

According to interviewee number 3, the athletes might be placed incorrectly in a sport focus school because of late application and admission. For example an athlete using Sepedi as a vernacular language might be admitted at a sport focus school where isiTsonga is used, making it difficult for that athlete to adapt. Sport academy managers (interviewee numbers 17 and 20), the bursar (interviewee number 36), coach (interviewee number 12) and parent (interviewee number 43), supported interviewee number 3 and indicated that it became difficult for the athlete to adapt in a new environment. Bursar (interviewee number 35) indicated that some of the athletes were placed in a sport focus school where the sporting code was not offered. “There is no Volleyball and Basketball here at school. We don’t even have facilities for that and therefore the children can’t be trained on that, they are just here for academic support”, said interviewee number 35.

According to sport academy managers (interviewee numbers 3, 16, 17, 21, 22 and 23), parents (interviewee numbers 24, 25, 26 and 27) bursars (interviewee numbers, 32, 37, 38 and 39) and coach (interviewee number 13), there was a lack of communication between the provincial Departments of Sport and Recreation, the athletes and parents. “Even if we have problems, we do not know with whom we should communicate”, said interviewee number 25. According to the parents (interviewee numbers 29, 42 and 43) there was lack of communication between parents and sport focus schools. According to bursars (interviewee number 36, 40 and 41), there was a lack of support from the provincial government. Bursars (interviewee numbers 35, 37, 38 and 39), indicated that there was a lack of support from provincial government and sport academies. Sport academy manager (interviewee number 16) explained that sport focus schools and sport academies worked in silo.
Sport academy manager (interviewee number 21) stated that the academy framework and the signed agreement did not articulate clearly the role of the sport academy manager in as far as the implementation of the Programme was concerned. According to the coaches (interviewee numbers 6, 8, 9, 10 and 19) sport academy managers (interviewee numbers 3, 6, 12, 17, 21, 22 and 23) and parents (interviewee numbers 24, 25, 26, 27 and 42), bursars (interviewee numbers 30, 32 and 38) there was a lack of information on how the Ministerial Sport Bursary Programme operates.

According to bursars (interviewee numbers 35, 36, 37, 40 and 41), coach (interviewee number 7) and parent (interviewee number 43), SRSA was supportive and there was constant communication with SRSA. Bursars (interviewee numbers 36 and 40) indicated that sport academies provided enough support in terms of the implementation of the Programme. Bursar (interviewee number 41) mentioned that there was good communication with sport federations even though the communication with the provincial government was poor.

All interviewed participants except programme manager (interviewee number 5) indicated that the bursary was not enough and it was not increased since the inception of the Programme. All programme managers, parent (interviewee number 27) and sport academy manager (interview number 39) indicated that the bursary ended when the athlete passed grade 12. It means the athlete who passed grade 12 might be faced with financial difficulties and might not be able to register at a tertiary institution. It should be noted that the Programme caters for grades 8 to 12 only. Again it shows a lack of understanding on how the Programme operates.

According to bursars (interviewee numbers 30, 38, 39 and 40, the breakdown of the budget was not allocated according to the degree of talent of the athlete including the type of sporting code the athlete participated in and that resulted in the shortage of money for example to the highly talented athlete who travelled a lot because of participation in various sport competitions and there remained surplus to the athlete who was not highly talented or sometimes no longer participated in sport competitions. “Chess is not a physical sport, there may not be injuries, the money for injury treatment should be channeled to the support material such as laptops and as a girl child more money should be channeled to her personal needs”, said interviewee number 39.

According to the coach (interviewee number 6), parents (interviewee numbers 28 and 43), bursar (interviewee number 33), and the issue of requesting parents to buy and claim later were not a good option. This was supported by sport academy managers (interviewee numbers 15, 18 and 20) bursars (interviewee numbers 36 and 41) and parent (interview number 43) who stated that the administration of the Programme seemed to be strenuous and cumbersome process, because the school should first pay for the needs of the athletes and later on issue out invoices to SRSA. According to sport academy managers (interviewee numbers 20 and 22) and bursars (interviewee numbers 38, 39 and 41), R100 000 should be paid upfront to school and let the school account for it. It should be noted that this idea is against Public Finance Management Act of 1999. According to parent (interviewee number 29), she claimed however she did not receive her money back.
According to the bursar (interviewee number 34), the bursary Programme did not accommodate the basic needs such as food and clothing of an athlete at home who was from poverty stricken family.

The programme managers (interviewee numbers 2 and 5) as well as the sport academy managers (interviewee numbers 3, 17 and 20), supported by figure 2, indicated that the sport focus schools were not enough to cater for all the identified athletes. According to the sport academy manager (interviewee number 20), the private and independent schools should be identified as sport focus schools. According to parent (interviewee number 42), sport focus schools should be monitored and evaluated to assess if they comply with the objectives of the Programme. “Rosina Sedibane is not the good sport focus school. “It is not safe, the children lose their properties, there are no doors and handles”, said parent (interviewee number 42).

According to interviewee number 1, 2, 4 and 16), the athletes should be identified at district level and not at the National School Sport Championships because some of them might not be able to participate at the National School Sport Championships and will as a result be left out. Sport academy manager (interviewee number 16) and bursar (interview number 32) indicated that it was wrong to identify athletes at top school level (individual schools) not at provincial team level because the selection pool at top school level was very limited since learners who were selected at the top school level might not be the best talented athletes. Interviewee numbers 30, 37 and 38 indicated that the current selection criteria seemed to have some loopholes and they also explained that wrong athletes who were not very talented were identified and good ones were left out. Bursar (interviewee number 30) further indicated that one bursary recipient was expelled from hostel because she was involved in drugs but the bursary continued to cater for her. On the other hand interviewee number 35 mentioned that at her sport focus school there were two athletes who were not taking part in school sport activities since the sport focus school did not have coaches and facilities for their chosen sporting code.

Programme managers (Interviewee numbers 4 and 5), coaches (9, 10, 12, 14, 15, 16 and 19) and bursars (interviewee numbers 37 and 38) indicated that there was no proper monitoring system. The statement was supported by programme managers (interviewee numbers 1, 4 and 5), who stated that there was no good tracking system that could show progress of the athletes in terms of performance.

**Question 6: What can be done to improve the implementation of the Programme?**

The question is looking at the solutions that could be used to improve the implementation of the Programme.
Even though in table 10 it was indicated that athletes were receiving both academic and sport support, table 12 revealed that such support should continue to be provided. It was also found that there was no consistency in as far as the provision of a bursary to the athlete was concerned. One may also conclude that the Programme was not well monitored. According to table 12, the athletes needed to continue having schedules assessments (to get opportunity to write a test and examination if the athlete was not available on the day the test or examination was written).

According to the table 12, there should be provision of scientific and medical services such as medical and fitness assessment, physiotherapy support, nutrition sessions and drug abuse education sessions. The findings also revealed that though athletes always received coaching support (see table 9 supported by table 11), however they felt there should be enough and good coaches. Coaches also need to be provided with on the-job training however it should be noted that the Programme does not cater for that. One may conclude that these qualified coaches should under in service training to remain good.

According to the respondents, parental and school staff support for example moral support and to cheer athletes up at sport events was needed and should continue. However that may create a challenge since it may not be easy for parents or educators to always avail themselves when sport activities are taking place. The sporting equipment was always mentioned as a tool that they have lacked (see table 5 supported table 11). Table 12 supported by table 11, coaches (interviewee numbers 6, 8 and 13) and bursar (interviewee number 33) also revealed that sport facilities were needed.

Interviewee number 2 further stated that there should also be an improved payment system to track every payment made by SRSA to the sport focus schools. The system should also show non-payment and the trend of financial assistance rendered such as paying for the services of a psychologist, etc. Sport academy managers (interviewee numbers 15, 18, 20 and 22), bursars (interviewee
numbers 36, 38 and 41), and parent (interviewee number 43) stated that the bursary should be transferred to schools to avoid the cumbersome administration of bursary whereby the school pays for the athlete and the school invoices SRSA. It has already been stated that this will promote the effectiveness of good financial management.

According to the coaches (interviewee number 13 and 19) there were many learners within the school coming from disadvantaged areas who were also talented however the Ministerial Sport Bursary Programme did not cover them. Interviewee numbers 19, 27, 34, 38 supported the above mentioned statement and further mentioned that the identification criteria had loopholes because athlete who were more talented were not identified however the ones who were not very talented have been awarded the bursary. According to programme managers (interviewees 1 and 2), sport academy manager (interviewee numbers 3) school sports should have specific talent scouts who identify talented athletes early, starting at a district school sport competition level. According to coach (interviewee number 7), coaches should be part of the team that identifies talent. “There is no way that you can recognize chess talent if you do not understand chess and in South Africa there is only three chess coaches”, said coach (interviewee number 7). Whereas according to bursars (interviewee numbers 30, 34 and 41), sport focus schools should be involved during talent identification process. According to interviewee number 35, SRSA should first establish whether or not the sport focus school is offering the code for that identified athlete before placing him/her.

According to interviewee numbers 2 and 5 more official staff members should be hired seeing as the Programme has got a lot of work. Interviewee number 2 further indicated that currently there is only one dedicated official at the Sport and Recreation South Africa.

There should be an improved link between the sport focus schools and the sport federations so that the sport federations can track performance of the athletes and be able to adopt them into youth competitions.

According to interviewee numbers 2, 3, 6, 8, 12, 17, 21 22, 23, 24, 25, 26, 27,30, 32 there should be improved communication from the Department of Sport and Recreation to the provincial departments, including sport focus schools, athletes and parents. According to interviewee number 2, the athletes should receive support from SRSA, the sport focus school, parents and sport federations. “It helps if those components work as a collective” interviewee number 2.

Parent (interviewee number 43) stated that there should be workshop with parents, bursars, athletes to share information with regards to the implementation of the Programme. Involvement of all relevant stakeholders is important as a way of improving communication regarding the operation of the Programme. Improved communication will help bring about integrated planning and transparent information which will ensure that the athlete gets proper assistance on time. According to interviewee number 4, there should be cooperation between sport focus schools and sport federations while on the other hand, interviewee number 2 felt that the sport focus schools should cooperate with SRSA.
According to the interviewee numbers 4, 16, 20 and 21 the implementation of the Programme should be monitored. According to interviewee numbers 21 and 22 the academy framework and the agreement signed between SRSA and sport academy managers (provinces) should be reviewed in order to clearly define the role of the sport academy manager and other relevant stakeholders.

According to the participants, the Programme should provide support beyond grade 12. However it should be noted that the aim of the Programme is to assist high school going athletes only. According to interviewee numbers 34, 36 and 39 the Programme should enroll a bigger number of deserving athletes.
6. RECOMMENDATIONS
6. RECOMMENDATIONS
MINISTERIAL SPORT BURSARY

RECOMMENDATIONS WERE BASED ON THE FOLLOWING EVALUATION QUESTIONS:

Question 1: Are resources sufficient and relevant to produce activities to let the Programme function properly?

- An amount of R100 000 which was seen as the main resource should be increased annually to be in line with the inflation rate in order to accommodate all the necessary needs of the athletes.

- An amount of R53 600 (budget allocated to academic education related support) should be made available to cover the sport related items when the need arises.

- There should be enough sport equipment, attire and facilities.

- There should be enough sport focus schools to register all the identified athletes.

Question 2: Are the activities necessary and sufficient to produce outputs and outcomes?

- Enough extra lessons which enhance academic performance of the athletes should be provided.

- Athletes should be identified at the district sport competition level.

- Athletes should be inducted before placing them at a sport focus school. For example, an athlete coming from a rural school might need social work services or psychological services to assist him/her to adapt at a new environment.

- An athlete should be placed in a sport focus school that offers the sporting code s/he is talented in.

- Sport competitions at school sport and club sport competitions should continue taking place and they should be given priority in order to produce increased number of athletes who are participating internationally.

- The scientific and medical related services should be provided to the athletes in order to enhance their performance.

- The athletes should be scientifically assessed annually.

Question 3: Is the Programme reaching the intended beneficiaries?

- All the awarded athletes should benefit from the Programme. For example, the athlete should not pay for school fees from his/her pocket if s/he has been awarded a bursary.

Question 5: What can be done to improve the implementation of the Programme?

- An awareness campaign on how the Programme operates should be conducted for all relevant stakeholders.
• Athletes should continue to have scheduled assessments (to get opportunity to write a test and examination if the athlete was not available on the day the test or examination was written.

• Coaches should be provided with on the-job training.

• Coaches’ training should also include basic knowledge on scientific and medical related services.

• Communication with relevant stakeholders should be improved.

• National Federations in conjunction with Provincial Federations should develop a performance plan (competition plan) for every athlete and the sport academies should coordinate such a process.

• Coaches should always be enough especially in rural areas.

• Monitoring systems should be strengthened and well implemented.

• SRSA should terminate the bursary fund to the athlete who misbehaves for example, abusing drugs.
7. CONCLUDING REMARKS

The Programme is a good initiative. Generally the Programme was implemented as planned however weaknesses should be addressed and improved upon in the implementation stage of the Programme. It develops the athlete in terms of academic education and sport. It contributes to international participation because some of the athletes are already participating internationally. It contributes to poverty reduction because it focuses on the disadvantaged athletes. It contributes to social cohesion because athletes irrespective of race, gender, ability, culture and religion receive both academic and sport support. It also contributes to healthy lifestyle because the athletes participate in sport activities. Theory of Change seems to be working and it is likely that the outcomes will be reached. Assumptions such as the importance of support from both school staff and parents and the importance of scheduling rest/examination were tested and held the truth.
7. CONCLUDING REMARKS
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9. APPENDICES

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APPENDIX 1: QUESTIONNAIRE FOR ATHLETES

Questionnaire number

Introduction: The questionnaire is developed to collect data in order to evaluate the implementation of the Ministerial Sport Bursary Programme. The questionnaire is administered to the talented athletes identified during national school sport championships and were awarded the Ministerial School Sport Bursary.

Instruction: You are kindly requested to participate fully and provide full information to the best of your ability. Your participation is voluntary. You may withdraw at any time. The results of the study will be made available on the website of SRSA.

Prior to answering, read each question carefully and think about it how it makes you feel or think. You will remain anonymous at all times and will not be victimised as a result of answering this questionnaire. The completion of the questionnaire might take about 20 minutes.

Tick the relevant box or boxes below with an X

A. Biographical information

1. Name of your school…………………………………………

2. Name of the province…………………………………………

3. What is your sporting code that the Ministerial Sport Bursary Programme pays for?

…………………………………………

4. What is your gender

<table>
<thead>
<tr>
<th>Female</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>2</td>
</tr>
</tbody>
</table>

5. What is your age (in years)?

…………………………
6. **What is your race?**

<table>
<thead>
<tr>
<th>Race</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>African</td>
<td>1</td>
</tr>
<tr>
<td>White</td>
<td>2</td>
</tr>
<tr>
<td>Coloured</td>
<td>3</td>
</tr>
<tr>
<td>Indian</td>
<td>4</td>
</tr>
<tr>
<td>Other specify</td>
<td>6</td>
</tr>
</tbody>
</table>

7. **In what grade are you?**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 8</td>
<td>1</td>
</tr>
<tr>
<td>Grade 9</td>
<td>2</td>
</tr>
<tr>
<td>Grade 10</td>
<td>3</td>
</tr>
<tr>
<td>Grade 11</td>
<td>4</td>
</tr>
<tr>
<td>Grade 12</td>
<td>5</td>
</tr>
</tbody>
</table>

**B. Selection criteria**

8. Which of the following statement or statements is/are applicable to you?

<table>
<thead>
<tr>
<th>Statement</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was identified during the national school sport championship</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>I was previously in a school in a rural area</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>I was previously in a school in a township area</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>I was previously in a school in a suburb area</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>I am an athlete with disability</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>I have undergone scientific testing before I could receive the bursary</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

**C. Period you received bursary**

9. Since when did you receive the ministerial sport bursary?

<table>
<thead>
<tr>
<th>Year</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>1</td>
</tr>
<tr>
<td>2014</td>
<td>2</td>
</tr>
<tr>
<td>2015</td>
<td>3</td>
</tr>
<tr>
<td>2016</td>
<td>4</td>
</tr>
<tr>
<td>2017</td>
<td>5</td>
</tr>
</tbody>
</table>

**D. Support services**

10. How often do you receive the following support services?

   **NB:** Always = 10/10; Often =8/10; Sometimes = 5/10; Seldom = 3/10; Never = 0/10

<table>
<thead>
<tr>
<th>Service</th>
<th>Always</th>
<th>Often</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>School fees</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>School books</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>School uniform</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Class room lessons</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Extra lessons</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Sport attire</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Sport equipment</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Transport fees</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Personal needs</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Pocket money</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
E. **Sport competitions opportunities**

11. How often are the following sport competitions organized?

NB: Always = 10/10; Often = 8/10; Sometimes = 5/10; Seldom = 3/10; Never = 0/10

<table>
<thead>
<tr>
<th></th>
<th>Always</th>
<th>Often</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. school sport competition organized within the same school (intra-school sport)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. school sport competition organized between school your school and another school (Inter school sport)</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. District school sport competitions organised</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. Provincial school sport competitions organised</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5. National school sport competitions organised</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6. Sport local club organised</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7. Other, specify</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

12. How often do you participate in the following sport competitions?

NB: Always = 10/10; Often = 8/10; Sometimes = 5/10; Seldom = 3/10; Never = 0/10

<table>
<thead>
<tr>
<th></th>
<th>Always</th>
<th>Often</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. school sport competitions taking place within your school (Intra-school sport competitions)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. Sport competitions taking place between your school and another school (Inter school sport competitions)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. District school sport competitions</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. Provincial school sport competitions</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5. National school sport competitions</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6. Sport local club competitions</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7. Other, specify</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

F. **Medical related and coaching support services**

13. How often have you been provided with the following scientific support services?

NB: Always = 10/10; Often = 8/10; Sometimes = 5/10; Seldom = 3/10; Never = 0/10
<table>
<thead>
<tr>
<th>Service</th>
<th>Always</th>
<th>Often</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Sport medical assessments</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. Physiotherapy sessions</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. Psychological counseling sessions</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. Educational sessions on sport nutrition</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5. Educational sessions on substance and drug abuse</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6. Coaching support</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7. Other, specify</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

G. Programme strengths

14. What do you like about the bursary Programme?

<table>
<thead>
<tr>
<th>Advantage</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The bursary fund assists me to receive academic education</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2. The bursary fund gives me opportunities to participate in school sport competitions</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3. The bursary gives me opportunities to participate in local sport club competitions</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>4. The bursary fund assists me to obtain medically related scientific support services</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>5. Other, specify</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

H. Programme weaknesses

15. What are the weaknesses of the bursary Programme?

<table>
<thead>
<tr>
<th>Weakness</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Lack of learning material</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2. Lack of coaches</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3. Lack of sport equipment</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>4. Lack of sport facilities</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>5. Lack of support from school staff</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>6. Lack of support from parents</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>7. Lack of sport competitions opportunities</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>8. Lack of medical scientific support services</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>9. Other, specify</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

I. Programme improvement

16. In your opinion, what will make things better?
1. Academic education support  
2. Scheduling assessments (to get opportunity to write test or examination if you were not available on the day test or examination was written)  
3. To get more of sport competitions  
4. Provision of enough coaches  
5. Provision of good coaches  
6. Provision of sport facilities  
7. Provision of sport equipment  
8. Support from parents  
9. Support from school staff  
10. Sport medical assessments  
11. Physiotherapy support  
12. Support from the psychologist  
13. Sport nutrition support  
14. Education on drug abuse  
15. Other, specify

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Academic education support</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2. Scheduling assessments</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3. To get more of sport</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>4. Provision of enough coaches</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>5. Provision of good coaches</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>6. Provision of sport facilities</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>7. Provision of sport equipment</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>8. Support from parents</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
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<td>1</td>
<td>2</td>
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<td>2</td>
</tr>
<tr>
<td>11. Physiotherapy support</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>12. Support from the psychologist</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>13. Sport nutrition support</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>14. Education on drug abuse</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>15. Other, specify</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

Thank you for your cooperation
APPENDIX 2: SEMI STRUCTURED INTERVIEWS: PROGRAMME STAFF AND SPORT ACADEMY MANAGERS

Research ethics: I will introduce myself and thank the interviewee for agreeing to be interviewed and I will outline the purpose of evaluation. I will inform the interviewee that he/she should feel free during the interviews. I will also inform him/her that there is no wrong or right answer. I will ask permission to tape record the interviews so that I can get accurate information. I will also mention that I will treat the answers as confidential and I will not include his/her name in the evaluation report. The information will be used for the evaluation of the Ministerial Sport Bursary Programme.

I will also mention that participation is voluntary. He/she may withdraw participation at any time. I will summarise the themes to be covered. I will read the questions slowly as they are and clarify them if necessary. I will inform the interviewee that the duration of the interviews might take us about 25 minutes. I will ask if he/she has question with regard to the interviews before we can start with the interview.

A. Biographical information

Job title

Unit/Directorate

Institution name

B. Target population/group

1. Who is the Ministerial Sport Bursary Programme intended to reach? Probe in terms of:

   The identification of the athlete during the national school sport championship

   Athletes from rural areas

   Athletes with disability

   Grades of the athletes

   The identified athletes who undergone scientific testing
C. Type of school

2. In what school are the identified athletes placed? Probe to get more information, e.g. why that school, etc.

D. Academic education support

3. How does the ministerial sport bursary support the identified athletes in terms of the academic education? Probe in terms of: payment of school fees, school uniform, school books, extra lessons, transport fees, personal needs, etc.

E. Sport competitions opportunities

4. What are the school sport competition opportunities do athletes get? Probe in terms of all school sport leagues competitions and the frequency of competitions?

5. What are other sport competitions opportunities the identified athletes get besides school sport leagues competitions? Probe in terms of local club competitions.

F. Scientific support services

6. What are the scientific support services provided to the identified athletes as the result of the ministerial sport bursary? Probe in terms of:

   Medical assessments

   Sport physiotherapy sessions

   Sport nutrition sessions

   Educational sessions on substance and drug abuse

   Sport psychology sessions

   Coaching support

   Coach receiving education on scientific support services

G. Strengths and the weaknesses of the Programme
C. Type of school

2. In what school are the identified athletes placed? Probe to get more information, e.g. why that school, etc.

D. Academic education support

3. How does the ministerial sport bursary support the identified athletes in terms of the academic education? Probe in terms of: payment of school fees, school uniform, school books, extra lessons, transport fees, personal needs, etc.

E. Sport competitions opportunities

4. What are the school sport competition opportunities do athletes get? Probe in terms of all school sport leagues competitions and the frequency of competitions?

5. What are other sport competitions opportunities the identified athletes get besides school sport leagues competitions? Probe in terms of local club competitions.

F. Scientific support services

6. What are the scientific support services provided to the identified athletes as the result of the ministerial sport bursary? Probe in terms of:
   - Medical assessments
   - Sport physiotherapy sessions
   - Sport nutrition sessions
   - Educational sessions on substance and drug abuse
   - Sport psychology sessions
   - Coaching support
   - Coach receiving education on scientific support services

G. Strengths and the weaknesses of the Programme
7. What are the strengths and the weaknesses of the Programme?

H. Programme improvement

8. What can be done to improve the implementation of the Programme?

I. Concluding remarks

9. Do you have any other comments that you would like to make with regard to the Programme?

Thank you for your cooperation
APPENDIX 3: SEMI-STRUCTURED INTERVIEWS: PARENT

Research ethics: I will introduce myself and thank the interviewee for agreeing to be interviewed and I will outline the purpose of evaluation. I will inform the interviewee that he/she should feel free during the interviews. I will also inform him/her that there is no wrong or right answer. I will ask permission to tape record the interviews so that I can get accurate information. I will also mention that I will treat the answers as confidential and I will not include his/her name in the evaluation report. The information will be used for the evaluation of the Ministerial Sport Bursary Programme.

I will also mention that participation is voluntary. He/she may withdraw participation at any time. I will summarise the themes to be covered. I will read the questions slowly as they are and clarify them if necessary. I will inform the interviewee that the duration of the interviews might take us about 25 minutes. I will ask if he/she has question with regard to the interviews before we can start with the interview.

A. Biographical information

Name of the interviewer

Position of the interviewee

Province

Name of school

Date of interview

Place of interview

B. Academic education

1. How did your child (the athlete) qualify for the bursary? Probe in terms of participation in the national school sport championships, the grade, race, location, scientific testing.

2. Is the athlete placed in sport focus school? If no why not? If yes, why in that sport focus school?

3. How does the bursary fund assist the athlete in terms of academic education? Probe in terms of all school related items, e.g. payment for school fees, books, uniform, pocket money, boarding fees, personal needs (such as toiletries, toilet papers, tooth paste, etc.), transport fees, etc.
4. How is the athlete’s performance in class? Probe in terms of the athlete’s pass rate, quarterly assessment school report, extra lessons, performance in class vs sport competitions, etc.

5. How is your communication with school staff with regards to the bursary? Probe in terms of meetings, information receiving from the school about the bursary related matters, etc.

6. How is your communication with the department of Sport and Recreation with regards to the bursary? Probe in terms of information getting from the department about the bursary related matters, etc.

C. Sport competitions

7. How does the bursary fund assist the athlete with regards to his/her sporting code? Probe in terms of payment for tournament trips, competition participation fees, sport attire, sport equipment, meals, accommodation, etc.

8. What types of school sport competitions does the athlete participate in? Probe in terms of intra-, inter- district, provincial and national school sport competitions, the frequency of school sport competitions, etc.

9. What other sport competitions besides school sport competitions does the athlete participate in? Probe in terms of local club competitions their frequency of competitions, etc.

D. Medical related scientific support services

10. What are the scientific support services provided to the athletes? Probe in terms of:

   Medical and fitness assessments

   Sport physiotherapy sessions

   Sport nutrition sessions

   Educational sessions on substance and drug abuse

   Sport psychology sessions

   Coaching support
E. Strengths and the weaknesses of the Programme

11. What are the strengths and the weaknesses of the Programme?

F. Programme improvement

12. What can be done to improve the implementation of the Programme?

G. Concluding remarks

13. Do you have any other comments that you would like to make with regard to the Programme?

Thank you for your cooperation
Research ethics: I will introduce myself and thank the interviewee for agreeing to be interviewed and I will outline the purpose of evaluation. I will inform the interviewee that he/she should feel free during the interviews. I will also inform him/her that there is no wrong or right answer. I will ask permission to tape record the interviews so that I can get accurate information. I will also mention that I will treat the answers as confidential and I will not include his/her name in the evaluation report. The information will be used for the evaluation of the Ministerial Sport Bursary Programme.

I will also mention that participation is voluntary. He/she may withdraw participation at any time. I will summarise the themes to be covered. I will read the questions slowly as they are and clarify them if necessary. I will inform the interviewee that the duration of the interviews might take us about 25 minutes. I will ask if he/she has question with regard to the interviews before we can start with the interview.

A. Biographical information

Name of the interviewer

Position of the interviewee

Name of the school

Name of the province

Date of interview

Place of interview

B. Academic education support

1. Does SRSA pay the ministerial bursary claims on time? Please motivate your answer

2. What kind of support do you get from SRSA?

3. Does the school sign SLA with SRSA? Motivate your answer

4. Whom do you work with at provincial level?
5. What kind of support do you get from the provincial sport academy?

6. What kind of support do you get from the athlete’s parents?

7. How is the academic performance of the athlete?

E. Strengths and the weaknesses of the Programme

8. What are the strengths and the weaknesses of the Programme?

F. Programme improvement

9. What can be done to improve the implementation of the Programme?

G. Concluding remarks

10. Do you have any other comments that you would like to make with regard to the Programme?

Thank you for your cooperation
APPENDIX 5: SEMI-STRUCTURED INTERVIEW SCHEDULE: COACHES

Research ethics:

I will introduce myself and thank the interviewee for agreeing to be interviewed and I will outline the purpose of evaluation. I will inform the interviewee that he/she should feel free during the interviews. I will also inform him/her that there is no wrong or right answer. I will ask permission to tape record the interviews so that I can get accurate information. I will also mention that I will treat the answers as confidential and I will not include his/her name in the evaluation report. The information will be used for the evaluation of the Ministerial Sport Bursary Programme.

I will also mention that participation is voluntary. He/she may withdraw participation at any time. I will summarise the themes to be covered. I will read the questions slowly as they are and clarify them if necessary. I will inform the interviewee that the duration of the interviews might take us about 25 minutes. I will ask if he/she has question with regard to the interviews before we can start with the interview.

A. Biographical information

Position:

Date of interview

Place of interview

The name of the athlete you coach

B. Sport competition opportunities

1. What types of training do you get to assist the athlete perform better in sport? Probe in terms of, training on medical scientific related services, coach training workshops, etc.

2. What types of training do you provide the athletes to make them perform better? Probe in terms of the types of trainings, the frequency of trainings provided to the athletes, etc.

3. Do the athletes get enough sports training opportunities? Explain or motivate your answer.
4. What are the school sports competitions opportunities do identified athletes get? Probe in terms of: the way school sport competitions are organised, the participation of athletes in all levels of school sport competitions (intra-, inter-, district, provincial and national).

5. How often do athletes participate in school sport competitions? Probe in terms of the number of school sports tournaments/leagues, etc.

6. What are other sport competitions opportunities do the identified athletes get, besides school sport leagues competitions? Probe in terms of: the way local club competitions are organised, participation of athletes in local club competitions, etc.

7. How often do athletes participate in club sport competitions? Probe in terms of the number of club sports tournaments/leagues, etc.

8. Do athletes have necessary sports training material? Probe in terms of sport facilities, sport attire, sport equipment, etc.

C. Medical scientific related services

9. What are the medical related services do the athletes get? Probe in terms of: medical and fitness assessment, sport physiotherapy sessions, sport psychological sessions, sport nutrition sessions, education on drugs, etc.

D. Strengths and the weaknesses of the Programme

10. What are the strengths and the weaknesses of the Programme?

E. Programme improvement

11. What can be done to improve the implementation of the Programme?

F. Concluding remarks

12. Do you have any other comments that you would like to make with regard to the Programme?

Thank you for your cooperation
APPENDIX 6: INTERVIEW GUIDE

General information

<table>
<thead>
<tr>
<th>Date</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Place</td>
<td></td>
</tr>
<tr>
<td>Interviewee name</td>
<td></td>
</tr>
<tr>
<td>Position of the interviewee</td>
<td></td>
</tr>
<tr>
<td>Name of interviewer</td>
<td></td>
</tr>
<tr>
<td>Purpose of interviewer</td>
<td></td>
</tr>
</tbody>
</table>

Introduction (2 min)

Thank for agreeing to be interviewed. I am conducting an evaluation study on the Ministerial Sport Bursary in order to assess how it operates. The interview will take a form of note taking and recording information you will be providing on a tape recorder. What you are going to share with me will help us with the information that will guide the delivery of the Ministerial Sport Bursary Programme.

I will not include your names or any other information that could identify you in the report

Do you have any questions about the study?

Topic 1: (2 minutes)

**Topic: Target population/group**

Who is the Ministerial Sport Bursary Programme intend to reach? Probe in terms of:

- The athletes identified during the national school sport championship
- The identified athletes who undergone scientific testing
- Athletes from rural areas
- Athletes with disability
- Grades of the athletes

Topic 2: (1 minutes)

**Topic: Type of school**

In what school are the identified athletes placed? Why? Tell me more
| Topic 3: (3 minutes) | **Topic: Scientific support services**  
What are the scientific support services provided to the identified athlete?  
Probe in terms of:  
- Medical assessments  
- Sport physiotherapy  
- Sport nutrition  
- Education on substance and drug abuse  
- Sport psychology  
- Coaching support |
| Topic 4: (3 minutes) | **Topic: Academic education**  
What is the academic education support provided to the athletes? Probe in terms of: payment of school fees, school uniform, school books, extra lessons, transport fees, personal needs, etc. |
| Topic 5: (5 minutes) | **Topic: Sport competition organisation**  
How are the sport competitions being organised for the identified athletes organised? Probe in terms of the arrangement and organisation of the intra-school, inter-school, district, provincial and national school sport competitions and the frequency of organisation of those competitions?  
How are the local club competitions being organised? Probe in terms of local club level. |
| Topic: (6 minutes) | **Topic: Sport competition participation**  
How is the participation in terms of sport competitions? Probe in terms of school sport and local club competitions and the frequency of participation. |
| Topic 7: (3 minutes) | **Topic: Strengths and weaknesses of the Programme**  
What are the strengths and weaknesses of the Programme? Probe in terms of resources, etc. |
| Topic 9: (2 minutes) | **Topic: Programme improvement**  
What can be done to improve the implementation of the Programme? Probe |
| Topic 10: (1 minutes) | **Topic: Concluding remarks**  
Do you have any other comments that you would like to make with regard to the Programme? |
|  | **Thank you for your time** |
APPENDIX 7: INTERVIEW NUMBER 2:
PROGRAMME STAFF

<table>
<thead>
<tr>
<th>Name of interviewer</th>
<th>Ruth Mojalefa</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interviewee name</td>
<td>Gomi Ndeni (not real name)</td>
</tr>
<tr>
<td>Position of the interviewee</td>
<td>Official: Scientific Support Services</td>
</tr>
<tr>
<td>Date and time</td>
<td>28 September 2017</td>
</tr>
<tr>
<td>Place</td>
<td>Polokwane</td>
</tr>
<tr>
<td>Purpose of interview</td>
<td>To evaluate the implementation of the Ministerial Sport Bursary Programme</td>
</tr>
<tr>
<td>Duration of the interview</td>
<td>35 Minutes</td>
</tr>
</tbody>
</table>

RM: stands for the interviewer, GN: stands for the second interviewee.

RM: Good morning, I do not think it is necessary to introduce ourselves because we know each other. Okay, thank you so much for agreeing to be interviewed; I know we are so busy but thank you for availing yourself. Ya, I am conducting an evaluation study with regard to the Ministerial Sport Bursary Programme,

GN 2: Okay

RM: Just to check how is it working, where can we make some improvements. So just know that there is no wrong and there is no right answer. Feel free. Firstly, I would like to ask permission from you to tape record the interviews. Is it fine?

GN: It is fine.

RM: Okay. And then you must just know that confidentiality will be maintained, your name won’t be reflected in the evaluation report and participation is voluntary, you may withdraw at any time.

GN 1: Okay.

RM: Ya. Amm, I do not know if you have some questions before we can start and our interview can take 30 minutes.

GN 2: No I don’t have questions.

RM: Okay, so we can start.

GN: Ya.

RM: Okay, I have got some themes and questions and I am going to read questions for you.
GN: Okay.

RM: So the themes are: target population/group, type of school, scientific support services, academic education support, sport competition organisation, strengths and weaknesses of the Programme, challenges and solutions, Programme improvement, and lastly, concluding remarks. Okay, so where you don’t understand the question let me know so that I can clarify.

GM: Okay.

RM: Ya. Amm, who is the Ministerial Sport Bursary Programme intended to reach?

GN: Eh, the Programme is intended to reach athletes with potential talent, ahh, so that the department can support them and nurture their talent because there has been a gap in the support for athletes with potential talent.

RM: Okay.

GN: So this Programme was introduced to target specifically those athletes who are currently not supported and have potential.

RM: Okay, so why are they not supported because you say currently they are not supported?

GN: I think there has been a challenge because the issue of Ministerial Bursary was a concept

RM: Okay,

GN: …which never existed before. The focus was mainly on elite athletes,

RM: okay,

GN: athletes who are performing at high level. Those were the main target. So developing athlete with potential talent were most of the time neglected. So by introducing this Programme was an opportunity for them to have support through the Ministerial Bursary.

RM: Okay, so you say those who were not supported before, but now in terms of the rural, athletes with disability, who do you target or does it mean that as long as the athlete is talented even if he/she comes from urban areas he/she is included in the Programme? Maybe let’s talk about the selection process.

GN: Okay,

RM: because that will tell us that this is the targeted group.
GN: Okay, the bursary is mainly focusing on South Africans

RM: Ya,

GN: Amm, it includes women, men, athletes living with disabilities and athletes who proof that they can do well in sport. So the selection process is that athletes will have to participate through their provinces from district level to provincial level and they should go and compete at the national school sport championships. Then the Department will deploy the talent scouts who will go and identify those athletes and out of that, the athletes will be taken to the National Training Center which is in Bloemfontein for assessment and the final selection will then take place once the assessment has been completed.

RM: I heard you saying it is for the women, men, but at the same time you are talking about the national school sport championships? So am I correct to say it is targeted at school children?

GN: Yes, you are absolutely right, Actually, schools register for participation in the national school championships then their athletes are eligible to be identified for the potential support.

RM: So does it mean that even from primary level, as long as athletes are school children, they qualify?

GN: Well the Programme is intended to support athletes from grade 8 to 12.

RM: Okay. When did this bursary start?

GN: The bursary was introduced in 2012.

RM: Okay, let's talk about the type of school; in what school are the identified athletes placed? Take me through the type of school...

GN: Okay, in essence when this Programme was introduced, the idea was to go around the country to identify schools that are self-sustainable with minimum resources that have capacity, preferably government schools, so those were schools that we targeted as they met our criteria in terms of the sport focus schools. So as a Unit, we came up with criteria of what should sport focus school have. I think the main characteristics of the sport focus school is that it has to be a boarding school, it has to have a minimum of sport field, it should also have teachers who are also coaches. It becomes a bonus if that school has a gym and a High Performance Centre. So Provinces were required to identify those schools within their respective provinces using the set criteria. So once they have identified those schools then they will inform the Department and we will go and verify and once the school meets the criteria, then we will write the submission and recommend to the Director-General that it should be part of the sport focus school.

RM: Okay,
GN: Ahh, for the purpose of placing kids, as soon as they have been identified during the national school sport championships.

RM: I am sorry to take you back; does the Programme also target athletes from rural or urban?

GN: Let me expand on it, the focus is predominantly on the disadvantages athletes, the previously disadvantaged schools, and that is why we work government schools formerly known as former “model c” schools rather than the private schools.

RM: All right, let’s go to the scientific support services. What are the scientific support services provided to the identified athletes as the result of the Ministerial Sport Bursary?

GN; Ahh, the scientific support services that are provided for these athletes are your basic sport testing, your psychological assessment, sport nutrition, access to biokinetics, access to physiotherapist, basically these are some of the elements that enhance the performance of an athlete so as Scientific Support unit, we felt we need to include these services so that they could be around the athlete to support him.

RM: Maybe as a follow up, what is the importance of these services to the identified athletes?

GN: Well in this day and age, you find that most of the athletes that are performing well use these kinds of scientific support services. So as a Unit we felt we want to expose these learners at an early age so that going forward they know exactly what they are doing is a good trend that enhances their performance. So it is very critical as an athlete you need to know what type of food to eat before you can go and compete, how much water you need to drink, also with injury management, the athlete needs to know how to recover when he/she is injured. The athlete needs to start to learn at an early age. Remember the children who are identified as early as 13 years old. So they need to understand these scientific support services at an early age.

RM: So am I correct to say these scientific support services are like a basket of services, maybe like a sport psychologist sessions are there and what else?

GN: Yes

RM: It is a lot ne?

GN: Yes. It’s lot although we just want them to have access to these services which include your physiotherapist, your psychologist, nutritionist, the biokinetics, also the medical assessment, sometimes they get an opportunity for their skills to get tested.

RM: Okay

GN; they go to the recognised Institutions like your High Performance Center. They go there and they are subjected to sport specific testing and certain protocols are being used for example, if an athlete is playing tennis, then a tennis protocols are used to determine if he can actually be a tennis player.
RM: As a follow up, maybe clarify me because I am getting educated here, so are these services being rendered to the children., does the medical doctor come to the school or does the school take children to the High Performance Center to get those services?

GN: Well initially before they could be accepted into the Programme, we take all of them for testing, for example your sport specific testing sometimes they call it sport fitness testing, we take them to all types of assessments.

RM; Do you mean before they could be awarded bursary?

GN: Yes, before they could be awarded bursary, remember it is the talent scout that identifies so for us to confirm that this athlete is a tennis player, we need to take that particular athlete to an institution that is going to tell us no, no this is a tennis player, he is a basket player. Currently we have been using Free state-Bloemfontein High Performance Centre. So it has all the protocols and the Department does not incur costs to take them there.

RM: Okay.

GN: So it is important to take them there they can also know their strengths and weaknesses in terms of sport. So we get a detailed report once they have been assessed which tells us what are their weaknesses, what is wrong with the athlete and where the athlete needs to improve. So it is critical that they need to be subjected to that kind of assessment.

RM: So, what do you do with that report?

GN: Very good, so basically what happens is that once a child has been awarded a bursary, that report from the High Performance Centre needs to go to his coach, the medical report needs to go to the athlete’s parent because it is confidential then the parents will know if maybe there are medical issues relating to the child, sometimes the doctors will prescribe medication for the kid, maybe they might pick up some minor infection or all kinds of things then they will prescribe antibiotics. So at least the parents will know what is wrong with the child, the coach will know where the weaknesses in terms of sport are and where the athlete needs to improve.

RM: All right.

GN: The Academies which are our stakeholders will also know the history of that child.

RM: So in other words does it mean that even after the child has been awarded the bursary are they still going to continue providing him with the scientific support services?

GN: Yes, definitely, they have to do that because remember one a child has now been placed in sport focus school then there should be . I always use an example, of putting an athlete in the middle, then I have SRSA in terms of providing the bursary, I have the parent in terms of parental support, I have the school in terms of providing academic education support, I have the federation which provides the sport support. So the child is surrounded by those people who provide him with the support.

RM; Okay,
GN: It helps if all those components work as collective.

RM: All right. So does the coach also being provided with the scientific support services maybe a skill to understand what is all about scientific support services so that he can be able to coach a particular athlete relevantly?

GN: Well the coach will need to have access to scientific support report so that he can know how to improve the sporting skill of the child. It is critical because the coach is supposed to have one-on-one with these athletes and I would like to back to your question on whether or not are the athletes get retested? The answer is yes, we need to track their performance. We need say in April when he was identified, he was able to do ten seat up’s, now he was given the report and maybe the report was saying the sport you are playing needs you to do maybe twenty seat ups in one minute. So that report is going to make him practice in order to improve. So after six months, when he tests again, he should be able to do twenty seat ups in one minute at least that will show a sign of improvement.

RM: So is the coach not getting some kind of education in terms of these scientific support services so that he can have an understanding when he coaches?

GN: Well in an ideal situation, if in some cases a coach is employed by the school then that coach will know all these things.

RM: How will he know, will someone come and give him some educational sessions or what?

GN: No, a school would employ a qualified coach.

RM: from the beginning,

GN: yes,

RM: so he comes with the knowledge.

GN: yes, he knows I am coaching tennis, that if I am coaching tennis this is what I need to do, if the report says this and that, I need to do this however if sometimes we find that are educators who are also doing coaching after schools, those ones turn to be capacitated in order to improve their skills.

RM: Okay, now amm, what are the academic education support do the identified athletes get? Probe

GN: Well in terms of the academic education support as the Department, we would like to lessen the financial burden from the parents,

RM: Ya,
GN: We have come up with a breakdown of the bursary allocation which is R100 000. The biggest part of the budget goes to the academic education support which is, I think 55, 56% which includes your school fees, your school uniform, boarding an tuition, extra lessons, and anything that has to do with educational needs.

RM: I heard you talking about the tuition fees does it mean that these sport focus schools are they all boarding schools?

GN: Yes, criteria is, all sport focus schools have to be boarding schools.

RM: Ya, then what about the tournament tours, the personal needs, are they also covered or what?

GN: Well, according to our breakdown, your sport tours, your sport equipment, apparel, your personal sporting related equipment, all those fall under sport.

RM: okay, ja, ja

GN: then we also support them in terms of personal allowance. We give them allowances, if they have to go to sport tours, for accommodation, the tours, meals, all those kinds of things. So ahh it is a holistic support.

RM: Just to check with you, I know you are not an educator, may you explain more about the extra lessons.

GN: Yes, they do however for the purpose of control we say they need to apply for extra lessons as an intervention because sometimes you find that a learner is struggling with Maths...

RM: ya

GN: then they need to get extra support or extra class regarding the subject they are battling with. It should not be an automatic thing which starts at the beginning of the year. Yes we do but we are guided by the school and also by the school report that he is not doing well at school...

RM: ohh, do you get reports from schools?

GN: Definitely. In fact the reporting template that we have created, makes reference to the school report that sport focus schools should submit school report to SRSA. When they submit quarterly reports they should attach school report on it.

RM: Okay, so is it the only report that you get? Don’t you get reports from Academies..?

GN: So it is two in one.
RM: What do you mean?

GN: The report that we get provides information on both academic education and sport related matters.

RM: Ohh, okay, so what do you do with it?

GN: We keep in as our records. It informs us about the learner. The report does not only report on what is happening, it also reports on challenges and achievements, you know the awards, progress in terms of payment, so it gives us an overall of the understanding on what is happening. We also highlight where it needs our intervention and intervene.

RM: Okay, all-right. How are the school sport competitions being organised?

GN: I wouldn’t know because I am not at school. But that information would be easily available from the coaches and schools to explain how do they organise sport competitions because that does not come as part of the report.

RM: Ya and perhaps you never heard experience perhaps when you visit schools jut to hear how they organise school sport competitions.

GN: We are just being told of the results to say this one participated in sport competition and he/she won gold and that is all.

RM: Ohh, all-right. How are the local sport club competitions being organised?

GN: Ya, again, it is the same, we are only being told that such an athlete participated in club competition which was held in a particular place but we do not form part of the organisation of that competition and we do not even know how and when were they organised. It is the competency of federations to make sure athletes participate in sport competitions.

RM: So you do not know how is it being organised?

GN: Ya I don’t see how is it going to help us. It will not add value to us to know how competitions are being organised. Whether is it organised badly, there is nothing we do about that because it is the federation competency to organise for sport competitions. We cannot interfere in the affairs of federations.

RM: Oh I thought you sit together as a team. So you don’t work together?

GM: We do in the sense that we bring the identified athletes to their attention and they also inform us how the athlete is performing in terms of sport. So that is how we interact with them. But to organise we don’t. We just pay.

RM: Okay, so I heard you saying athletes participated…
GN: Yes, they are competing. Others are even participating internationally. There are some who are doing so well and they are invited to participate internationally but however, as a Department unfortunately we don't fund international participation.

RM: Okay, now in terms of strengths and weaknesses, what are the strengths and weaknesses of the Programme?

GN: Well, I think the strength of the programme is that it has made an impact. It has helped a lot of disadvantaged children in the sense that parents were struggling to pay for the school fees, books, and pocket money, so at least as a Department we came on board and relieved them.

And the weaknesses, I guess is something I would like to combine with challenges as well, ahh the weaknesses, you will find that some of the schools are not keen to work with us because they feel they do not benefit anything out of this, they do not see a bigger picture, they just want to see money. The other weakness is that some athletes don't see the opportunity that they have at hand; some feel they don't need this bursary and they waist time and resources.

RM: ..ya

GN: You know some people still don't see value out of this Programme.

RM: So when you say some of the people do you also refer to parents or even the athletes themselves?

GN: No it is the athlete in particular.

RM: Ohh, okay, ja..

GN: ..and also , I think we need to come up with a very complete system in terms of how this Programme should be rolled out because there is still quite a few challenges although we are trying by all means to solve some of the problems and then also the other weakness, it becomes a process to finally award an athlete a bursary. It can take a year.

RM: Is it...?

GN:.... ya it can take a year.

RM: Why?

GN: Because we are controlled by schools calendar year, like we identify the athlete when he is in grade 7 then he is only going to be supported when he is doing grade 8 and now we do not track at that time he is doing grade 7 up until he goes in to the following year. So we don't track, we don't know what is happening, so he could have lost interest in sport along the way.

RM: Ja.
GN: So he has to wait for that period up until he gets support and if he is no longer interested so we might be banking on something else.

RM: Okay, while you are saying this you remind me of something else and you take me back to the scientific support services that we have talked about that maybe is it not important that the child should get education on drugs?

GN: Yes, we might have forgotten to mention other services such as current developments where schools can invite people to talk about substance abuse. So it a holistic support actually.

RM: Yes, okay. Maybe you might have touched this, but let me just ask, in terms of the challenges and solutions, what are problems hampering the implementation of the Programme and how can they be addressed?

GN 2: Okay, I think, personally, and I am very passionate about this, I think, the major problem is that we had the Programme before we ahh, doing some kind of...how can I say this... we didn’t do a check in terms of what we have in terms of this Programme.

RM: Maybe like research?

GN: Ya,

RM: Okay,

GN: Ya, we didn’t go out and conduct a research to say can we implement this Programme and if we do what the challenges are. We introduced the Programme without taking stock like to check, do we have the sport focus schools, in those sport focus schools are there qualified coaches, are there teachers, what is cost of supporting an athlete for five years, what could be the major things that can kill this Programme, so we just came up with the Program and now I usually give an example that we decided that we are building a house, we did not start with the foundation we just started with the windows

RM:..with the windows, hahaha..

GN: ya now we are in the middle, it starting to shake and we are going back to the foundation so that is why there are so many challenges but equally so some of the schools are really embracing this Programme, because they can see the benefits. The other challenge, if maybe we could find a way to also give incentives to the schools, then they will be more keen to help us because currently, they see this Programme as;" it is not our job".

RM: Ohh,

GN: and we are not getting anything but other schools are helping us to implement this Programme. So I think solutions, personally I think, my proposal and I know it is going to cost money but in the long run it will be beneficial.
RM: Yes.

GN: If there could be money allocated maybe from a national point where there could be one sport focus school or the National Department of Sport and Recreation identify a school as a national sport focus school.

RM: Do you mean that ehh, we should have one sport focus school in South Africa?

GN: No, basically what I am saying is that let the national Department of Sport and Recreation identify one national sport focus school.

RM: Where?

GN: It could be anywhere they should identify the existing school and they declare it as national sport focus school, then the provinces should follow suite and have their own one provincial sport focus school.

RM: Per province?

GN: Yes. Then in that case all athletes that are going to be identified in that province, they can go and be supported in that provincial sport focus school and there will be some who will be supported at the national sport focus school.

RM: Ohh, so for now what is the problem?

GN: Now the problem is that the sport focus schools which are scattered all over the country and every year we ask for a list of new sport focus schools, obviously there will be a time where we are going to reach the limit. We are going to exhaust all the schools and the government is not building new schools or new sport focus schools. That is another challenge. I think the Department of Public Works, if maybe there is a plan to build new schools, my proposal would be let the school have the criteria of a sport focus school. There should be no school without a sport facility or a coach or a residential facility. I think most of the sport focus schools and the schools that are built now should follow that criteria.

RM: but who identified those scattered schools? No longer you from national Department?

GN: It is the provinces,

RM: Oh, no longer from national Department?

GN: No, no, remember we ask our counterparts being provinces to identify within their provinces then they recommend a school and we go and verify it.

RM: Ohh, okay.
GN: Ja, so what I am saying is that let us start small, let us start with one school then every-body who has been identified can be channelled through that school either in the province or national. The province can adopt the identified school and support it so tha every athlete that is identified from that area for example in Polokwane can be supported in that school.

RM: Sorry to take you back, I heard you saying R100 000, is it per athlete?

GN: Yes.

RM: Is it enough?

GN: No it is not enough. I mean you will agree with me that we have been offering R100 000 since 2012 and we are now in 2017, we are still offering R100 000, the inflation rate has gone up and the school fees have gone up. In fact we are reaching our ceiling now because as we go along this rate we are going to see ourselves and managing to pay school fees only and not giving other services to the athletes because we are not increasing the money. I guess it is because of the financial constraints.

RM: Ya. Okay. Let’s talk about the Programme improvements, what can be done to improve the implementation of the Programme?

GN: Ahh, I think more human resource. This Programme requires a lot of work. It is currently being coordinated by one person in the national office and that person is expected to..

RM: is it you?

GN: ya, and that person is expected to coordinate the identification of athletes, to coordinate the testing of athletes, to coordinate the final selection of athletes, to also coordinate the placement of those athletes in sport focus schools.

RM: ya..

GN: ..and also on a monthly basis we need to ensure that we process the invoice because they submit invoice to us so that we can pay, and we have to go through the 67 reports to check who is what.

RM: Is 67 report representing the number of identified athletes you are supporting currently this financial year?

GN: Yes.

RM: All right.

GN: So there is too much that needs to be done
MINISTERIAL SPORT BURSARY

RM: Ya.

GN: and there is only one person that is coordinating everything. The other thing that needs to be improved., I have developed system which needs to be improved, it is based on financial tracking

RM: yes, ja

GN: where every time the athlete submits an invoice, automatically it deducts from the total allocation, then we track the payment in terms of how much has he claimed for and how often does he claim for example if he claims for ahh.. psychological assessment every month, then that should ring a bell to us to say at means there is a problem so once that particular money is channelled to a particular service it should ring a bell to say is this particular child spending so much money for one service? So we need ask ourselves what could be problem and what could be the intervention, is she coping, why is he having stresses, things like that

RM: Ya. Okay, let me just take you back a little bit, do you sometimes get reports from the athletes reporting about their problems to you? Maybe complaining about their parents?

GN: We do get such reports especially misconduct issues by children, so we get reports from schools on quarterly basis which tell us about the progress of the child. The report may specify that some children are not attending classes and practices, etc.

RM: but not from the parents or from the learners themselves?

GN: No.

RM; Okay

GN: We ask schools to submit reports.

RM: Yes, I remember you have mentioned that.

GN: Ya.

RM: Now lastly, just a concluding remark, do you have any other comments that you would like to make with regard to the Programme?

GN: Well, I think this is a good initiative by the Department because it is really making the difference in the lives of some of the athletes especially those coming from the disadvantaged areas and also we have good stories that have come through about the athletes who have been supported.

RM: What are those benefits?
GN: For example, medals, some athletes are participating overseas and they are winning medals, they are improving their performance, some are getting South African colours. Equally so there are those who are doing dismally, they are doing very badly especially academically.

RM: Okay.

GN: I just think that if we put attention to our challenges and probably the recommendations that you are putting forward can make some improvements.

RM: Yes. Thank you so much for your time and cooperation.

GN: Thank you.
APPENDIX 8: INTERVIEW NUMBER 3: SPORT ACADEMY MANAGER

<table>
<thead>
<tr>
<th>Name of interviewer</th>
<th>Ruth Mojalefa (RM)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interviewee name</td>
<td>Steven Baloy (SB) not real name</td>
</tr>
<tr>
<td>Position of the interviewee</td>
<td>Sport Administrator – Limpopo Sport Academy</td>
</tr>
<tr>
<td>Date and time</td>
<td>28 September 2017</td>
</tr>
<tr>
<td>Place</td>
<td>Polokwane</td>
</tr>
<tr>
<td>Purpose of interview</td>
<td>To evaluate the implementation of the Ministerial Sport Bursary Programme</td>
</tr>
<tr>
<td>Duration of the interview</td>
<td>30 Minutes</td>
</tr>
</tbody>
</table>

RM, stands for the interviewer, SB, stands for the interviewee

RM: Good afternoon.

SB: Good afternoon.

RM: My name is Ruth Mojalefa, I am conducting an evaluation study with regard to the Ministerial School Sport Bursary.

SB: Okay,

RM: just to check how is it working and where can we make some improvements. So feel free, there is no wrong, there is no right answer and participation is voluntary. You may withdraw at any time. Before I can carry on, I am asking for your permission to tape record the interviews so that I can get accurate information. Is it fine with you?

SB: Its fine, no problem.

RM: Okay, thank you. I am going to read the questions to you and let me know where you need clarity in case you don’t understand.

SB: Okay.

RM: And I have got some themes; target population or group, type of school, scientific support, services, academic education support, sport competition opportunities, strengths and weaknesses of the Programme, challenges and solutions, Programme improvement and concluding remarks. So before we start, I do not know if you have questions?

SB: No, I think let’s hit.
RM: Let’s hit ne, all right. In terms of the target population, who is the Ministerial Sport Bursary Programme intended to reach?

SB: Ahhm, I think it is targeted young athletes, more especially who are in grade 7 in a particular year and going to grade 8 and they look at talent of that athlete in a particular code. Ya.

RM: Okay, now in terms of athletes like for example athletes with disabilities, athletes from rural areas, how are they being handled or does the Programme cater for everyone whether coming from the suburbs or what? May be we can talk about the selection criteria.

SB: You see, there are certain things we should not mix as administrators. When we start talking about the selection criteria, we are going technical. You see the school championship has got as we speak now, I think 18 codes.

RM: Okay.

SB: and all these 18 codes have got some codes specific talent identification criteria

RM; Ya,

SB: To date in Limpopo as a province, we have got athletes who range from football, netball, volleyball, chess as a recipients but we can assure you that the criteria is solely a baby of federations.

RM: Okay. The type of school, in what school is the identified athletes placed?

SB: Amm, we have identified schools based on the criteria that Sport and Recreation South Africa came up with. Limpopo identified a lot of schools. The criteria to identify sport focus schools is documented fortunately, and there are people who conducted site visits and I am the end user and as the end user we will tell that most of the schools people looked at was whether those schools have got sporting facilities, the right one, also looked at the boarding facilities, and the learners who are taken to those sport focus schools are not necessarily residing in that particular community.. Those were the areas we looked at.

RM: Okay. Now in terms of the academic education support, what are the academic education support do the identified athletes get?

SB: I think that is the area I wanted to spare it for last but let me just hit on it

RM; hahaha

SB that the way in which distribution of the R100 000, which is the total amount is done, there is one area that we missed that one of academy, when these schools were identified was the previous record in terms of performance academically, but here is a challenge of the athlete who comes from a rural school who is not doing well academically but he got into sport by
virtue of that particular athlete not doing well mixing with athletes who are doing well in that school that is doing well to bridge that gap, it is a process. Some if the athletes were also frustrated because you find an athlete who on average is a 50% at the former school now he arrives at a school whereby the standard is high, suddenly he drops to 25% This demotivates the child. I think what needs to be done in that area, we need to look at mentoring or extra tutorials that those athletes should get special attention and we know these nowadays everything you do to come up with a programme, you need to put resources. We have resources in the form of Ministerial Spot Bursary. I think we need to look at certain percentage that can assist in terms of mentoring the identified athletes who are not performing well academically.

RM: Are they not getting extra lessons?

SB: There are athletes who are thrown in a deep end. We need to bridge the gap by providing extra lessons to the athlete who is doing badly in terms of academic education but doing well in terms of sport. We need resources to close those gaps and that is why I am talking about mentoring kind of a programme.

RM: Before I forget, I heard you referring to athletes from rural areas, what about athletes with disabilities, is the Programme not catering for them?

SB: It does, I think it is a good Programme and it is not discriminatory. However in Limpopo we do not have even one athlete with disability in the Programme. But I am happy to say the athletes that went for screening last year with the intention of absorbing them next year, we have athlete with disabilities there and I think one of the criteria was that the schools should be disability friendly

RM: So where are they being identified as talented athletes?

SB: We have this school sport championships they are being identified during the school sport championships.

RM: Let’s go back to academic education support, what do they get, these athletes do they get school books? I am just making an example ya, out of this R100 00 that you have mentioned?

SB: That is a good question. You see you give a child R100 000 thinking that it is a lot of money for a bursary, but here is another scenario, we have identified good schools as our sport focus schools that is where we are taking these kids to, some of these schools their school fees, and the fees that are involved are very high. In the distribution I have spoken about, I think there is 53% which translate to R53 000 which is meant for that area ehh..you find that one school the school fees for an annual is R60 000 so already we have a challenge there. So these schools are not the same There are certain schools which are paying minimal fees that you find they get to use that money for school fees that money should also address issues of uniform, it is a transformation completely, they buy that particular athlete uniform and you find there are a number of things, schools nowadays are no longer using chalk board. So again you fund that there are certain school whereby R53 000 is not enough but the good part about it is that the guideline documents are flexible you can negotiate to say this area is covered let’s take money from it and use it to cover other related academic education items. There is about 10% which is being allocated for transportation fees including tournaments tours or excursions. Because we would like to see them participating to sport tournaments, so this is the money set aside for
these tournament trips/tours.

RM: In terms of school attendance, how is their school attendance?

SB: In terms of school attendance, most of them had a challenge of language barrier in the first few months because of the change in an environment but the good thing is that in collaboration with the school we got them to acclimatise or adapt.

RM: Okay

SB: Ya, I know of one who had the challenge of language barrier but the good thing is that they acclimatise quickly.

RM: Ya. But in terms of the performance in class, are they well taught maybe do you get school assessment report?

SB: Ya, those who are not performing well, are being assisted with extra classes.

RM: Do you get school assessment reports from schools?

SB: No, but the parents are having them and if you request, they avail them.

RM: Okay. All-right. In terms of sport competition opportunities, what are the school sport competition opportunities do athletes get?

SB: The very one we are talking about?

RM: Yes, haha

Rep 3: The school sport competition will start ehh, I can’t remember the language, I hope I am right here, they will start at intra-school level, the school is responsible for the organisation of that event. The school selects a team, they need to know what the age group is then athletes participate in all levels of school sport competitions.

RM: Okay

SB: What is happening now with school sport is that they have three seasonal games; in the beginning of the year everyone is preparing for the autumn games, from there is winter games, then summer games.
RM: Okay, does it mean that the bursary recipients are also following the same pattern of intra-school sport to national school sport championships?

SB: Yes.

KG: Ohh

SB: That's why they start to compete at their school, circuit level and make to the next stage up to the national school sport championships.

RM: Okay

SB: Besides the school sport championships where we draw them, we see when we identify the sport focus schools, they were based on their history, in terms of performance in a particular code and you will find that at a particular school already there is a developed relationship with for example be it the federation or the leaders of that particular code that are able to enrol into certain tournaments outside the school championships.

RM: Ohh,

SB: So there are lot of sponsored tournaments. You can talk about your football and in our case they only get the opportunities to play football during summer games, you have tournaments like McDonalds. There are a number of them that come as sponsored tournaments.

RM: Ohh

SB: So we encourage schools to participate in such so that those athletes are exposed to competitions outside the school sport competitions.

RM: I am sorry to interrupt; do I hear clearly that those tournaments such as McDonalds, do they come from the federations or is it within the school?

SB: It is in two folds

RM: Ya.

SB: It is actually coming from the federations, SAFA in this case.

RM: Ohh.

SB: Ya, at school sport together they went out to get sponsors, for example, “Motsepe” is there “SANLAM” is there. They have got different age group and they play in different age group
annually. They are called annual tournaments.

RM: Okay

SB: Ya. There must be affiliation of course and schools must have interest, so we encourage the schools that they must participate in such so that it can give these athletes an exposure.

RM: Yes. So do they have the intra-school sport competition, the inter school sport, district, province upto national competitions?

SB: Yes, that’s how it starts.

RM: Ohh, that is how it starts ne?

SB: Yes.

RM: Okay. And then besides these intra, inter, district, provincial, national school sport championships, what are other sport competition opportunities the identified athletes get besides the school sport leagues competitions?

SB: What we have done in Limpopo, was to say through school sport an athlete who gets the ministerial sport bursary that testimony is enough to say that the particular athlete is very talented.

RM: Ya.

SB: Then we engage our federations to say in all the federations tournaments which are more of outside the school, we expect these athletes to be engaged. This is actually your cream. So they get exposed to out of school competitions through the federations.

RM: So now is it possible that the athlete can participate maybe at an intra or inter school sport competitions and at same time participate at the local club level?

SB: It is possible; fortunately, you see here is the funny thing about the athlete, out of school tournaments and within the school tournaments, sometimes they run simultaneously, but I don’t know how they manage it, but they know very well that they are using one and the same client because one way or the other they overlap, but they find a way that if this year in March there is a school tournament, they will make sure that it happens during the first week of that particular month. They hardly clash.

RM: Okay

SB: The good thing about it is that in a federation of a certain code, the school sport com-
mittee sits there so they talk together. In other codes which are clever, they take our school sport competitions as a ground of identifying talent for the next tournament which outside the school and it works better.

RM: Ohh

SB: Ya. The good thing is that athletes never forget that they are there and have received ministerial school sport bursary because of the national school championships.

RM: Yes, true. Okay, and then let’s talk about the strengths and weaknesses of the Programme, what are the strengths and weaknesses of the Programme?

SB: I think ahhh, the strength obviously it brought some relief to some parents financially. It was evident that most parents were pulling very hard and there was no way in which they were going to afford to take those athletes into the school so that we placed them.

RM: yes

SB: So that relief is more of positive.

RM: Okay.

SB: Ahh, we have spoken about exposure of an athlete.

RM: Yes.

SB: I can tell you there was one athlete we took her from bundus, into a school around Polokwane, the first week that girl as crying the whole week and we took her home.

RM: she wanted to go home, haha

SB: she wanted to go home. I think the atmosphere was too overwhelming for her. We had to even talk to her grannies to say maybe they should consider talking the ancestors.

RM: Hahaha..

SB: hahaha…but if I can tell you now the very girl who was crying and threatened us that if we can take her home, she will never come back, today when we say it is school holidays she says:” is there no way that you can organise for me some tournament”.

RM: hahaha

SB: so now she understands, we have taken the rural out of her
RM: Yes.

SB: That is also an exposure which is an advantage. Of course as a disadvantage ahh, it could be sometimes ahh, when we leave this ministerial bursary, which was initiated five years ago because I know one of our bursary recipients is matriculating this year, it was R100 000 then and it is still R100 000 and in five years I can tell you that things have gone high so maybe we may need to look at the allocation annually to say how do we increase if we can come up with a percentage of some sort because R100 000 five years ago and now, the value is no longer the same, ya.

RM: Okay, let’s talk about the scientific support service, what is the scientific support services provided to the identified athletes as a result of the Ministerial Sport Bursary?

SB: You know I can attest that in Limpopo most of the athletes are from deep rural areas. The assistance that these athletes were given towards exposure to your sport specific testing which I can tell you when we took some of the athletes to the testing center in Bloemfontein, you encounter an athlete who was seeing the track machine for the first time in his life and can you imagine if you have to test an athlete on a track machine which one has never encountered. So that was an exposure and we pleaded with people that let us give these athletes some basic education as to how does this machine work but beyond that there is network of medical personnel that we deploy given the condition of the athlete from your physician, your therapist, your mental psychologist, and you know for these athletes to be exposed to such it assists them in their performance. We realise that most of the athletes are involved in conduct sport that one day they were screened. The results detected a lot of chronic injuries which they were assisted in terms of rehabilitating them through your biokineticist, you name them. So by virtue of being Ministerial Sport Bursary recipients, they get these sport science assistance that which no else can have in a rural area like Limpopo.

RM: Okay, I heard you talking about the testing does it being performed before the child can get the bursary or is it after or during or what?

SB: They are actually taken to Bloemfontein that have been shortlisted before the bursary can be awarded, they then go for the medical testing for sport specific testing in Bloemfontein National Training Center to confirm whether in deed they are the right athletes to be awarded the Ministerial Sport Bursary.

RM: Okay. Yes: In terms of the cccrt Bursary was received well by the academy of sport and in the academy of sport together with federations we have got what we call head coaches that would be the highly qualified coaches on a specific code. So by virtue of being a Ministerial Sport Bursary the athlete’s name is now written in the data base for the athletes who need to be assisted and those head coaches will on a certain occasion start coaching them. This is an exposure for those children located in a rural area which they never got. So they are exposed to highly qualified coaches.

RM: Okay, what can be done to improve the implementation of the Programme?

SB: Ya, review of the budget itself, the allocation itself maybe that is flexible, that we need to review ahh in one province you may have five focus schools and they will never be the same and five families if they have got five athletes, the challenges will never be the same. I will tell you that there is one school which has got our netballers it is boarding, boarding has been paid it’s fine, but they go home every weekend, that’s rule of the school, they must go home, these athletes are travelling from far, when you are looking at the budget of transport you find that is huge and the percentage allocated is too little. So flexibility is there I agree but you may also need to look at that.
SB: The big one is communication and I think it is high time from national to the province to the athletes themselves, there should be communication. Ahh, it is a good programme but if you know today ahh, for example, ahhh the intake of the financial year is done and it has not been communicated to provinces let alone parents, by the time we need to implement it, it becomes difficult because these athletes must be placed, and as we speak now I think schools are busy with their registrations. We always arrive late to say we have got this athlete from the Ministerial School sport bursary and you know there will always be this tension between us as departments to say but you brought this child late and there is no more boarding but if this communication could be done early I think even reservation in terms of boarding space, and class can be done. You find sometimes you place an athlete in a certain school and you finally succeed and they accept that athlete the next thing this athlete has never done Sepedi as a vernacular language suddenly he is placed in a school that is doing only Sepedi, and that one was doing isiTsonga that transition becomes a problem but if it was done in advance, options would have been weighted but basically I would say communication is the problem which we can improve on it.

RM: So do you say there is lack of communication between or from national to the province to the parents or what?

SB: Yes, because it must cascade.

RM: Yes.

SB: You know we don’t have to... by virtue of bringing this Ministerial Sport Bursary Programme to a certain family, we don’t have to dictate to the parents. They must have a “say”.

RM: Ya.

SB 3: we must tell them that this has been done and maybe these are the three or four schools that we have, they need choice also but you find that eventually we are just pushing and to certain extent that when things are tough parents tell you that you are the one who came to fetch the child.

RM: ya, you are the one, hahaha. So the solution is that communication should be improved.

SB: Ya, it needs to be improved timeously so.

RM: Before we can conclude, let me just go back a little bit and let us just talk about the scientific support services.

SB: ............................ ya,

RM: Who provides those services, is it the medical doctors, then the bursary pays their services just like in the case of the medical assessments, sport nutrition, you name them. So who provides services to the athletes?

SB: We in that area we are fortunate as a province, most of the schools we have identified, they have already their own set up where you find a school got a physiotherapist who is attached to that school, who is attached to a particular code, so what happens is that if there is a need that athlete consult with that particular practitioner then they invoice the school and it is drawn
from that particular budget. We have as Limpopo academy of sport, a team we call it a medical team. It is a pull of around 50 practitioners ranging from your physician, your biokineticist, we have got a lot of physiotherapists, so we also assist them an athlete who is a ministerial sport bursary recipient has got a challenge then that athlete is referred to the academy and assist by outsourcing who ever can assist that particular athlete.

RM: Okay.

SB: Then we pay. We assist each other both from the budget of the ministerial sport bursary and from the budget of the academy which is there to assist some of the athletes including your ministerial sport bursary recipients.

RM: Alright right. In conclusion, do you have any other comments that you would like to make with regard to the Programme?

SB: I am not a politician.

RM: Hahaha

SB: but I must say this Programme is good and I hope it will not go with the political head who initiated it as administrators our duty is to motivate to say this was not necessarily a “Mbalula” programme but it is a sport programme. We have seen how it assists athletes. So I just hope that even if Ministers change, programmes like these should actually remain.

RM: Ya.

SB: Yes

RM Okay, thank you very much for time and cooperation.

SB: My pleasure.
RM: My name is Ruth Mojalefa from the department of Sport and Recreation. I am conducting an evaluation study with regards to the Ministerial sport bursary, to assess how is it implemented and where we can make improvements if necessary. So feel free, there is no wrong, there is no right answer. But before I can even proceed further, do you give me permission to audio tape this interview?

RR: Yes you can.

RM: Okay, participation is voluntary. By the way you are the father to Mazizi Matsha.

RR: Yes

RM: In what school is he by the way?

RR: Grey High school in Port Elizabeth

RM: Okay, maybe do you have questions before I can proceed?

RR: Yes, you may proceed.

RM: Okay. I have got some themes here; academic education, sport competitions, medical related scientific support services, strengths and weaknesses of the programme, programme improvement and concluding remarks.

RR: Okay.

RM: Yes, in terms of academic education, how did your child (the athlete) qualify for the bursary?
RR: What happened is that there was a school tournament in Pretoria and there were people who selected him and Goodman was one of them.

RM: Okay, perhaps do you know if he did go for scientific testing after he was identified?

RR: Yes. He did go for the testing.

RM: Okay, what type of school is the athlete (your child) placed in?

RR: Yes, he is placed in sport focus school.

RM: Okay, can you please elaborate your answer.

RR: Ya, it is definitely sport focus school. It is one of the best schools in terms sport and academic performance.

RM: Okay. Thanks. How does the bursary fund assist your child in terms of academic education?

RM: I just want to make sure I understand you; did you manage to pay school fees, buy books, uniform, transport, pocket money?

RR: Ya, the funds should cover all of those things but the problem is that there are certain things that it does not pay for, for example, it does not pay for transport that's no one, number two it does not pay for the entry fee. As parents we are expected to pay him for the entry fee which is expensive.

RM: Sorry can you explain what entry fee is?

RR: There is an amount of money that one needs to pay for all tournaments, that is entry fee.

RM: Okay, and then number three?

RR: Number three which is very important is that the bursary does not pay for coaching fee and if you have private coach and we have been told that the bursary money does not cover such things.

RM: Okay. What about the personal needs such as the toiletry? Is the bursary taking care of such things?

RR: Ya, the bursary does not pay for that because he is a day scholar.

RM: Alright, let’s go back to the coaching issue, is Mazizi not getting coaching support at school?
RR: Ya, he is getting coaching support at school but at the level at which he is playing now, usually sometimes a coach is needed who is an expert within a certain field within the sport.

RM: So am I correct to say the coaching support he is receiving at school is not of high quality?

RR: It is of high quality as I am saying that someone from outside is needed. There are certain aspects of the games in which certain coaches specialize. It is the same as taking your child to get extra lessons to somebody else although the child receives good education at school. It's something like that.

RM: Alright. How is he performing in class?

RR: Well, there has been a big improvement with regards to his performance now. He is doing very well I would say.

RM: Alright. So he does not even need extra lessons, they are not necessary?

RR: I would not say so because sometimes you even want him to perform better. I think he does as everybody does. But the school does not pay for that.

RM: Is the school not paying for extra classes?

RR: Yes, let say Maths.

RM: Ohh, okay. What is the reason?

RR: I am not sure, they assume that because it is the best school, they will get the best possible education, so there won't be any need for extra lessons.

RM: Alright. How is your communication with school staff with regards to the bursary?

RR: Communication is quite good I would say, with the school staff.

RM: Okay, you communicate quite well with the school staff, you have meetings, or what?

RR: Yes we do have meetings, they do the reporting, they do the quarterly reports.

RM: Okay, alright, while still on this communication, how is your communication with the department of Sport and Recreation with regards to the bursary? It can be at provincial level or national office.
RR: At provincial level communication is definitely not good. Then we are forced to communicate with national office - Sport and Recreation and that is where we get things done you know, when we communicate with them but communication at provincial level we did not get the help we needed.

RM: Why didn’t you get assistance? Why is the communication poor at provincial level?

RR: I will be happy to know why, hahaha.

RM: Omm.

RR: For example just to get him for testing in Bloemfontein, they could not get transport for him, there was lot of up and down until we talk to the people in Pretoria and that was the only time we got assistance.

RM: In Bloemfontein what was the reason for him to go in Bloemfontein?

RR: Remember the one that you asked me about the testing before they could be awarded the bursary.

RM: Alright. In terms of sport competition, how does the bursary fund assist your child with regards to her sporting code?

RR: Firstly because he is going tennis and using tennis racket which is quite expensive, they assist us with that and also they assist us with tennis even if it is not enough but it is better than nothing, we get R8000 for sport equipment and we also get clothing like tennis shoes, however the problem with this bursary is that first we need to buy and claim later. The equipment is quite expensive sometimes you need to pay R10 000, when they go to the trips in Pretoria or somewhere else, so you need to get the loan somewhere else, and then we can claim the money and it takes a bit of time to be refunded and that is a problem. Sometimes you need to wait for 3 to 4 months before you get refunded.

RM: So in terms of the tournament trips, does the bursary take care of that?

RR: Ohh, they don’t. We have to pay that ourselves.

RM: Okay. What types of school competitions does your child participate in? For example is he playing with his school mates within the same school (intra-school sport competitions), from there is he playing with another neighbouring schools, from there at district, provincial and national level? Just explain to me how is he participating in those school sport competitions levels.

RR: First of all there is school league, so there is quite number of schools there taking part in school league

RM: Okay…
RR: So, ya that is the first thing. The second thing is that they are taking part in tournaments that overrides by the TSA -Tennis South Africa which is the national body. That is where they get the most competitions in those tennis tournaments. Have I answered your question?

RM: Yes. Does he also participate at provincial and national levels in terms of school sport competitions?

RR: Yes. He has been in the Eastern Cape Province team, he played for province. Last year he reached the final in one of the TSA tournaments which was the big achievements so far.

RM: Okay, what other sport competitions does he participate in besides the school sport competitions? For example, does he participate in the local club competitions?

RR: Ya, he is playing for the local club. He is also playing leagues for the local club as well.

RM: Okay, did he ever participate internationally?

RR: Not internationally, no.

RM: Okay, in terms of medical related scientific support services, what are the scientific support services provided to the athlete? For example, here we refer to things such as psychological counseling when he needs that, physiotherapy sessions, sport nutrition, education on drug abuse-antidoping, fitness testing, and things like that.

RR: Ya the bursary does cater for those things. Amm, we only claimed once where he got the help of the physiotherapist.

RM: Why do you say you pay for physiotherapy session? I don’t understand.

RR: Going back to the point I have made earlier that we pay and claim the money later. We know the money is there.

RR: So are these medical related services for example, the physiotherapy sessions, the psychologist, not available at school?

RR: Ya, I think that is what I have mentioned earlier on. It is available but I am not sure about the quality of those services but I am not sure if they have the physiotherapist for example we had to take him to Nelson Mandela University. There they are the experts when it comes to sport and physiotherapy and things like that.

RM: So at school you are not sure if those services are available or not?

RR: I am not 100% sure.

RM: So in other words Mazizi never used the services at school? Maybe like the physiotherapist,
psychological counseling at school whenever he needed them?

RR: Well when something happens the school will call the physiotherapy teacher who ever is to give him help but not at a professional level.

RM: Okay. In terms of the strengths and the weaknesses of the programme, what are the strengths and weaknesses of the programme?

RR: The first weakness I have already mentioned is the fact that we need to have this large of money which we don’t have it to buy anything before we can claim and that can be problematic

RM: In other words, you buy from your pockets before you can claim. Is it what you are saying?

RR: Yes.

RM: Okay.

RR: The second weakness I have already mentioned is the fact that they don’t pay for key things. RM: Like what?

RR: Ya the key things are number 1: ehh the professional tennis player, the most important the professional player needs to have is number 1, they need to have ehh to attend the main tournament and tournaments means they need to pay for the entrance fee and the entrance fees and because the bursary fee does no pay for the tournament fees, it brings in the disadvantage since the player does not develop much as he could if he does not attend more tournament. So that is the key thing. I think in any sport, the competition at a reasonable high level is missing. The player should be sent out to more tournaments and sending him to more tournaments it means you need to pay more.

RM: Amm…

RR: ya that is one of the problems. The entry fee is a big problem and ehh I did say that if you need a tennis racket, you need R7 000 yourself to buy the racket, and then tennis ball, and all those things he needs for tennis and that is very very big problem.

RM: Amm.

RR: The strength is that he is getting the best education in that area. It is because of this bursary and academically, he is doing very well and secondly, when it comes to sport, the tennis he is playing, because now he is being mixed with other good players in the province, we see improvement there. Ya those are the two areas of improvements we see- sport development and academics.

RM: Okay. Now in terms of programme improvement, what can be done to improve the implantation of the programme?
RR: Ya, I think there are few things that need to be done. Firstly, emm, pay for the things that are important. The bursary does pay for important things academically like school uniform and so on but when it comes to sport in particular tennis, they need to make sure that emm, the equipment are available, I don’t know they can say we need to buy the racket be ourselves and credit, they need to come up with a plan and just give the player what he needs. Let say we order the racket to say this what we need and they pay for it themselves because I understand that it may be difficult to give people money and no one is responsible for what happened, the money can be used for anything. So they need to pay for the entry fees. Maybe something else that I need to recommend is that ehh because there is an assumption that you send these children to the model c schools, and something that needs to be done is to put these children in some kind of academy or whatever you want to call it.

RM: Ummhh.

RR: And ehh, put them in a tennis academy to get help they need to be developed as tennis players also receive development also academically and spend that money in that academy focusing on that particular sport and that will make a difference.

RM: Okay and lastly, as concluding remarks, do you have any other comment that you would like to make with regards to the Programme?

RR: I think I have mentioned all important things.

RM: Okay, thank you so much.

RR: So what is this information going to? Is this information needed to make the changes?

RM: Yes, I have mentioned right in the beginning that SRSA is conducting an evaluation study to assess the programme whether is it implemented as planned. So we would like to hear from you. Is it clear?

RR: Okay

RM: Okay, thanks ne.

RR: Thanks
APPENDIX 10: SEMI-STRUCTURED INTERVIEWS
TRANSCRIPT: BURSAR

<table>
<thead>
<tr>
<th>Interviewee name</th>
<th>Mpjamaleka Nkadimeng (MN)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of interviewer</td>
<td>Gery Mour (GM)</td>
</tr>
<tr>
<td>Position of the interviewee</td>
<td>Finance Manager/Bursar</td>
</tr>
<tr>
<td>Date and time</td>
<td>08 February 2018</td>
</tr>
<tr>
<td>Place</td>
<td>Rob Ferreira High: White River-Mpumalanga</td>
</tr>
<tr>
<td>Purpose of interview</td>
<td>To evaluate the implementation of the Ministerial Sport Bursary Programme</td>
</tr>
<tr>
<td>Duration of the interview</td>
<td>10 Min</td>
</tr>
</tbody>
</table>

MN: Good day

GM: Good day Sir

MN: My name is Mpjamaleka Nkadimeng, from SRSA, working in the Research and Evaluation unit.

GM: My name is Gert Miller, Finance Manager (bursar) here at the school.

MN: We are currently evaluating the ministerial bursary programme an there are two beneficiaries placed at your school, hence we requested this interview. This interview may take approximately 25 minutes. And your personal details won’t be used in the final evaluation report.

GM: Yeah.

MN: Please be informed that your participation is absolutely voluntary and you may opt to withdraw at any time. This interview is also very confidential.

GM: Okay.

MN: I hope you don’t mind me recording this interview…

GM: No, that's fine

MN: You have been working SRSA for a year now administering this bursary; does SRSA pay claims in time?

GM: Last year, that is 2017 they paid all the fees upfront. I sent the invoice and money was
transferred to the school account around March.

MN: So everything was settled?

GM: We received everything that was due to us?

MN: What kind of support do you get from SRSA?

GM: We have all the support we need from SRSA, they provide guidance in all respects. And from our side we haven’t had any major problems regarding the administration of this bursary.

The only problem we are experiencing is the approval of the bus tickets or taxi invoices for the children when they travel home every weekend. We are working on that and SRSA will guide us as we don’t want to find ourselves with many unpaid invoices.

MN: Does the school have Service Level Agreement with SRSA?

GM: Yes, there is a contract that we signed last year (2017), it's definitely does exist. Everything that is required from the school is outlined clearly in the contract and we try to implement everything as per the required procedures.

MN: Whom do you work with at provincial level?

GM: Sometimes we speak to Keke from the academy and she is the only person locally that we liaise with. Other than her all the information we get from SRSA.

MN: What kind of support do you get from the provincial sport academy?

GM: There is no particular support we are getting from the academy.

MN: What kind of support do you get from the athletes’ parents?

GM: Nothing.

MN: So there no contact with the athletes’ parents whatsoever?

GM: At least not with me. I speak directly to SRSA if there are issues that we need clarity on.
MN: How is the academic performance of these athletes?

GM: Honestly I don’t have much information as to how they perform in class, it their educators who can tell us exactly how they perform in class. I’m only responsible for their accounts.

I think Mr McGill can assist with that as he is the one sending progress reports to SRSA at the end of each quarter. Unfortunately he is not available now as he is preparing for the athletics meeting on Friday.

MN: Okay.

GM: Yeah

MN: What are the strengths and weaknesses of this bursary programme?

GM: It is a very good thing for the kids as it helps them to attend better schools but the bigger weakness is that they place the children at the school where their code is not offered. Now we can only help to develop their school abilities not the sport abilities. I don’t believe that this was the intention of this bursary at all.

MN: So they are basically not playing the sport they are placed here for?

GM: There is no Volleyball and Basketball here at school, we don’t even have facilities for that and therefore the children can’t be trained on that, they are here just for school.

MN: Noted.

GM: Thank you.

MN: In your view, what can be done to improve the implementation of this programme?

GM: I think first the department must establish whether the schools are offering the codes the children participate in before placing them.

MN: In conclusion, do you have any other comments regarding this programme?

GM: I just want to emphasize that this is a good programme but the manner in which they place the children need to be seriously looked at, because now we are sitting with learners who were supposed to be developing further but nothing is happening as there are no coach-
es or facilities for their chosen sport.

Apparently they participate in some tournaments but we don’t know whether they school tournaments or community tournament as they are out of our area of responsibility.

Some of the tournaments are organised by the department of sport. Honestly it's a bit of a challenge because as a school we are not in control of such arrangements.

MN: Thank you Sir. This brings us to the end of our interview.

GM: Thanks, much appreciated.
APPENDIX 11: INTERVIEW TRANSCRIPT: COACH

| Appendix 11 |
|-------------------|-------------------|
| **Interview no 6** | **Kgotso Galuna (not real name)** |
| **Interviewee name** | **Ruth Mojalefa** |
| **Name of Interviewer** | **Coach only** |
| **Position of the interviewee** | **2017/11/29 12:12 pm** |
| **Date and time** | **Sports and Recreation** |
| **Place** | **To evaluate the implementation of the Ministerial Sports Bursary Programme** |
| **Duration of the interview** | **45 min** |

RM: Okay, we know each other but just for formality I’ll just introduce myself. My name is Ruth Mojalefa from Sport and Recreation, and thank you so much for availing yourself to be interviewed. The purpose of this interview is to assess the Ministerial Sports Bursary Programme, to check if it is implemented according to the objectives and where can we make some improvements where necessary. Before we can proceed, I am asking for permission to audio tape this interview.

KG: Okay, its fine.

RM: Thanks. Please note that there is no wrong there is no right answer feel free and the participation is also voluntary. Ya I don’t know if you have got some question before I can start or what?

KG: No its fine you can go ahead.

RM: I have got some themes here, let me just read them to you: sport competition opportunities, the medical scientific related services, the strengths and weaknesses of the programme, programme improvement and concluding remarks.

RM: What types of trainings do you as the coach get to assist athletes to perform better in sport?

KG: Me as the coach?

RM: Yes.

KG: Uhm me as the coach, I have to pay for my own should I say schooling or training in terms of getting qualified as a professional coach, so I do not really claim through the bursary schemes to be able to go all these things, I am not even aware if would I be able to claim through these bursary things because it is never been made you know because when these guys sign their contracts we are not there so we don’t even know what they say about access even us so it is a bit difficult to know what is it that they offer.
RM: okay I forgot to ask you; are you the coach or the teacher as well because other teachers are also serving as coaches?

KG: No no, no, I am just a coach the national coach for the (tennis) federation.

RM: Okay let's continue. What type of trainings do you provide the athletes to make them perform better?

KG: Okay ya well I am the overall coaching for the guys. We would like to make them proper athletes and of which I think we have done well so far with some of these guys you know they are competing internationally already with the limited resources but you know to build a complete athlete you need like a sports psychologists you need a physical trainer you need a coach you need other supporting services to go with the whole package it's not just me whose supposed to be doing everything because I am not an expert in fitness I am an expert in coaching tennis which is two different things so ya but at the moment I have to do everything for the guys it's not necessarily the best way to approach it but you know if you don't have resources it's probably the only way to approach it.

RM: May I interrupt, when you say you are doing everything for these guys maybe just elaborate what do you mean by that.

KG: Uhhm yeah well I have to coach them for tennis I have to do the mental work with them I have to do the physical work with them uhm, ya you know all those things which I am not an expert in. In psychology for instance, I have little knowledge.

RM: okay let's go back to training that you said you received individual training to develop your- self. Do you also receive maybe education on medical related services as you've mentioned like in order to assist the athlete who needs maybe sport nutrition. Do you receive such education or knowledge?

KG: Well it is part of our training when you become a professional tennis coach they touch on stuff like that but it's not in depth but we do have basic knowledge of that stuff that's why I am saying I am not a professional but I do have little knowledge and I do try as much as possible to attend the seminars or talks on such topics.

RM: and then how often do you provide training to the athletes?

KG: Well they train four times a week uhm when I say week I mean in the seven days weekdays, they train for three to four hours on weekends obviously they have more time so they can train for longer during the week because they stay at a boarding school.

RM: Okay a follow-up question do the athletes get enough sports training opportunities?

KG: Uhm it's kind of tricky because as an athlete or as a coach you feel you need more training I don't think there is a coach that can say they've had enough training I think the players can get more training especially having more where you bring in all the players together in one place maybe for like a week or two weeks period. In a place where it is just
tennis code, the whole day where they have session on mental whatever and all the physical training just for the whole two weeks just to test them and see how they are doing just to replicate what happens when they go to tournaments you see, we don’t really get that opportunity because of the expenses to do that uhm to be able to bring them together it also really consists of logistics and money that is involved of which we do not know how to go about it with these bursary programme we don’t have the information on how to go about this.

RM: Okay, so what are the school sport competition opportunities do the athletes get or maybe school sport tournament or whatever, do they such opportunities?

KG: yeah well we don’t really have inter school tournaments we just have a league that they play because tennis is more of an individual sport so when it’s an individual sport it’s tough to put schools together especially if you have let’s say one school has two kids that are on the programme and the other school has like seven on the programme then you can’t really have an inter school competition because the other athletes are not on the programme so you can’t really measure how they do that but they do have a league that they participate in we play matches once a month compete with players all the way from North West to Gauteng.

RM: Maybe just educate me more I really don’t understand these things though I am working at sports and recreation, what is a league?

KG: Uhm a league will be let’s say sixteen players it doesn’t matter where they come from sixteen players they have to play, you get a winner you get a number two a number three and so on.

RM: okay you told me that they don't have the inter school sport competition does it mean that they do not have intra school sport competition? Intra is when they play against each other within the same school so they don’t have such because it is individual sport?

KG: No they do have an intra but that will be all participants it will also include...because the numbers wouldn’t add up.

RM: you also told me about the league and I understand that and thank you so much. So but now regarding the district level the provincial and the national don’t they sometimes participate on such levels?

KG: They do but then it's mostly national tournaments that they play at...

RM: so maybe more or less how often do athletes participate in school sport competitions?

KG: For the national leagues we have six tournaments in a year mostly we have them in school holidays we have two tournaments that are happening in April we have two June tournament and we’ll have one I think in September then I think one in December so those are the big tournaments that they play at and some of the players will also you know uhm depending on how good or how well they are performing, they’ll be allowed to go and play internationally like already Alwandle and Mpho which are already on the program uhm are already for next year they going to go play the junior masters Alwandle has been to shrilanka he has been to Belgium you know they start to play internationally as well
RM: so am I correct to say before the tournaments or the intra school sport competition can kick in they organize themselves in terms of the fixtures? Am I correct and if I am correct just elaborate on that because I think they cannot just start participating without preparing themselves you know things like. Can you just elaborate?

KG: uhm when you say prepare themselves what do you mean by that?

RM: uhm like prepare a team first before we can have like amm Mr x or athlete x maybe you as coach you’ll say now this time it will be Sizwe and this one then they form a team and they can play things like that like they organize themselves.

KG: Okay let's say you have ten players in tennis the way it works let's say you have ten players right uhm and then in those ten players you will take let's say you will take the best four players you will put them at number one number five number six and number ten and then you will just … the others according to maybe you will just pull a number out of the head and then that's how you draw it up you call it a ball we just compile a ball and then ya depending on how the ball is produced then they just play each other out so it's not like we select or whatever it's just the nature of the of the ball.

RM: I think I am correct to say this one; How often do athletes participate in the school sport competitions?

KG: Yes I did.

RM: yes you said sometimes six times yes I think you did touch it. So let’s proceed. What are other sport competition opportunities do athletes get beside the school sport league competitions?

KG: like I said it’s also National South African section tournaments that they participate in and then also participate in international ITF tournaments.

RM: Are you talking about the clubs now?

KG: No, I am not. That is individual playing, when I say ITF when I say ITF I mean the International Tennis Federation Tournament that’s like guys who are going to play overseas and all that stuff and when I say …tennis South Africa tournaments section tournaments these are the national tournaments within South Africa.

RM: Alright but now I am just interested to hear in terms of the local clubs. Don’t these athletes sometimes get an opportunity to participate in local clubs or other clubs you know?

KG: No they don’t because we do not have the numbers it’s not enough numbers at the moment but they do remember it’s a league thing that happens in the region in Gauteng with people from the North West also coming in to play in tennis. It is difficult especially with the numbers not being there within the different sections it is difficult then to have clubs playing against each other. It is individuals playing against each other.
RM: okay while we are still talking about these clubs just educate me again do you have like intra, inter, district, provincial and national club competitions? Do you have such levels in terms of clubs?

KG: We have clubs like we do have sectors that are operational but mostly our programme is based on schools so we have school things that are happening we have programmes within school.

RM: but am I correct so say you have those levels like it will be local club the district club provincial club national club do you have such levels as well?

KG: you could say so but it will not be a club remember it’s an individual sport so it cannot be a club but we do have the different levels across all the national local provincial international yes we do have those levels.

RM: let me just ask you this question all though you have already told me that tennis is an individual sport and is still focusing on the club sport; How often do athletes participate in club sport competitions?

KG: In club competitions in the intra school competitions they will do that like every week and that will be like four times a month and then within the region within Gauteng it will be once a month we being all the players in around Gauteng together to participate and then we have six national tournaments that are playing which means six times in a year they will meet and they will be playing those tournaments.

RM: But not in terms of clubs because as you said tennis is an individual sport, so clubs no?

KG: Yes.

RM: Do athletes have necessary sports training material like for example uhm sporting attire, the sporting equipment even the sport facilities just elaborate on those things?

KG: Uhm facilities especially for the guys in...there is a centre that’s close by that they use but it will be such a huge benefit if they could have even if it’s one tennis court that’s within the school that they can be able to use because they have to travel so there is no transport that brings them to the tennis court so they have to push and you know uhm it’s in the kasi it’s not nice to have to get these kids to walk disabled kids so when it comes to facilities I think there could be an improvement even though we do have a good facility that they are using you know but there could be an improvement in terms of that Uhm in terms of equipment we have never really claimed for equipment from the bursary scheme all the equipment have always come from the federation. So again I am not really sure how we supposed to go about claiming for equipment because they do need equipment they are actually in need of equipment especially the starting of the programme uhm because you know tennis is an expensive sport they have to teach things they have to have tennis balls a box of tennis balls will only last for like two weeks that’s like R1200 gone in two weeks so yeah uhm they do need those things there are certain clothing that they need to play in, they do get clothing bought from time to time but I think they could use some more.

RM: So in terms of sport attire, do they get them from the bursary scheme or from the federation?
KG: uhm I think the federation buys them and then they claim from the bursary scheme because like I said some of these things they need either cash in hand to be able to do these things so if you don’t have cash in hand they must get them so we are fortunate because the federation is able to buy stuff for these guys and then you know claim for them and so on.

RM: So with sport equipment why can’t they (federation buy) do the same and claim from the bursary?

KG: it’s expensive like for instance a player like Alwande would not play with an ordinary sports wheel chair he needs a specific tennis wheel chair to play in excess R50 000 or R40 000 so it’s expensive.

RM: I hear you when you say it’s expensive but maybe why can’t you just try and then hear the outcome unlike saying its expensive let’s just give up because the bursary should do that as well should cover sporting equipment?

KG: yes. I guess that’s an option we need to explore a little bit more ya.

RM: Okay, what are the medical related services do the athletes get; the medical related services do the athlete get what are those?

KG: Uhmm well they get doctor consultations I am just going to say the stuff that uhm the guys have been able to access uhm not what they should be accessing yet. So ya all that they have been able to access is doctor consultation when they are sick like having flu and all that stuff but then they have not been able to access things like physiotherapy or massages or any of those things uhm through the program no. ya what I am saying is that because these guys are athletes they get injured and stuff I think it could be better if they could get quick access like you know your therapies and all that stuff because when they do get injuries it’s not something that one can wait. Such services should always be available.

RM: So when I am listening to you it means uhm, it means services such as physiotherapy, psychology, sport nutrition diet, drug abuse education were never rendered to the athletes?

KG: No, no, never. They haven’t received any of that stuff.

RM: Okay. Alright, so maybe what do you suggest should be done?

KG: uhm… look especially for us as the organization, we have access to all these things we’ve got them lined up. Now the problem is to get these guys then be able to claim for it where there’s a claim tickets are signed before they get processed so some of these things need to be paid, either up front or on the spot for the services to happen. So I am not really sure how we can get around that or maybe if there could be a number of specialists or people who offer these services who are contracted to do or have a link with you guys you could just recommend that we go to these guys and you put the claims in on behalf of us instead of us having to take these kids there and then having to pay afterwards. We can be able to get these kids sorted out but some of your organizations you know they just do not have the money to be able to handle that stuff. So, I am just looking broadly at the whole programme, how it could be improved.
RM: Okay in terms of the strengths and weaknesses, what are the strengths and weaknesses of the programme?

KG: Okay, I think definitely the strength of the programme is that it is giving that support to these athletes, schooling that’s a definite plus you know these kids most of them come from very disadvantaged community backgrounds so having their schooling taken care of means that they...every month knowing that their school books and equipment are sorted out, knowing that their toiletries are sorted out every month those are very, very important things especially if you want to keep an athlete within the system that very very important and especially if you taking that kid outside because remember most of these kids they taking them from ...and we bringing them to a high performance sector and also the very crucial thing is them being able to access things like extra schooling and extra tutors you know whenever they struggling educationally so it’s a very, very good thing. At the moment we have seen most of these kids doing very, very well in school, none of them are failing at the moment because we have been able to put those support structures for them and it is only been able to be done because they have those bursaries for them and then things like being able to access transport money to go home when they do need to go home uhm being able to go to the doctor when they need to go to the doctor also even the coaching because we have been able to increase the number of coaching days because we are able to create for the coaching hours that they get for sports which has translated into improving on their tennis as well. So ya the programme is very, very good because we definitely working very well.

RM: and then the weaknesses?

KG: weaknesses, I would probably say it is the claiming format or accessibility to the funding that might pose a challenge to some of the things because ya, like I said, some of the things they just need immediate access to some of the funding which is not the case. You have to have a paper trail and claim all the time and all that stuff but other than that we do know the money is there we do have access to it is just if we could have easier access to the funding I think it will have a big difference.

RM: You know before we can talk about the programme improvement I am tempted to ask you something as a follow-up based on what you have just said with regards to the strengths of the programme, do you perhaps know what is the target group, who is the Ministerial Sports Bursary intended to reach do you perhaps know?

KG: well from what I know it’s kids who are from disadvantaged backgrounds, young kids who are studying in their high school so yes ya I think that’s clear for everybody to see that that’s the target, which I think is a good thing because at least you know if they get a bursary at standard six they have long activity inside the programme its monitored for a certain period of time and they are young.

RM: and then in terms of identification process, do you know where they have been identified before they can be allocated to the bursary fund?

KG: Yes uhm I know from our programme we have the intra school, inter school competitions they go to the provincial and then it’s the provincial where they meet or go to kzn or whatever to then they get picked by selectors for the bursary ya that’s the process that I know. Which didn’t happen for the last year because I don’t think bursaries were awarded for the past finan-
cial year I don't know if I should say financial year or the year that past because there were no selectors at those events and stuff like that so I am not exactly sure why or what is going to happen going forward but ya.

RM: Do you know the type of school where they are being placed?

KG: They are supposed to be placed at sport specific schools.

RM: Okay let's go to the programme improvement, what can be done to improve the implementation of the program?

KG: Uhmm I guess more knowledge just you know informing the people who are supposed to be taking care of these kids on what is actually available for these kids because I think lot of us we don’t know actually we know they got a bursary but we don’t know what they can access in that bursary. I think probably you will correct me if I am wrong, you will find that in a year they get R100 000 and you will find that they don’t even spend half of that money it goes back to wherever it goes because it hasn’t been used up properly by most of these kids and it’s not because they don’t have needs it is because people don't have information on what they can access.

RM: Okay anything else? Otherwise we are done maybe as a concluding remarks do you have any other comment that you would like to make with regards to the Programme?

KG: Ya I just wanna know if these programmes are gonna continue from next year onwards? Everybody wants to know what is happening because I'll tell you why, it’s important for everybody to know, when kids start for tryouts and all these to go play for the intra provincial tournaments one of the things is that they are looking forward to getting that bursary and it’s a huge how can I say patching point for us to get these kids to be able to focus and get them where… so when it’s not there some of these kids uhm I mean then what is the point for them playing or participating in these things when they have other options they wanna go play in other programmes where they get points or prize money instead of participating in a programme where they just gonna get a medal and go home so it’s a catch 22 for some of us where we... let’s say for instance some of our players we also make sure that they skip one of the tournaments which has points and prize money to be able to participate in these tournaments because we know there is a...but when it is not there we are hesitant to let them play there in tournament where they get prize money.

RM: are you asking me if the bursary scheme is going to continue?

KG: Yes

RM: Yes it is a five year period it starts from grade 8 up to grade 12.

KG: I do understand that those kids who are on the bursary scheme already will serve out the term but let's say for next year those kids that are chosen will there be new people added?

RM: Yes definitely.
KG: Okay.

RM: Okay and uhm, I am also interested to ask you because it's like you have got broad knowledge. Now in terms of the academic support I heard you touching it. So maybe just elaborate or just explain, what do athletes get in terms of the academic education support?

KG: what we have done for our athletes I don't know what other federations are doing but what we've been able to do for our athletes because we understand that we are building athletes but at the same time we need to build a complete person, a person who's educated his wellbeing is taken care of properly we need a proper person we not just building a person who can hit a tennis ball so we take care of the different aspects of their life so education we make sure we keep track of what happening in their schooling if they are battling uhm with subjects or in school we'll communicate with the school we'll find a focused person who will take care of those kids in the school who can give us reports on how they doing in the school and when they do need backup support then they'll find a teacher either inside the school or outside they'll put a fee to it then we'll be able to claim from the bursary so it takes care of that aspect of the kid so us as the federation we put that together for the kids.

RM: you know before I can say bye-bye KG let's just go back to the sport competition issue do federations or federation and school work together when you organize for this school sport competitions, leagues or whatever you know let me just hear from you?

KG: Yes, I'll tell you why it's important that federations work with schools because federations they want to provide the expertise so you cannot just have the school organize these things without the federation being there so for us for tennis I'm sure there's nobody else out there who's got the expertise. We provide the coaches we provide the equipment we provide the transport we provide everything and we also know how to run the tournaments so if you just leave it to the schools nobody will know how to be able to service these things so it has to be a joint partnership between the federation, Department of Sports and Recreation and the schools.

RM: So do you have maybe the sport calendar year calendar wherein you follow it?

KG: uhhm we had one for the past year so we busy with the one for the next calendar year so it's not complete yet because we waiting for funding for other tournament so as soon as it's out I could make it available.

RM: uhm thank you so much KG I really enjoyed talking to you thank you thank you so much in case maybe there is a gab somewhere just pardon me I'm going to phone and say what about this please just pardon me you know just bear with me you know in case I want something.

KG: not a problem.

RM: thank you very much.
KG: thank you, cheers bye.

RM: you see it’s me again I forgot to ask you the athletes that you coach I just forgot to ask you which athletes do you coach?

KG: uhm I coach Alwande Skhosana, Mokwanda Hlongwane, Bonga, Mpho Mhlongwa, Asive Kelefile, Tiisetso Motaung those are the only ones from Gauteng.

RM: okay thank you bye.

KG: cheers bye.
TALENT IDENTIFICATION FORM

1. ATHLETE’S PARTICULARS

NAME: ..................................................   SURNAME: ..............................................

(As it appears in the ID)

ID NO: ..................................................   MALE/FEMALE: ........................................

RACE: ..................................................

SPORTING CODE: .......................   PLAYER POSITION: ..............................

PROVINCE: ..............................   TOWN: ..................................................

MUNICIPAL DISTRICT: .................   COACH’S NAME..............................

EMAIL ADRESS: .............................

ORDER OF PREFERENCE .......................
MINISTERIAL SPORT BURSARY

SURNAME: ………………………………

OCCUPATION: …………………………

TEL NO HOME: ………………………

TEL NO OFFICE: ………………………

CELL NO: ……………………………

EMAIL ADDRESS ……………………..

PHYSICAL ADDRESS ………………….

…………………………………………

ALTERNATIVE CONTACT DETAILS ………………………………………

3. CURRENT SCHOOL’S PARTICULARS

NAME OF THE SCHOOL: ……………

Public/Private ………………………

PRINCIPAL’S NAME: …………………

TEL NO ………………………………

FAX NO: ……………………………

EMAIL ADDRESS: …………………

QUINTILE …………………………

MOTIVATION

TECHNICAL ABILITY …………………………………………………

…………………………………………………………………………

…………………………………………………………………………
1. TALENT SCOUT’S PARTICULARS

NAME: ...........................................  SURNAME: .........................................

ID NO: ..........................................  CELL NO: ........................................

EMAIL ADDRESS: ............................  TEL NO

OFFICE: .................................

LEVEL OF SPORT QUALIFICATION: .................................................................

SIGNATURE: .................................

DATE: .................................
1. TALENT SCOUT’S PARTICULARS

NAME: ........................................... SURNAME: ...........................................

ID NO: .......................................... CELL NO: ............................................

EMAIL ADDRESS: ......................... TEL NO

OFFICE: .................................

LEVEL OF SPORT QUALIFICATION: ........................................................................

SIGNATURE: ............................ DATE: ......................................................
1. TALENT SCOUT’S PARTICULARS

NAME: ........................................... SURNAME: ......................................

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OFFICE: .................................

LEVEL OF SPORT QUALIFICATION: .................................................................

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LEVEL OF SPORT QUALIFICATION: .................................................................

SIGNATURE: .............................. DATE: ...........................................
## APPENDIX 13: MINISTERIAL BURSARY BREAKDOWN COSTS

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<tr>
<th>FUNDING PERCENTAGE</th>
<th>AMOUNT</th>
<th>UTILIZATION</th>
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<td>R53 600.00</td>
<td>School fees, Prescribed text book, Extra lesson, School uniforms</td>
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<td>8%</td>
<td>R8 000 per annum</td>
<td>Personal related sporting equipment only</td>
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<td>8%</td>
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<td>Transport</td>
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<tr>
<td>10%</td>
<td>R10 000 per annum</td>
<td>School sport related tournaments &amp; tours</td>
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</table>
# APPENDIX 13: MINISTERIAL BURSARY BREAKDOWN COSTS

<table>
<thead>
<tr>
<th>FUNDING PERCENTAGE</th>
<th>AMOUNT UTILIZATION</th>
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<tr>
<td>2%</td>
<td>R2000,00 per annum</td>
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<tr>
<td>10%</td>
<td>R10 000 per annum</td>
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## Tuition fees and boarding
The prescribed and textbook should be as per the school requirements.

Subject to application and approval by Sport and Recreation South Africa (SRSA)

- e.g. blazer, shirt, tie, jersey, pants, skirts, socks, scarf, shoes, raincoat, gloves, caps, hats, beanie
- Cricket bat, helmet, gloves, pads, thigh pads, hockey stick, mouth guard, knee guard, sheen guards, ankle guard, tennis racket and balls, table tennis bat, racket strings,
- Goff shirts, vest, short pants, long pants, socks, training shoes, tracksuits, caps, gloves, soccer/rugby boots, swimming cap, goggles, shoulder pads etc

- 2x Sport specific assessments;
- 2x Medical assessments
- 2x Psychological (or when required)
- 2x Basic sports testing;
- 2x career development and life skills testing.

e.g. toiletries: toothbrush, tooth paste, floss, washing rag, body lotion hair/body sprays, soap, deodorant, sanitary ware, shampoo, toilet paper, tissues, comb hair brush, nail clippers, bath towel would be **R500,00 per quarter**.

All athletes in the Ministerial bursary program will receive monthly allowance of **R200 per month**.

The transport will be used to assist the learners to commute from their homes to school and back during school holidays.

All expenses related to that school sport tournaments and tours.
EXCLUSIONS

• Supplements

• Club fees

• Private tutoring

• Membership fees

• Private coaching

• Casual/formal clothing, under ware

• Entertainment

• Spa treatments, facials, hair, jewelry, nails

• International travel, accommodation and competitions,

• Cell phones, tablets, laptops, airtime, bundles

• Alcohol, drugs, banned substance and groceries

(NB: The Submission of Claim Forms Should be accompanied by the supporting documents to justify expenditure e.g. invoices)
## APPENDIX 14: LIST OF BURSARY RECIPIENTS PER PROVINCE

### EC

<table>
<thead>
<tr>
<th>No.</th>
<th>Year</th>
<th>Name &amp; Surname</th>
<th>Gender</th>
<th>Code</th>
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<tr>
<td>1</td>
<td>2014</td>
<td>Sibabalwe Mwenzeni</td>
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<td>Lucia Mjekula</td>
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<td>Hockey</td>
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<td>2015</td>
<td>Jade Simons</td>
<td>Female</td>
<td>Swimming</td>
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<td>2017</td>
<td>Asive Gilifile</td>
<td>Female</td>
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<td>Baphiwe Bendeni</td>
<td>Female</td>
<td>W/chair Basket-ball</td>
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<td>Male</td>
<td>Tennis</td>
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<td>8</td>
<td>2014</td>
<td>Refilwe Ranku</td>
<td>Female</td>
<td>Chess</td>
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<tr>
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<td>Rugby</td>
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<td>Ms Michelle Heyman 043 7263205 <a href="mailto:finance@hphs.co.za">finance@hphs.co.za</a></td>
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<td>Collegiate girls High school</td>
<td>Bronwyn Brooks 0413732358 <a href="mailto:bronwynb@cghs.co.za">bronwynb@cghs.co.za</a></td>
<td>Parent</td>
<td>Ms Jacqueline Simons</td>
<td>Mother:084 8999130</td>
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<tr>
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<td>Wheel Chair South Africa Ms Ms Karen Loch 0833251169 <a href="mailto:karen@tennis.co.za">karen@tennis.co.za</a></td>
<td>NF</td>
<td>Mr Gundu Gilifile Ms Nompendulo Gilifile</td>
<td>Father:0732671986Mother:0604877613</td>
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<td>Mr Roman (principal) 0836512142 <a href="mailto:northernlightspe@gmail.com">northernlightspe@gmail.com</a></td>
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APPENDIX 14: LIST OF BURSARY RECIPIENTS PER PROVINCE

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<tr>
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<td>4</td>
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**Jeppe Boys high**
- Contact details of the school: Mr Ronald White (principal)/0823478075 011 6141938 rwhite@jeppeboys.co.za
- School: Nthabiseng Kekana, Aunt: 0713547714

**Queens High school**
- Contact details of the school: Mr Johan Loren 0834152688/ 0116226522 principal@queenshighschool.co.za, sport@queenshighschool.co.za Ms Gill 0116214742
- School: Steve Mashaba, Father: 0760828545 Mother: 0728952032

**Rosina Sidibane**
- Contact details of the school: Ms Govendor Tel:(012) 3740408/0566 Cell:0765551964 rss@mweb.co.za romelgovender@gmail.com
- School

**Rosina Sidibane**
- Contact details of the school: Ms Govendor Tel:(012) 3740408/0566 Cell:0765551964 rss@mweb.co.za romelgovender@gmail.com
- School

**Adelaide Tambo**
- Contact details of the school: Wheel Chair South Africa Ms Karen Loch 0833251169 karen@tennis.co.za
- School: NF

**Adelaide Tambo**
- Contact details of the school: Wheel Chair South Africa Ms Karen Loch 0833251169 karen@tennis.co.za
- School: NF

**Prestige High**
- Contact details of the school: Mr Robby Pienaar (principal) Tel: 012 711 8602/00 Cell:0834575956/ Cell:0783363406 (Mr Manus Hendriks) robbypienaar@gmail.co.za robbyp@prestigecol.co.za, Tebogo Radebe tradebe@prestigecol.co.za 0845417196
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<td>Crawford - Durban</td>
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<td>Ohlange High</td>
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<td>P/ Maritzburg Girls</td>
<td>Ms MS Pillay 033869271 <a href="mailto:bursar@ghspmb.co.za">bursar@ghspmb.co.za</a></td>
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<td>Bheka Zondozon4on@gmail</td>
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<td>Mr Kobus Cloete/Charmain Beetge 015) 307 4490 <a href="mailto:financial@benvorster.co.za">financial@benvorster.co.za</a></td>
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**School contact details**

- Ben Voster HS: Mr Kobus Cloete /Cairmain Beetge (015) 307 4490 finansies@benvorster.co.za
- Northern Academy: Makhanani Chabalala Makhanani.c@curro.co.za 087 287 2542
- Ben Voster HS: Thomas Baloyi Father:083352135
- Northern Academy: Slyvia Chaka Mother:078045343

**Bursary Agreements**

Yes

**School contact details**

- Ms Charmain Tecklenurg 013 741 1041/537 admin@lhs.org.za

**Parent's contact**

- Mr Mkhonto Mother:0713388685
- Mr Lucas Mahlangu Mother:0826625625
- Ms Sohhy Mkobongo Mother:0724093610
- Ms Surprise Mosedi Mother:082719833

**Current school**

- Jeppe Boys High Gauteng: Mr Ronald White (principal) 0823478075 011 6141938 rwhite@jeppeboys.co.za
- Kimberley Technical: Lettie Fourie Tel:0583613917 Mr Gerald Neels 0827085582 grdneels@gmail.com
- St. Anne's: Mr Nthipe (principal) 0826096944 Ma Tailita Grobler 0826181951/018 674 0900 admin@bethelhs.co.za
- Thlamelang: Mr Gerald Komape Cell:0839028746 Tel:018 3362111 geraldkomape@gmail.com
- Bethal High school: Mr Nthipe (principal) 0826096944 Ms Tailita Grobler 018 674 0900 admin@bethelhs.co.za
- School

**Parent’s contact**

- Mr Solly Selepe Father:0834386988 Mother:0795563183
- Ms Martha Matiame
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**TOTAL**: 7 (3 supported in the current non SFS)**

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<td>Thiamelang special school</td>
<td>Mr Gerald Komape 0839928746 Tel:018 3362111 <a href="mailto:geraldkomape@gmail.com">geraldkomape@gmail.com</a> Palesa</td>
<td>School</td>
<td>Ms Outhwie Rammona</td>
<td>Mother:0726603055</td>
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<tr>
<td>Potchesfroom Technical high</td>
<td>Mr CJM Devilliers (principal) 0834430173 Ms Lizel Koekemoer 0182905389 <a href="mailto:lizelkoe@gmail.com">lizelkoe@gmail.com</a></td>
<td>School</td>
<td>Kedibone Seikanelo</td>
<td>Mother:0781829262 Aunt:0737017416</td>
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<td>Curro College</td>
<td>Debbie Woolstencroft 0215319517 <a href="mailto:dwoolstencroft@phs.org.za">dwoolstencroft@phs.org.za</a> Tel:(021) 200 8446/7 principal@wcapesportschool</td>
<td>Parent</td>
<td>Pine Joubert</td>
<td>Father:0828245126 Mother:0825703955</td>
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<td>Pinelands boys</td>
<td>Mr Kurt Anthony Tel:(021) 200 8446/7 principal@wcapesportschool</td>
<td>Parent</td>
<td>Isle Joubert</td>
<td>Ms Nothemba Grootboom Mother: 0826238120</td>
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<td>WCSS</td>
<td>Mr Kurt Anthony Tel:(021) 200 8446/7 principal@wcapesportschool</td>
<td>School</td>
<td>Ms Nothemba Grootboom</td>
<td>Father:0768788440 Mother:0720409440</td>
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<td>WCSS</td>
<td>Mr Kurt Anthony Tel:(021) 200 8446/7 principal@wcapesportschool</td>
<td>School</td>
<td>Father: Mother:0724704639</td>
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<td>WCSS</td>
<td>Mr Kurt Anthony Tel:(021) 200 8446/7 principal@wcapesportschool</td>
<td>School</td>
<td>Mother:074 3099863</td>
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<td>Shiloa Christian</td>
<td>Ms Charmaine Torien 021 7612158/0791363804 <a href="mailto:hr@shiloahouse.co.za">hr@shiloahouse.co.za</a></td>
<td>School</td>
<td>Fundiswa Motlane</td>
<td>Father: 0837349264</td>
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<td>WCSS</td>
<td>Mr Kurt Anthony Tel:(021) 200 8446/7 principal@wcapesportschool</td>
<td>School</td>
<td>Mr CA Peters</td>
<td>Grand Mother 078 3669056</td>
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<td>WCSS</td>
<td>Mr Kurt Anthony Tel:(021) 200 8446/7 principal@wcapesportschool</td>
<td>School</td>
<td>Mr Desmond William Johnson</td>
<td>Father:0748470883</td>
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<td>WCSS</td>
<td>Mr Kurt Anthony Tel:(021) 200 8446/7 principal@wcapesportschool</td>
<td>School</td>
<td>Ms A Titus</td>
<td>Mother: 0711101695</td>
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<td>WCSS</td>
<td>Mr Kurt Anthony Tel:(021) 200 8446/7 principal@wcapesportschool</td>
<td>School</td>
<td>Mr LM Pezisa</td>
<td>Father:0842810260</td>
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<td>Immaculata HS</td>
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<td>School</td>
<td>Ms S Mbiza</td>
<td>Mother:0762383586 0761557384 / 0762383586 <a href="mailto:roro.stamper@gmail.com">roro.stamper@gmail.com</a></td>
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<td>Wynberg boys HS</td>
<td>Ms Lissa Lawson 021 79742474text 124 <a href="mailto:llawson@wbhs.org.za">llawson@wbhs.org.za</a></td>
<td>School</td>
<td>Gloria Vilakazi Theo Vilakazi</td>
<td>Mother: 07833888889 Father: 0737781282</td>
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<td>Wynberg boys HS</td>
<td>Ms Lissa Lawson 021 79742474text 124 <a href="mailto:llawson@wbhs.org.za">llawson@wbhs.org.za</a></td>
<td>School</td>
<td>Ayanda Mbatha Nolubabalo Mbatha</td>
<td>Father:0824274417 Mother:0737843542</td>
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