



**UNIVERSITY SPORT SOUTH AFRICA
(USSA)**

TRANSFORMATION POLICY

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Definitions & Interpretations

Definitions

BBBEE	Means Broad Based Black Economic Empowerment
BCIA	Black, Coloured, Indian & Asian – also referred to as POC (persons of colour)
Chief Executive Officer (CEO)	Chief Executive officer of USSA
EE	Means Employment Equity
EPG	Eminent Persons Group as appointed by the Minister of Sport & Recreation South Africa
General Meeting	General Meeting is the highest-level decision-making body of USSA
HE	Higher Education
Institutions of higher learning time of as	Any institution that provides Higher Education Programmes on a full-time, Education part- or distance basis and which is - a) established or deemed to be established as a Higher Education Institution under the Higher Education Act 101 of 1997; b) declared as a higher education institution under the Higher Education Act 101 1997; c) registered or conditionally registered a private Higher Education Institution under the Higher Education Act 101 of 1997.
Member	Means USSA member universities
National Executive Committee	National Executive Committee of USSA
NF	Means National Federation

NUSA	Means the National University Sports Association
PEC	Means the Provincial Executive Committee of USSA
PP	Means Preferential Procurement
SASCOC	South African Sports Confederation and Olympic Committee
Sport and Recreation South Africa (SRSA)	Means Sport and Recreation South Africa (SRSA)
SRSA	Means Sport & Recreation South Africa
Transformation Barometer	Means a report to be populated by USSA once a year
Transformation Charter	Means the Charter signed, endorsed and approved by all National Federations which has a bearing on the transformation of sport
Transformation Policy	Is a sustainable implementation plan for transformation in University Sport
Transformation Sub-Committee	Means the Sub-Committee made up of NEC members and /or experts who provide guidance on key issues relating to the policy and decisions involving possible rewards and sanctions.
USSA	Means the University Sport South Africa

Interpretations

Access to the Game	To ensure university sport is accessible to all who wish to participate, including women, disabled persons and people in rural areas.
Community Development & social responsibility	To create effective interventions in order to increase participation through sport development and social responsibility initiatives.

Corporate Governance	To establish effective administrative structures in order to comply with good corporate governance.
Demographic Representation	To change USSAs demographic profile at provincial and national level on and off the field of play.
Performance	To deliver competitive and world-class performances on and off the field of play by focusing on quality and the application of the principle of merit.
Skills and Capacity Development	To create development pathways for players, coaches, technical staff and administrators to improve productivity and performance levels.

1. The Context

Twenty five years after the first democratic elections in 1994, there continues to be significant debate about how South Africa should re-invent itself as a non-racial nation. One area in which the transformation of the South African nation has been the subject of fierce contestation is the sporting arena, notably in debates around the relationship between sport and the post-apartheid nation building process. Since the approval and implementation of the Transformation Charter in 2012, some sport codes are receiving more attention than others. In particular, the role of the South African national teams, such as our USSA teams, in nation-building continue to be the subject of discussion and analysis.

Sport structures, including the higher education (HE) sport environment, are under increasing pressure to particularly address the continuing issues surrounding the marginalisation of players based on their race, ethnicity and economic status. Employment equity, affirmative action and broad-based black economic empowerment efforts may have gone a long way in redressing past inequalities in socioeconomic and political arenas – but the sport environment lags behind on all dimensions identified in the balance scorecard of the national Transformation Charter published by Sport and Recreation South Africa (SRSA) in 2012.

The Transformation Charter released in 2012 was drawn up by an eminent persons group (EPG) and was initially signed by a select few sport federations with additional codes going through the same process five years later in 2017. The Charter seeks to address areas such as access, skills and capabilities, governance and employment equity. University Sport South Africa (USSA) as an associate member of the South African Sport Confederation & Olympic Committee (SASCOC) forms part of the requirements as set out by the Transformation Charter.

The introduction of recent high performance sport competitions in the HE sport sector, such as Varsity Cup and Varsity Sports, has attracted a much needed increase in investment and value all with the expectation of a transformed space. These developments continue to place HE sport under a spotlight and as such the USSA national agenda is affected by such changes. Needless to say the HE sport industry is as affected as the rest of the South African sporting industry by the National Sports Plan and therefore USSA must implement, monitor and report on its Transformation Plan.

2. Defining Transformation in Higher Education

In South African debates on higher education (HE), the term ‘transformation’ is generally held to refer to a comprehensive, deep-rooted and ongoing social process seeking to achieve a fundamental reconstitution and development of our universities to reflect and promote the vision of a democratic society. This entails a simultaneous process of eradicating all forms of unfair discrimination and creating a HE sector that gives full expression to the talents of all South Africans, particularly the marginalised and poor. The transformation of HE therefore refers to the active removal of any institutional, social, material and intellectual barriers in the way of creating a more equal, inclusive and socially

just HE system. As such, our understanding of the concept is one of designating a range of social, economic, cultural and political conditions and their institutionalised settings that should be reconstituted if HE is to fulfil its democratic mandates.

The strategically most significant ‘objects’ of HE transformation in South Africa, at the core, entail crucial aspects, such as governance, management and leadership, student environment (access, success), staff environment (equity), institutional cultures, teaching and learning, research and knowledge systems, institutional equity, and the political economy of higher education funding. (Higher Education Summit Report, October 2015)

The above ‘objects’, by way of the Table 1 below, demonstrates alignment to the 6 dimensions of the Transformation Charter as follows:

TABLE 1: ALIGNMENT OF HIGHER EDUCATION OBJECTS AND TRANSFORMATION CHARTER DIMENSIONS

HIGHER EDUCATION OBJECTS	TRANSFORMATION CHARTER DIMENSION(S) ALIGNMENT
Governance	a) Corporate governance b) Performance c) Preferential Procurement
Management and leadership	a) Corporate governance b) Performance
Student environment (access, success)	a) Representation (demographics, gender and disability) b) Access to sport & recreation
Staff environment (equity)	a) Employment Equity b) Skills and capacity building
Institutional cultures	a) Access to sport & recreation (facilities, equipment and administration) b) Community development & social responsibility
Teaching and learning	a) Access to sport & recreation b) Performance
Research	a) Performance b) Representation (demographics, gender and disability) c) Skills and capacity building
Knowledge systems	a) Performance b) Skills and capacity building
Institutional equity	a) Access to sport & recreation b) Employment equity
Political economy of higher education funding	a) Access with equitable funding

3. Defining Transformation within the HE Sport Sector

The following definition is derived from the South African Sport Transformation Charter, and will be applicable to USSA:

“Sport transformation is a guided process with benchmarks, aimed at achieving and maintaining equitable access to facilities, competition opportunities and high performance training through the dual application of the principles of universality and merit with deliberate bias towards previously disadvantaged groups such as blacks, women and the disabled so as to put South African sport on a sustainable growth path.”

4. Critical Challenges Faced within the HE sector

An important dimension of transformation relates to institutional inequities, particularly the impact of accumulated under-capitalisation of many historically black institutions (HBIs) and/or campuses inherited from HBIs as a result of merger/incorporation processes in 2005.

Many HBI universities or campuses still face formidable challenges stemming from long legacies of chronic underfunding in infrastructure, staff and student services that, despite periodic, but generally wholly inadequate, policy interventions by Government since 1994, have not yet tilted the balance of economies within these institutions towards lasting sustainability. (Higher Education Summit Report, October 2015)

The HE sport research conducted in 2010 categorised MUs and highlighted that the institutional inequalities listed above most certainly impacted on the delivery of the sport programmes.

Whilst the implementation of the Transformation Charter plays an important role in ensuring transformation based on the 6 dimensions, policy interventions alone are not sufficient to meet the challenges of structural inequality for most of these institutions. Fundamentally, many face significant problems in their underlying business models and economies, being located in small, rural or peri-urban areas, primarily serving students from poor communities and relatively disarticulated from the urban corporate support networks enjoyed by their urban counterparts. (Higher Education Summit Report, October 2015).

5. The Transformation Charter

The Transformation Charter for South African Sport was released on the 25th of August 2012 by Sport and Recreation South Africa (SRSA).

The transformation model, as outlined in the Transformation Charter, represents an integrated multi-dimensional process based on producing ongoing improvement in seven key strategic areas. Two of these areas reflects contributions to national imperatives related

to Black Economic Empowerment (BEE), namely: Employment Equity (EE) and Preferential Procurement (PP). The transformation dimensions described in the Charter relate to:

- Progression to peak performance in all areas and levels of sport;
- Changing the demographic profile of all structural components on and off the field of play in line with national and regional demographics;
- Skill and capability levels as it relates to human capital development;
- Access to infrastructure and equitable participation opportunities;
- Institutionalised governance;
- Employment Equity- promoting equitable representations in all administrative and support structures of sport; and
- Preferential Procurement – ensuring equal access to sport’s total procurement bill.

The goal of the process of transformation is to ensure that the majority of South Africans have the opportunity to participate and achieve equitably in sport on the basis of broader and deeper human capital and structural improvement in all areas and at all levels. The ultimate objectives are:

- For all sport structures to closely represent the regional and national demographics of the country;
- Provide a basis to improve vertical and horizontal alignment and coordination among all role players in sport;
- Improvement of performances at all areas and all levels in sport; and
- To promote acceptance that long term success and sustainability of the sport system requires a focus on school, tertiary and club sport equal to at least that practiced at the top end of the sport development pyramid.

The process is underpinned by a value set that includes:

- Equitable access to opportunities and resources;
- Sustainable skill and capability improvement;
- Exceptional governance practices;
- Strategic performance management; and
- Pursuance of excellence.

The purpose of the Charter is to guide structured systemic change towards a competitive sport system reflecting a demographic profile that mirrors the national and regional demographics of the country in all areas and at all levels of sport and contributing to the country’s economic empowerment initiatives in the process. (www.srsa.gov.za)

6. Key Role Players

The USSA Constitution outlines the key role players who form a critical part to ensure successful implementation, monitoring, evaluation and reporting of the policy.

Further details with respect to the key role players are provided in Articles 9 and 10 of the USSA Constitution and they are:

- i. USSA National Executive Committee (NEC)
- ii. Member Universities (MUs)
- iii. National University Sports Associations (NUSAs)
- iv. Provincial Executive Committees (PECs)

USSA holds various meetings annually (Annual General Meeting; General Council Meetings; NUSAs meetings; Sub-Committees, Strategic Planning workshops, etc.) where opportunities for engagement and accountability are provided.

7. USSA Transformation Objectives 2019 - 2022

The policy aims at implementing a 5-year transformation plan focused on achieving the following the objectives listed in Table 2 below. Important to note that the objectives listed can be expanded by MUs and NUSAs:

TABLE 2: USSA TRANSFORMATIONAL DIMENSIONS AND THEIR OBJECTIVES 2019-2022

NO.	DIMENSION	OBJECTIVE
1	Demographic representation	To achieve and maintain a demographic profile that reflects the representivity in relation to MUs / institutional teams, competing at the USSA national, tournaments. The objective(s) include: Achieve and maintain a demographic profile of all USSA national teams at outlined by Annexure A:

		<p>a) Short Term 40% On-Field representation of BCIA Players by 2020.</p> <p>b) Long Term – 50% On-Field representation of BCIA players by 2022.</p>
2	Access to Sport & Recreation	<p>To provide structured and organised opportunities that encourage participation across a full range of skill levels and that promote involvement of women/girls, persons with disabilities and people from rural areas.</p> <p>Objectives include participation in:</p> <p>a) Programmes such as Campus leagues; provincial leagues and the USSA national university tournaments.</p> <p>b) Provide equitable resources to ensure maximum participation in sport.</p>
3	Skills & Capacity Building	<p>To create development pathways for student-athletes, coaches and trainers, referees and sport administrators, as well as staff members, to improve productivity and performance levels.</p> <p>Objective(s) include:</p> <p>a) Annual training programme during USSA tournaments.</p> <p>b) Mentorship based on individual MUs capacity.</p> <p>c) Facilitation with National Federations to progress into national/international setups and competitions.</p>
4	Performance Goals	<p>To deliver performances on and off the field that clearly mark progress toward transformation.</p> <p>Objective(s) include:</p> <p>a) Support USSA in its participation at CUCSA, FASU and FISU competitions.</p> <p>b) Managing a well-structured high performance</p>

		<p>programme as per individual MUs needs and requirements.</p> <p>c) Preferential procurement, thus meeting BBBEE requirements as determined by individual HEs.</p> <p>d) Meet EE requirements as determined by individual HEs.</p>
5	Community Development & Social Responsibility	<p>To implement effective interventions in order to create a youth sport development pathway for future recruiting and to pursue social responsibility initiatives that reflect the higher education sport intention to create a positive social impact locally, regionally and nationally.</p> <p>Objective(s) include:</p> <p>a) Facilitating programmes designed to meet individual MUs needs as well as during USSA tournaments.</p> <p>b) Support the USSA development objectives, advocating the USSA brand.</p>
6	Corporate Governance	<p>To ensure effective governance of higher education sport at leadership, policy, system and structure levels.</p> <p>Objective(s) include:</p> <p>a) Invest into the leadership development of staff and students.</p> <p>b) Held staff members and students accountable for leadership positions occupied within the various USSA structures.</p> <p>c) Attend USSA meetings and contribute towards its agendas to ensure a good corporate governance system.</p> <p>d) Contribute towards policy development through the USSA structures.</p>

8. Monitoring, Evaluation & Reporting

The implementation of this plan will be monitored on annually and the USSA Transformation Committee will have a key role in this regard. Partnerships play a key role to ensure successful implementation, monitoring and evaluation of the plan.

The following executive actions will be taken:

- a) A partnership with MUs is necessary with MUs providing their individual plans to achieve the objectives, including scorecard.
- b) USSA to seek partnerships with schools, clubs and national federations.
- c) USSA will seek opportunities for participation and contribution towards legislation regarding transformation in sport.
- d) USSA will expand the transformation capacity of its member (MUs and NUSAs), by assisting with the planning, funding and implementation of their respective transformation plans.

If a MU does not reach the target specified for the relevant USSA sport code, it will be regarded as a violation. For all information regarding violations, appeals and the appeals procedure, the USSA Disciplinary Procedures will be amended to include the application of the transformation policy, as well as any disciplinary procedures to attend to infringement and tracking.

9. Conclusion

Universities South Africa is engaged in a productive consultative process to develop an open-ended and flexible transformation barometer. The broad themes to be captured in the barometer are institutional culture; equity and redress; research, scholarship and post-graduate studies; leadership, relations with external stakeholders and community engagement; and teaching and learning. As this process unfolds, sets of indicators will be developed to be adapted to the contextual realities of individual institutions. We hope to enrich a compliance approach with more substantive indicators for transformation that can guide transformation charters, transformation plans and transformation reports. In this process, student and other voices will feature strongly and deepen our interpretation of national policy imperatives. (Higher Education Summit Report, October 2015).

The above process for sport has already started in 2012 with the Transformation Charter, however important that implementation thereof be expedited for improved results.

For transformation efforts to be effective, there needs to be a fundamental shift in the way

- the whole organisation is structured and managed,
- the way in which it deals with its constituent members,
- how leadership conduct themselves,
- how the game is marketed and promoted,

- how sport's image and reputation is managed and
- how all component structures collectively act and think.

This represents an intellectual challenge of some format. Re-engineering in how we think and respond to transformation and to bring forth creative, innovative and original ways of dealing with the issues involved will provide the breakthroughs required.

The university sport industry provides the spaces, intellect and capacity to support bringing about this change. For this to happen, a successful process for the transformation of the entire sport system has to involve an orchestrated and deliberate attempt to redesign our respective genetic architecture by working simultaneously along four dimensions of 'organisational' reform, namely **reframing, restructuring, revitalisation, and renewal** and changing the way the entire South African sport industry thinks and acts.

10. References

1. USSA Constitution
2. USSA Regulations
3. USSA Sub-Committees Terms of References
4. Higher Education Summit Report, October 2015)
5. Reflections on Higher Education Transformation: Discussion paper prepared for the second national Higher Education Transformation Summit, 2015
6. Universities South Africa (USSA): Transformation Plan, November 2016
7. Transformation Charter, 2012
8. http://www.srsa.gov.za/MediaLib/Home/DocumentLibrary/SRSA%20EPG%20Interim%20Report_LR.pdf

9. Annexure(s)

1. USSA Transformation targets for period 2019 – 2023

END.