



**UNIVERSITY OF PELOPONNESE  
FACULTY OF HUMAN MOVEMENT AND  
QUALITY OF LIFE SCIENCES  
DEPARTMENT OF SPORTS ORGANIZATION  
AND MANAGEMENT**

**MASTER'S THESIS**

**“OLYMPIC STUDIES, OLYMPIC EDUCATION, ORGANIZATION  
AND MANAGEMENT OF OLYMPIC EVENTS”**

**“The Olympic Legacy of the 2<sup>nd</sup> African Youth Games: An  
Assessment of Batswana’s Awareness of the Olympic Values and  
Olympic Education”**

**Patrick MOESI**

**Supervisor:** Jim PARRY  
Professor

Sparta, May, 2014



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## **Statement of Originality**

This is to certify that I carried out this study and it has never been carried out before. The study was conducted from June 2013 to May 2014.

Signature: .....

Date: .....

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## **Acknowledgements**

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The John Latsis Foundation deserve a special commendation as they have afforded me through their scholarship to be able to pursue my studies further and to join the Olympic family in the process.

Thank you!

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## **Dedication**

This is dedicated to my mother Ms Eldah Fupi Moesi for her continued encouragement to study hard, my late grandparents Mrs Edzani Katlholo Moesi and Mr Katlholo Moesi whose love for education was next to none. To my girlfriend Goitseone who had to endure my absence as I undertook my studies. To my children, Nchidzi and Wabuya Jnr, my siblings and friends this is dedicated to you for your continued love and support.

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## List of Abbreviations and Acronyms

<b>AAG:</b>	All-Africa Games
<b>ANOCA:</b>	Association of National Olympic Committees of Africa
<b>ANOCA:</b>	Association of National Olympic Committees
<b>AYG:</b>	Africa Youth Games
<b>BAA:</b>	Botswana Athletics Association
<b>BAYGOC:</b>	Botswana Africa Youth Games Organising Committee
<b>BISA:</b>	Botswana Integrated Sport Association
<b>BNOC:</b>	Botswana National Olympic Committee
<b>BNSC:</b>	Botswana National Sports Council
<b>BNYC:</b>	Botswana National Youth Council
<b>BOPSSA:</b>	Botswana Primary Schools Sports Association
<b>CAPA:</b>	Creative and Performing Arts
<b>CEP:</b>	Culture and Education Programme
<b>CGF:</b>	Commonwealth Games Federation
<b>DSR:</b>	Department of Sports and Recreation
<b>EYOSF:</b>	European Youth Olympic Sports Festival
<b>IOA:</b>	International Olympic Academy
<b>IOC:</b>	International Olympic Committee
<b>MOESD:</b>	Ministry of Education and Skills Development
<b>MYSC:</b>	Ministry of Youth, Sports and Culture
<b>NOA:</b>	National Olympic Academy
<b>NOC:</b>	National Olympic Committee
<b>OG:</b>	Olympic Games
<b>OE:</b>	Olympic Education
<b>OEP:</b>	Olympic Education Programme
<b>OS:</b>	Olympic Solidarity
<b>OVEP:</b>	Olympic Values Education Values Programme
<b>PE:</b>	Physical Education
<b>SCSA:</b>	Supreme Council for Sports in Africa
<b>YOG:</b>	Youth Olympic Games

## **Abstract**

“The Olympic Legacy of the 2<sup>nd</sup> African Youth Games: An Assessment of Botswana’s Awareness of the Olympic Values and Olympic Education,”

The study sought to assess the level of awareness amongst Botswana on Olympic values and Olympic education (OE) in light of the 2<sup>nd</sup> African Youth Games in Gaborone, Botswana as a way of creating a legacy of the games. A total of (n=150) participants took part in the study with (n=77) being females and (n=73) being males. The respondents fell between the age’s categories of under 17 to the 50-59 years age group. The data was collected through a questionnaire which was in four sections namely biographical data, Olympic values and Olympic education awareness, 2<sup>nd</sup> African Youth Games 2014 knowledge and Olympism, Olympic symbols, Olympic Games and Olympic Youth games awareness and knowledge. The data was analysed through the Statistical Package for Social Scientists (SPSS). Then descriptive statistics were used to draw generalizations on the findings thereby enabling the researcher to make conclusions. The findings showed that while there is generally a moderate awareness of some aspects of Olympic values and Olympic education, there is still need to educate the general public on the area so as to increase the knowledge base to the majority of Botswana.



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## CHAPTER 1

“The Olympic Legacy of the 2<sup>nd</sup> African Youth Games: An Assessment of Batswana’s Awareness of the Olympic Values and Olympic Education,”

### INTRODUCTION AND OVERVIEW OF THE STUDY

#### 1.0 Introduction

The 2<sup>nd</sup> African Youth Games will take place in Botswana from May 22<sup>nd</sup> – 31<sup>st</sup>, 2014. Fifty-four African nations are expected to participate bringing 2500 athletes, a big number of coaches and team officials, technical officials and a large media contingent. The 2<sup>nd</sup> African Youth Games will be a huge financial investment for a country like Botswana which has a small economy. This will be considered a loss if the gains are only weighed based on performances in the athletic contests rather than on the skills gained through the organization of the event and most importantly through the educational legacy that will inspire the youth over the years to adhere to high moral standards in life as espoused by the Olympic Ideals. The investigation reported in this study, titled “The Olympic Legacy of the 2<sup>nd</sup> African Youth Games: An assessment of Batswana’s<sup>1</sup> Awareness of Olympic Values and Olympic Education,” explores problems and raises questions about Olympic values education as a potential and ongoing legacy of the Botswana Games. This chapter describes the rationale, the research questions and the theoretical foundation for the study.

#### 1.1 Rationale for the Study

Botswana is considered one of the most peaceful countries in Africa and for this to be upheld the youth need to be brought up adhering to cultural values as well tying in the values with Olympic values to give them a more universal perspective. Botswana is also well known for its heritage in culture based on the closely-knitted norms and values of the society at large. These norms, ethos and values include democracy (*puso ya batho ka batho*)<sup>2</sup>, development (*Ditiro tsa ditlhabololo*), self-reliance (*boipelego*), unity (*popagano ya sechaba*) and botho and when taken together these principles lead to the attainment of *Kagisano* or social harmony... (Marr, S.D 2012: 70) and come from our history from a paper authored by the founding President Sir Seretse Khama titled “*Transnational Plan for Social and Economic*

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<sup>1</sup> Batswana refers to all the citizens of Botswana.

<sup>2</sup> Batho in the traditional language of Setswana refers to people.

*Development*” as discussed by Marr, S.D: 70. Over the years the national principles have been adjusted to suit current trends in the society but they still retain a connection to the original look. According to Bashi Mothusi (2010) when writing in the Sunday Standard newspaper on the 18<sup>th</sup>, February 2010 in an article entitled “A reflection on President Khama’s Five D’s”:

...when he [Lt. Gen Seretse Khama Ian Khama] ascended to the highest office in the land in 2008 he presented his roadmap heavily premised on the four D’s of democracy, discipline, dignity and development. The fifth D was to be added later and it refers to delivery.

The youth in Botswana were traditionally raised by a community, meaning that a young person could be admonished by any elderly person in the society. According to Mazonde (1998: 92) young people in Botswana find themselves caught in the middle of the process of transition from traditional to modern society. Gradual breakdown of the extended family system, which formerly provided support and social guidance, has compounded the problems of young people. Botswana’s traditional values have been eroded with the advent of modernity although there have been some efforts to revive them. Botswana finds itself in a period of when social attitudes and values around the world are changing at an unprecedented rate. The people of Botswana must adapt to the challenges of global society while retaining the positive aspects of their cultural values that distinguish them from other nations (Mazonde, I. 1998: 85).

However with migration of people from neighbouring countries and indeed from all over the world into Botswana some of the cultural values seem to be lost. A mega event like the African Youth Games that brings athletes of different cultural backgrounds together provides an opportunity for the dissemination of Olympic Values Education that is a values orientation, which creates a common ground for the athletes.

Youth all over the world are faced with numerous social challenges and African youth are no exception. The social problems encountered by youths in Africa are as diverse as their cultural backgrounds. In the sporting arena, it is expected that young people will learn the best behaviours but it might not necessarily be the case. Petroczi (2009:349) argues that sport is universally promoted as the manifestation of excellence, hard work, health, fair play and equality. Sport is now being subjected to a lot of bad vices like cheating, hooliganism, drug

use and many more. Sport is a form of moral objectivism which holds that certain types of value and conduct such as fairness have a universal validity. All who participate in it are expected to comply with what is morally demanded (Anorl, P.J. 1997: 5). Young people need to be taught from a young age to appreciate the benefits of practicing sports for their general well-being and embracing cultural differences and diversity to be able to function well as adults. This will increase fair play as well as the quality of sports in Botswana and Africa as a whole. For Botswana to continue to be peaceful there is need to prepare the younger generation to embrace cultural beliefs and principles such as *Botho*.<sup>3</sup> Major sporting events like the Africa Youth Games (AYG) bring youth together to compete and also celebrate their diversity as well as offering them an opportunity to appreciate each other and practice sport fairly. This can only be achieved through a carefully designed educational programme. Olympic values education may provide a common framework for such an educational program.

## **1.2 Statement of the Problem**

Olympic Education is a vehicle through which the Olympic movement seeks to instil Olympism and Olympic philosophy to the young people of the World. Olympic Education programmes (OEP) are a common feature around the world and they are administered through the National Olympic committees (NOC) and national Olympic Academies (NOA) either during the course of their activities and most importantly before and during major sporting events. The International Olympic Committee (IOC) is a great proponent for education.

The African Youth Games (AYG) is held under the auspices of the Olympic movement and they attract young people in a more relaxed competition setting with an emphasis on cultural exchange and values education. The 2<sup>nd</sup> African Youth Games will attract about two thousand five hundred (2, 500) athletes from all over Africa and these young people have to be exposed to the Culture and Education Programme (CEP). This presents a challenge for the organising committee of the games as there is no currently existing programme within the national Olympic committee. The absence of a national Olympic academy also compounds the challenge. In its endeavor to create a wide audience for the games, the organisers have to

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<sup>3</sup> Botho is a Setswana word that refers to being humane and it is inculcated and passed on to younger generations in Africa. It is commonly known as Ubuntu which is the Zulu language.

be able to reach out to the masses in the community and make them understand about the games.

Currently Botswana does not have an Olympic education program. However, due to the fact that they will be hosting the 2<sup>nd</sup> Africa Youth Games in 2014, there is a need, first to assess the level of awareness of the Olympic ideals amongst Botswana, and then to explore how to initiate an educational program.

### **1.3 Purpose of the Study**

The study assessed Botswana's awareness of the Olympic ideals and their understanding of the values of sport and the Olympic Movement. This study further looked at how Olympic Education could be developed and implemented in light of the 2<sup>nd</sup> Africa Youth Games that will be hosted in Botswana in 2014. The study attempted to find out how the Games that will be hosted in Botswana could be used to influence an implementation of Olympic Education in Botswana as well as inspiring young people in Botswana and from all over Africa to adopt the highest moral behaviours when participating in sports, thus ensuring that the Games leave a lasting educational legacy in Botswana. Sport is viewed as a unifying factor and which also contributes to healthy lifestyles. Olympic education can influence these behaviours (Binder, 2012; Parry, 2010). This study is concluded with suggestions for ways that an Olympic education program can mobilize the children and youth of Botswana prior to the Games, while paving the way for the inclusion of Olympic education in the school curriculum.

### **1.4 Research Objectives**

The objectives for carrying out the study titled "The Olympic Legacy of the 2<sup>nd</sup> African Youth Games: An Assessment of Botswana's Awareness of Olympic Values and Olympic Education," were as follows;

1. Make an assessment of the awareness levels of the values of the Olympic Movement by Botswana.
2. To explore ways to make school children, youth and the general public aware of the Games by using Olympic Education programmes to mobilise for the games.
3. To motivate for Olympic Education to be introduced and integrated into the school curriculum in Botswana as a legacy of the 2<sup>nd</sup> Africa Youth Games.

### **1.5 Research Questions**

1. What is the level of awareness of the values of the Olympic Movement amongst sport officials, youth, teachers, athletes?
2. How can Olympic Education programmes be implemented in Botswana?
3. How can an Olympic education awareness programme be developed for the 2<sup>nd</sup> African Youth Games and beyond the games?
4. How can Olympic Education be integrated into the curriculum in Botswana across a variety of subjects?

### **1.6 Significance of the Study**

It was hoped that the 2<sup>nd</sup> African Youth Games to be hosted in Botswana will be a catalyst towards a fully-fledged Olympic Education Program in Botswana. Presently there is no Olympic Education Program in Botswana and with the impending Games it is crucial that the society, and particularly the youth, is made aware of Olympism, Olympic Ideals, Olympic Movement and Olympic values in order to better appreciate the true purpose of the African Youth Games and the Youth Olympic Games. Such awareness would also assist the marketers of the 2<sup>nd</sup> African Youth Games 2014 to reach out to an audience that understands what the whole Olympics idea is all about, further assisting in support for the Games as a whole. As a result the study intended to find out if the 2<sup>nd</sup> African Youth Games 2014 can leave a legacy of Olympic Education in Botswana as well as influence a potential growth for this area of pedagogy. Furthermore, the study was meant to influence further research into Olympic studies.

### **1.7 Limitations of the Study**

The study was limited by lack of literature especially based on Olympic Education as it applies to Botswana. Olympic education and Olympism are a fairly new idea to Botswana and it seems that the buy-in onto the programme is slow due to a lack of understanding of what the Olympic Movement stands for. The study was further limited by the lack of financial resources to be able to reach out to schools and institutions which are a far distance from the researcher's place of abode. The time allocated for the study was also hindrance for the researcher to spread the research further deep into the whole country. The ideal situation would have been to reach out to as many schools, students, teachers, parents and members of the community.



## 1.8 Description of the Study

A questionnaire was distributed to athletes from more than 20 sporting disciplines, teachers, team managers, coaches, volunteers and sports administrators directly involved with the 2<sup>nd</sup> African Youth Games. The questionnaires were distributed to a member of the Botswana African Youth Games Organising Committee (BAYGOC), one member of the Culture and Olympic Education Committee of the Botswana National Olympic Committee (BNOC) as well as one respondent from the curriculum and instruction department of the Ministry of Education, Skills and Development (MOESD).

## 1.9 Theoretical Framework

This study is grounded in the theoretical orientations from two very different cultural contexts. One is the cultural foundation of traditional Botswana society – its basic systems of individual and community values as represented in education, sport and culture. The second cultural context is the theory – fundamental principles, purposes and values – of the Olympic Movement as represented by the *Olympic Charter*. create a new paragraph with the subtitle Values of the Botswana Culture

There is an African saying that says it takes a whole community to raise a child, meaning that every elderly person was accountable for educating and guiding the younger generation. In Botswana the cultural foundation came from two initiation ceremonies that prepared the youth for future lives as responsible adults, and these are *bojale* and *bogwera* for young ladies and young men respectively. Young men were taught life skills such as raising and fending for a family, respect for elders and everyone as well as instilling a sense of belonging to the community. The other critical factor for the male initiation was circumcision which marked the rite of passage between boyhood and manhood. On the other hand young ladies were taught about such things as taking care of a family and taking of children in particular. In all these initiation rites the concept of *botho* was always emphasised as well as respect for others most especially the elderly. *Botho* or humility is the most important value upheld in Setswana culture as it is instilled upon all the youth so that they grow up fully appreciating their customs. Cultural practices though varying due to tribal differences all agree with one thing; *botho* which encompasses such issues as respect, fairness and humility. The educational system is based on the cultural practice of the country and this includes teaching children to be self-reliant (*Boipelego*), development (*ditlhabololo*), humility *botho* , unity (*popagano*) and democracy (*puso ya batho ka batho*). These five values when taken together

result in what is termed *Kagisano* or social harmony. This is the most important value that is still instilled in the country and has perhaps ensured the peace (*kagiso*) which prevails in the country. It should be noted that democracy has and is still part of the culture of Botswana and manifested itself through the *Kgotla*<sup>4</sup> system which allowed for dialogue under the guidance of traditional leaders/chiefs (*dikgosi*<sup>5</sup>). In the Botswana custom every individual is allowed to take part in discussions at the *Kgotla* and this is testified by a Setswana saying that says; “*mmualebe o a bo a bua la gagwe.*”<sup>6</sup> When loosely translated this means that even if someone holds a different view that person still deserves to be listened to. Perhaps as a way of putting controls Setswana adage says the following; “*lefoko la Kgosi le agelwa mosako*”. This means that the *Kgosi*/Chief has a final word over deliberations and can be described as having a casting vote if deliberations came to stalemate. This coupled with other norms and Setswana principles have resulted in a culture of engagement that still prevails even today. Today’s youth in Botswana are taught respect and humility but due to the changing world there has been some discontent over how much values have been lost. A lot of interventions have been mooted to try and curb the loss of cultural values including and these include inclusion of such subjects as cultural studies and moral education. Activities such as sports have been identified as having the power to instil good moral behaviours amongst the youth of Botswana. With the current problems of eroding cultural values, sport has now become an important force to curb problems arising from this erosion such as rising alcoholism, teenage pregnancies, rebelliousness, drug abuse, cheating, hooliganism and general lack of discipline amongst the youths. The government continues to be the major sponsor of sports and this is testimony to the fact that they acknowledge the great role that sport has in moulding the youth of the future. But what remains a challenge though is the lack of proper planning towards the attainment of the values inherent in sports, rather it is left to chance for such benefits to be accrued by athletes.

As already stated earlier the second cultural context will be the theory – fundamental principles, purposes and values – of the Olympic Movement as represented by the *Olympic Charter*. The Fundamental Principle 6 (p.7) states that:

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<sup>4</sup> *Kgotla* refers to the traditional meeting place presided over by the traditional leadership.

<sup>5</sup> *Dikgosi* refers to traditional leaders or chiefs who rule over specific tribes or areas.

<sup>6</sup> *mmualebe o a bo a bua la gagwe* is a concept that is grounded in Setswana culture and it seeks to respect the views of everyone who contributes their view in a discussion irrespective of its worth or relevance.

*The goal of the Olympic Movement is to contribute to building a peaceful and better world by educating youth through sport practised without discrimination of any kind and in the Olympic spirit, requires mutual understanding with a spirit of friendship, solidarity and fair play.*

The educational value of the Olympic movement is outlined in the principle above which Parry (2009, p2) sums up as recipe for the core values of Olympism: fair play, education and multiculturalism. The Olympic Values Education Programme (OVEP) is the Olympic movement's commitment to the importance of education to the youth of the world. The OVEP toolkit was designed in a way that it addresses the universality of all its intended users in line with the Olympic ideals of universalism. This study further finds its grounding from Parry's 2009 paper entitled 'The Ethical and Political Values of the Olympic Movement.' Parry (2009, p.2) postulates that based on its heritage and traditions, each society (and each ideology) has a political and philosophical anthropology- an idealised concept of the kind of person that the society (or ideology) values, and tries to produce and reproduce through its formal and informal institutions. Botswana as a country has its own priorities in terms of the person that both the educational and informal education is supposed to produce. Whilst the education seeks firstly to produce youths who will plough back to the nation, they also on the other hand have to be able to function well across the globe (universalism). This according to Parry (2009, p.8) is a concept of Olympism to which each nation can sincerely commit itself whilst at the same time finding for the general idea of expression (a conception) which is unique to itself, generated by its own culture, location, history, tradition and projected future. These are contained in the Long term vision for Botswana which sums up the priorities of education by 2016 as: 'An educated and informed nation', this refers to a holistic educational system that will produce well rounded individuals who will take the country to even greater heights. Olympic education and Olympic values education represent another dimension that will complement the already existing efforts within a variety of school subjects and even outside the school curricula as it uses sport which is a powerful agent for change and self-expression.

## **1.9 Definition of Terms**

### **Creative and Performing Arts (CAPA)**

The Creative and Performing Arts (CAPA) is a primary school programme that includes all practical subjects within the primary school system; these are Art and Craft, Design, Drama, Business Studies, Physical Education, Music, Home Economics and Design and Technology.

### **Olympism**

“Olympism is a philosophy of life, exalting and combining in a balanced whole the qualities of body, will and mind. Blending sport with culture and education, Olympism seeks to create a way of life based on the joy of effort, the educational value of good example and respect for universal fundamental ethical principles”

### **Olympic Education**

Olympic education is concerned with social, mental, cultural, ethical and physical development. Sport is at the heart of this education which seeks to raise young people in such a way as they become mentally and physically balanced citizens, who are cooperative, tolerant and respectful of peace

### **Olympic Values Education Programme**

Refers to the project of the International Olympic Committee which sets out to teach and promote the educational values of Olympism. This programme is geared towards children aged from 8 to 18 years old and it is designed to be multicultural, intercultural with a multiple-intelligence approach.

### **Olympic movement**

The Olympic Movement is the concerted, organised, universal and permanent action, carried out under the supreme authority of the IOC, of all individuals and entities who are inspired by the values of Olympism. It covers the five continents. It reaches its peak with the bringing together of the world's athletes at the great sports festival, the Olympic Games. Its symbol is five interlaced rings. (Olympic Charter, 2013: p.11)

## CHAPTER 2

### LITERATURE REVIEW

#### **2.0 Introduction**

This brief review of literature provides an overview of the research focussed on the study on “The 2<sup>nd</sup> African Youth Games and Olympic Legacy: An assessment of Botswana’s awareness of Olympic Education.” The ideas and concepts pertaining to African Youth Games, Olympic Education and Culture and Education Programmes will be mainly searched and synthesized for this study. The literature review will be based mainly on information provided from journal articles, books, websites and other academic sources and focused primarily on the African Youth Olympic Games, Olympic Education and Olympic values education programme. The purpose of the literature review is to gain understanding of relevant topics directly related to the African Youth Games and Olympic education programmes. Additional information will be sourced from online sources and reports from previous African Youth Games or related games that carry the same format especially the Youth Olympic Games as they influenced the creation of the former. The chapter presents a theoretical background from general to specific by breaking down the topic and discussing it using available literature from various sources. The chapter provides an insight on the African Youth Games in general and then focuses specifically on the 2<sup>nd</sup> African Youth Games 2014. It also provides an insight on Botswana’s educational system, the Creative and Performing Arts (CAPA) programme in lower and upper primary schools and how we can leverage on the programme to develop an Olympic Education programme for Botswana to be utilized before, during and after the African Youth Games in Botswana. It further dwells on the opportunities that the Africa Youth Games will provide in terms of the development of a sustainable Olympic Education in Botswana

#### **2.1 Background on the Africa Youth Games and the Youth Olympic Games**

The African Youth Games are an initiative of the Association of National Olympic Committees of Africa (ANOCA). The games evolved from the ANOCA games which were first held in 2006 in Lesotho for the Zone Six region. They are held biannually on a rotationally basis and the first games took place in Rabbat, Morocco in July, 2010. The games

bring together the African continent's young athletes in an Olympic-like sports festival. Its main objectives are to prepare young athletes and participants for the Youth Olympic Games (YOG) as well foster a strong cultural link and education amongst the African youths. Youth with ages ranging from fourteen (14) to eighteen (18) years take part in the games and compete in over twenty (20) sports disciplines. It is indeed clearly apparent that the African Youth Games (AYG) is modelled around the idea of the Youth Olympic Games (YOG); with the primary role being to prepare athletes for the latter.

The YOG developed from the European Youth Olympic Festival (EYOF), first held in Brussels in 1991, and were first introduced during the IOC session in Guatemala City in July 2007 the IOC, now with Jacques Rogge as President (Parry, 2012: 89). The Youth Olympic Games (YOG) is the most recent initiative of the International Olympic Committee (IOC) having been created as a result of a resolution by the executive committee of the International Olympic Committee (IOC). This paved the way for the hosting of the first ever Youth Olympic summer Games (YOG) in Singapore in 2010. A winter games was held in Innsbruck, Austria in 2012 (Hanstad, et al., 2012:22). According to the official publication of the International Olympic Committee (IOC) its aims for the sporting and educational/cultural programmes are:

- to bring renewed life and vigour to the Olympic Movement;
- to inspire young people around the world to take up sport;
- to create a true community between the youth of the world and the participants;
- to help athletes to become better human beings, true sportspersons, ambassadors in society for sport and the Olympic values (Parry, 2012:96)

On the other hand, the first ever African Youth Games (AYG) also took place in 2010 a few months from the Youth Olympic Games (YOG). This gave the African continent an opportunity to meet and prepare well ahead of the games in Singapore. The African Youth Games project took off in earnest, and was embraced by the whole African continent as it not only prepared athletes for the Youth Olympic Games (YOG), it served as a platform for the dissemination of educational and cultural programmes under the Culture and Education Programmes (CEP). Athletes and participants had the opportunity to learn about each other's cultures whilst also consolidating the team as single unit ahead of the Youth Olympic Games (YOG). This culminated with an African team that had a sense of belonging and which could

identify itself as being African rather than national representatives as it is the norm within the Youth Olympic Games (YOG) setting.

The 2<sup>nd</sup> African Youth Games (AYG) were assigned to Gaborone, Botswana on the 2<sup>nd</sup> of March, 2013 and are billed to take place from the 22<sup>nd</sup> – 31<sup>st</sup> of May, 2014. Preparations are currently on-going for the games and a local organising committee dubbed the Botswana Africa Youth Games Organising Committee (BAYGOC) has been set up and is already working to deliver the games.<sup>7</sup> The African Youth Games 2014 remain by far the biggest games ever to be hosted in Botswana both in stature and investment. An amount of about P90 million (\$10, 588 235.00)<sup>8</sup> is earmarked to be used to prepare and host the games, of these amount P65 million (\$7,647 058.85) is already available and this was provided by the government of Botswana and the Association of National Olympic Committees of Africa (ANOCA). The remaining P25 million (\$2,941 176.47) will be raised through corporate sponsorships and donations, and the organising committee is working towards achieving this task.

As a small country, what can Botswana really learn from hosting games of this magnitude? At the recent launch of the African Youth Games (AYG) Mrs Regina Sikalesele-Vaka, the Chairperson of the Botswana Africa Youth Games Organising Committee (BAYGOC) explained that the African Youth Games (AYG) as a chapter of the Olympic Games offer an opportunity to prove that African countries can host events of this magnitude.<sup>9</sup> Whereas the games are expected to bring economic benefits to the country, there are also other areas like Olympic education that can be effected to create a lasting legacy of the games. The African Youth Games (AYG) are an age-based games that attract athletes between the ages of fourteen (14) to eighteen (18) years and it is this group that Olympic education programmes targets. Olympic education programmes can be launched in line with those created for the Youth Olympic Games (YOG) to disseminate information to school going children, the youths and the young athletes during the games. For school children the main objective will be to introduce Olympic Education to them whilst also creating awareness about the

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<sup>7</sup> Information obtained from a Speech delivered by the Hon. Minister, Shaw Kgathi on the occasion of the Botswana African Youth Games Organising Committee (BAYGOC) launch in Gaborone, Botswana on the 7<sup>th</sup> August, 2013

<sup>8</sup> The exchange used for this figure is based on the rate of 1USD being equivalent to 8.5 Botswana Pula.

<sup>9</sup> Mrs Regina Sikalesele-Vaka is the Chairperson of the BAYGOC and is tasked along with her team to deliver the games successfully.

upcoming games. As for the athletes and participants there is need to be familiarised with local cultures, life skills, values and other relevant information necessary for their future growth in sports. It is expected that two thousand and five hundred (2,500) athletes from about fifty-four (54) countries will grace this showpiece, supported by about two thousand volunteers (2,000) as well as thousands of other personnel. This gives the event the feel of ‘sport mega-event’ as the games will be televised to a large audience around Africa and globally as well as in Botswana.

## **2.2 A brief history of Botswana in the Olympic Movement**

Botswana is a small country in Southern Africa which has a population of just over two million people. Botswana joined the International Olympic Committee in 1980, and made its maiden appearance at the Olympic Games in the XXIIInd Olympiad hosted by Moscow, Russia in 1980. The Olympic Review (1982; pg. 759) concurs by indicating that although the creation of an NOC had already been under consideration for the 1972 and 1976 Olympic Games, it was not until 1978 that the BNOC was actually created. Two years later, on 21st April 1980, the BNOC was finally granted IOC recognition during the meeting of the IOC Executive Board held in Lausanne.<sup>10</sup> It is also referred to as the Commonwealth Games Federation of Botswana<sup>11</sup> as it also acts in for the Commonwealth Games. Botswana National Olympic Committee (BNOC) is therefore by extension an affiliate of the Association of National Olympic Committees of Africa (ANOCA). At the height of the great boycott of the 1980 Games in Moscow, Botswana took a bow and was welcomed into the fold despite the abstention of many countries at those games. The Olympic Review (1982: pg 760) points out that Botswana took part for the first time at the Moscow Games of 1980, with a delegation of seven male athletes. The country has consistently taken part in the Olympic Games and most other activities of the Olympic movement. Over the years, there has been some success with athletes making it into the finals, notably the 4 x 400m relay in Athens 2004 and Glody Dube<sup>12</sup> in the eight hundred metres (800m) at the Sydney games in 2000. A medal has been long in coming, but the London 2012 Olympic Games provided an excitement for the country when Botswana won its first Olympic medal through the exploits of a young Nigel Amos

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<sup>10</sup> Information obtained from The Olympic Review No. 182 of December, 1982.

<sup>11</sup> The BNOC is also referred to as the Commonwealth Games Federation of Botswana as it takes care of the interests of the Commonwealth Games Federation in Botswana which including preparing and sending teams to the Commonwealth Games

<sup>12</sup> Glody Dube was the first athlete from Botswana to reach the finals of the Olympic Games when he did so in Sydney, Australia in 2000.



who won a silver medal in the eight hundred metres (800) race. The silver medal was well received and it is hoped that it will inspire a generation of young athletes to strive for further success. The hosting of the 2<sup>nd</sup> African Youth Games signals that Botswana is ambitious and sees itself as a big player in the international sports arena.

### **2.3 African Youth Games Concept and the 2<sup>nd</sup> African Youth Games**

The African Youth Games are held after every two years and they attract participants from all the African countries. The inaugural games were held in Rabat, Morocco in 2010. Its main objectives are to provide athletes and participants, the opportunity to experience the feel of the Olympic Games just prior to attending the Youth Olympic Games. The games accord its participants a chance to compete whilst also experiencing the cultural diversity that exists within the African continent as well as being exposed to an educational programme that is organised to foster a growth in life skills of the participants. Former International Olympic Committee President Jacques Rogge outlined that; “The Youth Olympic Games are about much more than competition. They are about educating young athletes in Olympic values, healthy lifestyles and social responsibility. Therefore, the Cultural and Educational Programme is as important as the competition itself” (Parry, 2012: 90). The culture and education programme (CEP) is a core program of the Youth Olympic Games and by extension should be upheld for the African Youth Games as hosts are mandated to come up with a programme during the games for experiential learning by the young athletes. The programme should foster a holistic learner ship by the athletes so that attributes such as fair play and humility are cultivated within them from a young age.

The Association of National Olympic Committees of Africa (ANOCA) is the ultimate owner of the games along with the designated hosts. It provides partial funding for the games to be held after a bidding process has identified a potential host. The African Youth Games are traditionally held before the Youth Olympic Games as they are seen as preparation games; the first edition were held just before the YOG in Singapore and similarly the 2<sup>nd</sup> African Youth Games 2014 in Gaborone, Botswana will be held just before the 2<sup>nd</sup> Youth Olympic Games in Nanjing, China.<sup>13</sup> This is in keeping with the close links that exist between the games as well as the shared objectives for hosting them. The 2<sup>nd</sup> African Youth Games as a

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<sup>13</sup> The 2<sup>nd</sup> African Youth Games 2014 will be held from 22<sup>nd</sup> -31<sup>st</sup> May, 2013 in Gaborone whilst the 2<sup>nd</sup> Youth Olympic Games will be held in Nanjing, China.

norm should also be used to influence an educational programme for the young people of Botswana as well the young athletes from the African continent who shall be attending the games. A culture and education programme (CEP) has to be launched as this is a requirement by IOC for the hosts to do so, although it is not clear if ANOCA has the same requirement. According to Lenskjy (2012; 265), every city bidding for the Olympic Games is required to provide an Olympic education strategy. These usually involve Olympic-related themes that are introduced throughout school programs: for example, social studies projects, art competitions, sporting activities, and inspirational talks by Olympic athletes who are assumed to be good “role models” by virtue of their sporting achievements. Like the previous hosts of the games, Botswana needs to be able to attract young people to attend the games and support their peers and this can be achieved through the launching of an educational programme along with other marketing strategies developed by the organising committee. Olympic education programmes are a feature of the Olympic Games, Youth Olympic Games as well as continental youth games that are organised under the ambits of the Olympic bodies.

It is imperative that the 2<sup>nd</sup> African Youth Games should create a legacy more especially the educational amongst school going children as well as young people around the country and the whole continent. The need for an Olympic education programme cannot be over-emphasised as it is the norm and an expectation from the International Olympic Committee (IOC). Lessons need to be drawn from previous hosts of games of a similar nature and the most important of these are the Youth Olympic Games (summer) hosted by Singapore in 2010. The International Olympic Committee is a leading sport organization that is not only concerned with the practice of sport but also in the cultivation of good practice of sport by all those involved. The concept of the Youth Olympic Games was born out of the idea of the European Youth Olympic Sports Festivals (EYOSF).<sup>14</sup> In order to cultivate best practice in young athletes during the games, there is need to educate them to be able to perform at the highest level whilst still retaining their humility, dignity, morality as well as the highest values and respect for the sport and others. The educational programme will be based on the general Olympic education content as well as the Olympic Values Education Programme (OVEP),<sup>15</sup> but also tailor made to suit local needs and values as well as a generalised one for

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<sup>14</sup> The idea of the Youth Olympic Games is inspired by the European Youth Olympic Sports Festivals and is a pet project of the former IOC President, Jacques Rogge

<sup>15</sup> The Olympic Values Education Programme is an IOC programme that seeks to educate learners about values and Olympism in an interactive way in order for them to appreciate themselves and the others around them.

young athletes coming from all over Africa. It is an accepted norm that Olympic education programmes should almost always leverage on existing programmes for their success to be guaranteed. It is thus important that for the 2<sup>nd</sup> African Youth Games, an educational campaign be launched to sensitise and attract the youth to the games. Such a programme or programmes will have to be based on existing programmes in the curriculum content with a little bit of innovation given the time period before the games.

## **2.4 Olympic Education and Olympism**

The terms Olympic education and Olympism encompass a variety of educational initiatives aimed at children and youth in school and community settings, in addition to courses taught under the heading of Olympic studies in college and university institutions (Lenskyj, 2012; 265). Olympic education is concerned with social, mental, cultural, ethical and physical development. Sport is at the heart of this education which seeks to raise young people in such a way as they become mentally and physically balanced citizens, who are cooperative, tolerant and respectful of peace ... Olympic education should enable individuals to acquire a philosophy of life which allows them to make a positive contribution to their family, their community, their country and the world (Konstantinos, 2007: 217) quoted in (Monnin, 2012: 337). Olympic Education provides a theoretical basis for the spread of the Olympic ideals across the world. According to (Muller, 2010: 1) "Olympic education" is a term which first appeared in sports education and Olympic research only in the 1970s (Müller, 1975a). Coubertin did not use the term "Olympic education", but referred initially to "sporting education", and indeed that was the title of the book he published in 1922, *Pédagogie sportive*. Since as early as 1900, and not exclusively within schools, he had been encouraging the idea of making sport accessible to adolescents and even to older people as a newly discovered part of a complete education (Coubertin, 1901). For Pierre de Coubertin, Olympism was a tool which could serve to educate young people, employing a twofold approach, both sporting and intellectual. This ambitious programme involved a balance between mind and body, as his famous statement, *Mens fervida in corpore lacertoso* (a passionate mind in a well-trained body), demonstrates (Monnin, 2012: 334-335). For Coubertin, Olympism was a tool which should serve to educate young people by means of a binary approach, both sporting and intellectual (Monnin, 2012: 335). Scholars frequently use the term "Olympism" to represent the non-athletic dimensions, values, and goals of the Olympic movement (Teetzel, 2012: 318). This demonstrates that the connection between

Olympic Education and Olympism cannot be broken; it is a symbiotic relationship that has been fostered historically by the founders of the modern games. The ideology of Olympism has always been strongly connected with education (Chatziefstathiou, 2012: 386).

*“Olympism, as defined by Coubertin, is the collection of the values and principles that contribute to the improvement of mankind and are developed through participation in sport. Coubertin saw Olympism as a philosophy aimed at peace and international education. With the growing influence of Internationalism and a desire for peace among nations, Coubertin soon recognized the need to establish “permanent factories” of Olympism around the globe. While the Olympic Games became the globalizing agent for his educational aspirations and the Olympic Movement became his global network, Olympic Education became the vehicle, the permanent factories, for the timeless perpetuation of the values underlying Olympism” (Kwauk, 2010: 526)<sup>16</sup>*

Schmidt-Millard (2010; 3) argues that this is the reason why the revival of the Olympic Games by Coubertin is based upon a pedagogical ethos. Olympism can thus be viewed as a form of universal humanism which is unique in that it is based on the education, through sport, of an individual's character. Sport can thus constitute a pedagogical tool which facilitates the formation and fulfilment of the individual as a whole. “Religio athletae” (4: p. 150) as he calls it, refers to the idea of self-perfection. To some extent, this idea demands that athletes moderate themselves, although the Olympic idea is also based on the famous motto “citius, altius, fortius”. “It is the religion of energy, the belief in intensive willpower developed through the practice of virile sports, requiring good health and a sense of civic duty and enveloped in art and thought” (Müller and Schantz 1986, 446). Olympism has evolved over the years since it was coined by the founding father of the modern Olympics. Pierre de Coubertin coined the term “Olympism” in 1894 (Barker. D et al, 2012: 369). Perhaps this is testimony to Coubertin's words when he stated that; According to Naul (2008: 26) quoting (Coubertin, 2000, p.548) Coubertin echoed the following words;

*Olympism is not a system; it is a state of mind. The most widely divergent approaches can be accommodated in it and no race or time can hold an exclusive monopoly on it.*

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<sup>16</sup> Olympism as defined by various scholars centres on the ideas of Pierre de Coubertin and there is no real agreement as they tend to differ in their interpretations of the ideology.

Parry (2006: 191) as quoted by Teetzel (2012: 320) offers a more concise of explanation of the Coubertin's words by saying,

*A concept of Olympism, then, must include the values that each nation can sincerely commit itself while at the same time finding for the general idea a form of expression that is unique to itself, generated by its own culture, location, history, tradition, and projected future.*

This shows that Coubertin realised the great potential that Olympism could offer in that it is highly adaptable to all situations and even the passage of time will not have any effect on stalling it. In fact as observed by (Parry, 1994) as quoted by Chatziefstathiou (2012: 386), Coubertin understood, towards the end of the nineteenth century, that sport would become a key feature of popular culture and was working towards the definition of a universal philosophy that would place sport and physical activity at its core. Chatziefstathiou (2010: 387) further emphasizes this by stating that the ideology of Olympism has not been static; instead its values have been adapted to relevant historical, political, social and cultural shifts in society. Chatziefstathiou (2012; 387) further posited that the ideology of Olympism has always been strongly connected with education. Coubertin conceived the idea of an educational reform as the best way to support his native country France to come out of her political and social crises. According to Chatziefstathiou (2012; 387) he [Coubertin] based his philosophy on educational and sporting principles popular in nineteenth century Britain; for example, he saw sports as practiced at England's all-male boarding schools as a model for building moral and social strength through education. Coubertin had argued in one of his writings that Olympism had to be linked with education if it was to avoid failure, as had happened earlier in history (Chatziefstathiou, 2012: 388).

*It is remarkable that all this was present in embryonic form in the unintended Olympism that nearly took root during the Middle Ages. It was quick to take shape because it was full of vigour, but faded just as fast for various reasons, but mainly because it was never a matter of state or a matter of education, as ancient Olympism had been. Chivalry became scattered and dissipated. Yet a few bits of the ideal, twice blessed by the prestige of success, continued to shine in the thought of Ling de Jahn and of Thomas Arnold. There were a few traces of it, too, in the tentative work of Amoros, work that collapsed as soon as it began." (Coubertin 1934/2000, 218)*

This clearly shows that Olympism has to be planned and intended hence the place for Olympic education is justified. Olympic Education as well has been problematic in terms of definition with various scholars offering varied definitions and descriptions. This may have to do with the fact that it was never really defined by the founder as well, so what exist are different interpretations by scholars. This is summed up by Chatziefstathiou (2012: 390-391) who posits that “Olympic education, broadly referring to any educational initiatives or practices associated with the values of Olympism, seems to lack a clear definition of what it means and embraces.” Nonetheless, Naul (2008, p.17) states that currently, the role of education the Olympic ideals and the principles of Olympism are of great concern with the “Olympic family”. Naul (2008, p.20) argues that the core of the Olympic idea is thus to do with Olympic education rather than the Olympic Games. For Pierre de Coubertin the Olympic Games were an external motivation, every four years, for the world’s youth to present the results of its education in the spirit of the Olympic ideals. According to Parry (1994) as quoted by Chatziefstathiou (2012: 386) Coubertin established the Games as a manifestation of his firm faith in the lasting educational values inherent in competitive sport; what he called *la pedagogie sportive*. The Olympic movement places Olympism at the core of its operations and this is exemplified by the Olympic charter which defines Olympism as follows;

“Olympism is a philosophy of life, exalting and combining in a balanced whole the qualities of body, will and mind. Blending sport with culture and education, Olympism seeks to create a way of life based on the joy of effort, the educational value of good example and respect for universal fundamental ethical principles” (Olympic Charter,2011: )<sup>17</sup>

The International Olympic Committee (IOC) puts up four core areas to define the importance of Olympism and they are as follows;

- The goal of Olympism is to place sport at the service of the harmonious development of man [sic], with a view to promoting a peaceful society concerned with the preservation of human dignity.

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<sup>17</sup> The Olympic Charter provides the most compelling and comprehensive definition as developed and understood by the International Olympic Committee, Olympic Education is the main component derived from Olympism.

- The Olympic Movement is the concerted, organised, universal and permanent action, carried out under the supreme authority of the IOC, of all individuals and entities who are inspired by the values of Olympism.
- The practice of sport is a human right. Every individual must have the possibility of practicing sport, without discrimination of any kind and in the Olympic spirit, which requires mutual understanding with a spirit of friendship, solidarity and fair play.
- Any form of discrimination with regard to a country or a person on grounds of race, religion, politics, gender or otherwise is incompatible with belonging to the Olympic Movement. (IOC, 2011: 10–11) adapted from (Teetzel, 2012: 321).

These four core areas provided by (Teetzel, 2012: 321) are perhaps summarised in the following explanation; “Olympic education” endeavours to provide a universal education or development of the whole human individual, in contrast to the increasingly specialized education encountered in many specialized disciplines. Consequently, it can only be based on the fundamental values of the human personality (Muller, 2008: 5).

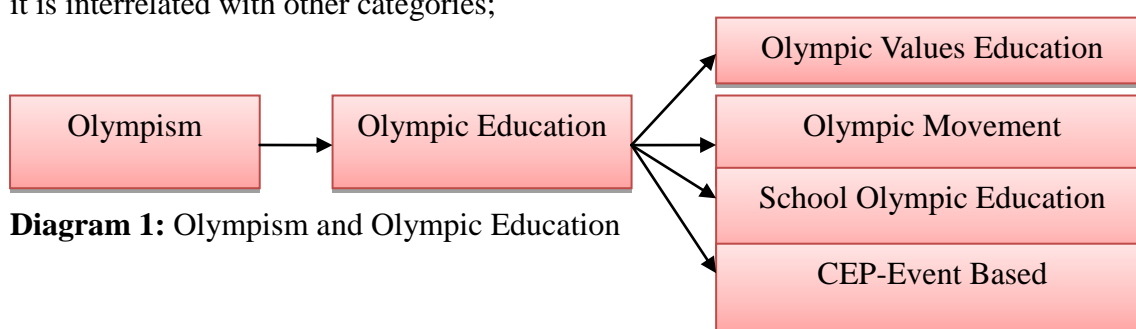
## **2.5 Olympic Education and Programmes for Schools**

In developed countries as well as other countries that have embraced Olympic Education in the school curriculum a variety of approaches have been adopted. As a subject, Olympic Education seeks to improve student’s abilities across a variety of other subjects for a better moral judgement. The revival of the modern Olympic Games was itself an educational project, as Coubertin, a French educational reformer, initiated a campaign to have physical activity incorporated into the French educational curriculum (Kwauk, 2008). Models and theories have been developed by different Olympic education scholars; (Naul, 2008; Parry, 1994; Muller, 2010; Girginov, 2010; Binder, 2007) as well as many other scholars. Of primary importance are the models developed by Naul (2008) and Binder (2007). When presented with the opportunity of hosting the Games, Greece delivered a programme that was aimed towards all school children within primary and secondary education (Georgiadis, 2010). The basic objectives underpinning this Olympic education programme included students (Theodorakis et al., 2003; Grammatikopoulos et al., 2004; 2005):

1. Learning and understanding the history of the Olympic Games.
2. Ensuring and adhering to the Olympic and sporting values.

3. Developing moral, social and physical skills essential for sport and everyday life.
4. Learning about the health benefits of exercise and sport.
5. Understanding the importance of volunteering in human development

A similar programme was designed in the run up to the Olympic Games in Beijing in 2008. The London 2012 initiated a programme for referred to as the “Get Set” in order to reach out to as many school going children as possible. Olympic Education is derived from Olympism and it can be broken down into Olympic Values Education programme; the Olympic movement; school Olympic Education and the Culture and Education Programme which essentially event based. The diagram below gives a clearer presentation of Olympic and how it is interrelated with other categories;



Various approaches to teaching Olympic Education have been developed, and as it has already been stated earlier Naul and Binder’s theories are important for this paper. Binder’s approach is presented in a book entitled: *Be A Champion in Life*. According to Binder (2000) Olympic education programmes should include activities which will:

- Enrich the human personality through physical activity and sport, blended with culture and understood as lifelong experience.
- Develop a sense of human solidarity, tolerance and mutual respect associated with fair play.
- Encourage peace, mutual understanding, and respect for different cultures, protection of the environment, basic human values and concerns, according to regional and national requirements.
- Encourage excellence and achievement in accordance with fundamental Olympic ideals.
- Develop a sense of the continuity of human civilisation as explored through ancient and modern Olympic history.

On the other hand according to Naul (2002) as quoted by Binder (2010) proposes several approaches to teaching Olympic education. These approaches are listed as following;



- **Knowledge-oriented approach** - This approach, which according to Naul is the most widespread in the world, focuses on presenting information about the ancient and modern Games, may include excursions to Olympic sites and emphasizes (names, dates and facts).
- **The experiential approach** – This approach emphasizes participation by children and youth in school “Olympic” festivals and competitions, international school cooperation and communication, and special emphasis on the teaching of fair play and cultural understanding.
- **The “individual development through effort” approach** – This approach focuses on the idea that individual and social development occurs through intense efforts to improve oneself in physical endeavours and through competition with others. Gessman (2002) suggests that concentrated and systematic physical practising and training offers a platform for the holistic development of mind, body and spirit.
- **The lifeworld oriented approach** – Olympic ideals as a motivation for individual learning activities for all students in all aspects of their life, integrated with personal participation in sport and physical activity”

Naul’s approaches to Olympic education are summarised in his didactical matrix below;

**Olympism: Norms and Values in between ‘Legacy’ and Reality.**

		Disposals	Actions	Orientations
<b>EDUCATION</b>	<b>Sporting Efforts</b>	To exercise in effort	To share competition	To behave fairly
	<b>Social Conduct</b>	To aspire self-perfection	To seek for good examples	To act in solidarity
	<b>Moral Behaviour</b>	To adhere to the rules	To accept values	To respect different cultures
	<b>Olympic Knowledge</b>	Acquire knowledge	To understand Olympic rules	To compare vision and reality of Olympic ideals

Didactic Matrix for Integrated Olympic education sourced from Naul (2010: 413)

Binder (2007) also developed five educational values of Olympism and they are the following;

- Joy of effort
- Fair play
- Respect for others
- Pursuit of Excellence
- Balance between body, will and mind

These values are closely related with the four educational thrusts presented in the Didactic Matrix developed by Naul (2010: 413) in that they result from the actions and orientations resulting from the disposals resulting in education. Kidd (1985; cited in

Binder 2005, 7) suggested ways in which Olympism and general education share the same goals and ambitions such as:

- Mass participation: the expansion of opportunities for youth and play to create what Coubertin called “the democracy of youth”
- Sport as education: the development of opportunities that are genuinely educational and can assist groups and individuals
- Sportsmanship: what Coubertin called “the new code of chivalry”
- Cultural exchange: the integration of performing arts in the Olympic celebrations  
International understanding: relationships which extend beyond exclusions on the basis of race, gender, social class, etc. and contribute to world peace
- Excellence: the pursuit of excellence in performance

Prior to Olympic Games, Olympic Education programmes are usually launched and promoted in readiness for the games. Other countries approach the idea differently.. Some countries do not have an affiliation with their formal school curricula, but offer Olympic education as program and activities.... whose main goal is to sensitize pupils of the impending games and their meaning and importance in life. Olympic Education in this sense is understood as part of a school’s sport education and it can even imply its incorporation into a national PE curriculum (where one exists) (Chatziefstathiou, 2012: 391). The Youth Olympic Games in Singapore and Innsbruck in 2010 and 2012<sup>18</sup> respectively had an emphasis on a Culture and Education Programme (CEP) and this meant that materials were developed for

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<sup>18</sup> Singapore 2010 and Innsbruck 2012 hosted the inaugural Summer Youth Olympic Games and the Winter Youth Olympic Games respectively

the athletes as well as school going children to stimulate their interest. The Youth Olympic Games (YOG) has a strong emphasis on cultivating certain universal values amongst the youths of the world. School programs on Olympic Education take a variety of approaches. Parry (2012; 89) emphasizes that, however, the YOG is not only supposed to be a replica of the OG, but to be special in some way as a youth edition of the OG – one of which is the Culture and Education Programme (CEP). The same therefore applies to the African Youth Games as they are held under the ambit of the Olympic movement. Some scholars notably (Lenskyj, 2012; Kohe, 2010) have discussed issues pertaining to the Olympic movement as being Eurocentric and perpetuating values that are European, the AYG presents an opportunity for Africa to present their own version of Olympic education based on shared values and cultures. There are as many different cultural practices as there are tribes in the continent and the AYG can be utilized to bridge this current divide.

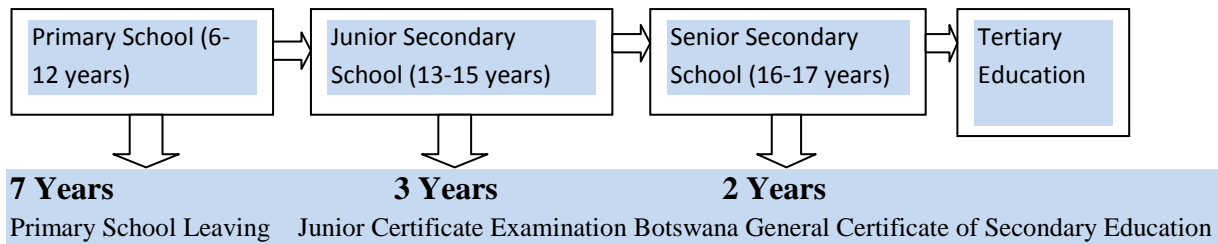
## **2.6 Botswana Educational System and the Opportunity for Olympic Education**

Armour and Dagkas (2012:5) when reviewing sports pedagogy articles postulated that education and educators are implicated in Olympic legacy aspirations because all host cities are expected to prepare an Olympic education strategy. The hosting of the 2<sup>nd</sup> African Youth Games in 2014 provides a perfect opportunity for Olympic Education to be implemented in the country. But for that to happen, there is need to understand the prevailing educational environment within the country. The education portfolio in Botswana falls under the Ministry of Education and Skills Development headed by a Minister assisted by an Assistant Minister as the political leadership. The head of the Ministry of Education, Skills and Development is the Permanent Secretary assisted by various leaders ranging from Deputy Permanent Secretary to Directors of respective departments within the ministry. Primary schools actually fall under the auspices of the Ministry of Local Government and Rural Development and as such they are administered through the local councils.<sup>19</sup> As a former colony of the British, the educational system in Botswana is modelled on the British system. Children start formal schooling at six (6) years old and spend seven years at Primary school; they then proceed to junior secondary school where they spend a further three years. After completing junior secondary school, students proceed to senior secondary school for a final two years. All in all children are at school for twelve years before proceeding to tertiary institutions. In order to

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<sup>19</sup> Primary schools are administered through the respective local authorities in their regions, while all the secondary schools fall under the control of the central government.

proceed to each of the various levels as discussed above, students have to pass an examination to ensure continuation. The diagram below illustrates the educational setup up to senior secondary school;



**Diagram 2:** Diagrammatic Representation of the School System

The curriculum content is such that children learn concepts that are appropriate to their ages. The syllabi are designed to suit the chronological age of learners. School subjects generally classified as either compulsory or optional meaning that students are either compelled or can choose to do them respectively. Furthermore there are other groupings within the subjects such as being defined as practical as a result of the nature of the work entailed in such. Subjects at primary, junior and senior secondary schools are as follows;

**Primary School**

- English Language
- Agriculture
- Mathematics
- Social Studies
- Science

CAPA is Creative and Performing Arts<sup>20</sup>

**Junior Secondary**

- Agriculture (O)
- Art (O)
- Religious Education (O)
- Moral Education (O)
- Mathematics ©
- Science ©
- Setswana (C)
- French (O)

**Senior Secondary**

- Agriculture (O), Art (O)
- Religious Education (O)
- Moral Education (O) English ©
- Setswana (C) Mathematics ©
- French (O), History (O)
- Home Management (O)
- Food and Nutrition (O)
- Business Studies (O)
- Development Studies (O)
- Commerce (O), Accounting (O)
- English Literature (O)

**Keys:**

- © =Compulsory Subject
- (O)=Optional Subject

**Diagram 3:** Subject offering at all Schools

<sup>20</sup> The Creative and Performing Arts (CAPA) is a primary school programme that includes all practical subjects within the primary school system; these are Art and Craft, Design, Drama, Business Studies, Physical Education, Music, Home Economics and Design and Technology.

At primary school level, Physical Education is part of the Creative and Performing Arts programme. CAPA is not an examinable subject, whilst at junior and senior secondary schools the subject is stand alone and an examinable subject. Both the CAPA and Physical Education programmes in schools fall under the practical subjects' area in both primary and secondary schools in Botswana; these are subjects that are usually made optional to students to choose according to their preferences in order to compliment the available compulsory subjects. The Revised National Policy on Education of 1994 (RNPE)<sup>21</sup> set the tone for the inclusion of many practical subjects to be added to the school curriculum in order to improve the student experience in schools. Although Olympic Education is not available as a subject in the Botswana school system, there is ample opportunity through which it can be factored into the system using the existing structures. The availability of Drama, Physical Education, Art and Craft as well as other practical subjects provides a fertile ground on which Olympic Education can be built upon in Botswana. Olympic Education programmes are always best implemented through an existing programme like the CAPA in primary schools and Physical Education in secondary schools.

### **2.6.1 Leveraging on the Creative and Performing Arts Programme**

According to Mokgwathi and Kasale (2010: 58), the government of Botswana's ministry of education introduced the Creative and Performing Arts (CAPA) as a curriculum subject in primary schools following a report to the Ministry by Cream White in 1995.<sup>22</sup> The Creative and Performing Arts (CAPA) programme was designed to meet the requirements of the Revised National Policy on Education (Government Paper No.2 of 1994). This paper recommended that a wide range of practical subjects should be added to the primary curriculum in order to help students to develop an understanding and appreciation of technology, manipulative skills and familiarity with tools, equipment and materials. The main aims at this level are to help students develop their creative, aesthetic, psychomotor skills and the love for the arts. The main reasons for the CAPA programme are summarised and outlined in the syllabus as being;

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<sup>21</sup> The Revised National Policy on Education (RNPE) of 1994 is a government white paper which emanated from the Report of the National Commission on Education of 1993 which was chaired by Dr. Ponatshego Kedikilwe. This commission was preceded by the Report of the National Commission on Education of 1977 (Education for Kagisano) which was chaired by Mr Torsten Husen.

<sup>22</sup> Cream White was a consultant who was engaged by the Ministry of Education and subsequently produced a paper that resulted in the creation of the CAPA program for Primary schools in Botswana.

*The programme will offer learners opportune time to acquire generic and specific skills in designing, performing and realising whilst using a wide variety of materials and processes. It will also seek to foster in learners physical development and self-expression through body movement and sound. CAPA will contribute towards the learners' socialisation processes and self-reliance which should provide the basis for further education. It will further provide an awareness of various technologies and businesses around the learners as well as their effects on everyday life and the environment. It will encourage learners to develop positive attitudes towards practical work and productivity. CAPA will help learners develop critical thinking and problem-solving skills. Products and performance will be the outcomes of their creative thoughts, aesthetic and socio-cultural awareness.*<sup>23</sup>

The CAPA programme is a very important component of the primary school curriculum in Botswana. The curriculum content allows for flexibility from the teacher and as such with orientation, teachers could also factor in Olympic Education and Olympic Values Education Programme ideas into their teaching of the Physical Education section of the subject. The drama section can also allow for the role playing and hosting of mini Olympic days in schools whilst the art section can also bring out skills of learners with an Olympic themed concept. Leveraging on the CAPA programme can help in the setting up of Olympic Education in Botswana within the school system.

### **2.6.2 Olympic Values and Olympic Education in Botswana**

Olympic education and indeed Olympic values education has until now been an uncharted territory in Botswana as the Olympic movement is only understood in the context of the Olympic Games. However the Botswana National Olympic Committee (BNOC) strategic plan 2008-2016 gives emphasis to the issue of Olympism which translates to Olympic education and Olympic values education.

The International Olympic Committee (IOC) lists three values of the Olympic movement and they are as follows;

1. Friendship
2. Respect

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<sup>23</sup> Information derived from the Rationale of the Upper and lower primary CAPA syllabus.

### 3. Excellence

In the context of Botswana the three values above are entrenched in the cultural values of Batswana<sup>24</sup>. In all its diverse forms, the culture of Batswana finds common ground in that there has to be *Kagisano*<sup>25</sup> (social harmony) amongst the citizens of the country. The educational system is based on the cultural practice of the country and this include teaching children to be self-reliant (*Boipelego*)<sup>26</sup>, development (*ditlhabololo*)<sup>27</sup>, *botho*<sup>28</sup> (humility), unity (*popagano*)<sup>29</sup> and democracy (*puso ya batho ka batho*)<sup>30</sup>. These five values when taken together result in what is termed *Kagisano* or social harmony, this is the most important value that is still instilled in the country and has ensured perhaps to an extend to the peace (*kagiso*) which prevails in the country. The Olympic values all find their presence in the five values that are dominant in the Botswana culture. In order to encourage excellence in Botswana, a program was launched many years ago and this was called the 4B; *Bonatla*<sup>31</sup> (diligence), *botswere*<sup>32</sup> (*excellence*), *bofefo*<sup>33</sup>, (responsiveness) and *botlhaga*<sup>34</sup>(innovation). The Olympic educational values of Olympism are derived from the three values of respect, friendship and excellence and they are as follows;

#### a. Joy of Effort

Young people develop and practise physical, behavioural and intellectual skills by challenging themselves and each other in physical activities, movement, games and sport.

#### b. Fair Play

Fair play is a sports concept, but it is applied worldwide today in many different ways. Learning fair play behaviour in sport can lead to the development and reinforcement of fair play behaviour in the community and in life.

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<sup>24</sup> Batswana refers to the citizens of Botswana and it's a collective name which encompasses all the different tribes in the country.

<sup>25</sup> Refers to social harmony as an aspiration of the people of Botswana for peace (Kagiso)

<sup>26</sup> Boipelego refers to self-reliance and is meant to encourage the citizenry to work hard and avoid reliance on the government.

<sup>27</sup> Refers to ongoing developments and as it is an aspiration of the country to continue growing.

<sup>28</sup> Botho refers to (courtesy) humility, patience, perseverance, kindness and is often referred to as Ubuntu (Zulu) which is humanness

<sup>29</sup> Unity as it is critical given the diverse cultures and tribes in Botswana

<sup>30</sup> Democracy as an integral part of peace in the country

<sup>31</sup> Refers to diligence which is required from citizen for national prosperity

<sup>32</sup> Refers excellence in all that citizens do to ensure national prosperity

<sup>33</sup> Refers to responsiveness in order to aid productivity to ensure national prosperity

<sup>34</sup> Refers to innovation to enable continuous development

### **c. Respect for Others**

When young people who live in a multicultural world learn to accept and respect diversity and practise personal peaceful behaviour, they promote peace and international understanding.

### **d. Pursuit of Excellence**

A focus on excellence can help young people to make positive, healthy choices, and strive to become the best that they can be in whatever they do.

### **e. Balance between Body, Will and Mind**

Learning takes place in the whole body, not just in the mind, and physical literacy and learning through movement contributes to the development of both moral and intellectual learning. This concept became the foundation of Pierre de Coubertin's interest in a revival of the Olympic Games.

*(Adapted from the Teaching Values: An Olympic Education Toolkit; pp 13)*

In the context of Botswana the educational values can be understood in line with the cultural belief system as follows;

- Joy of effort (*boitumelo*)<sup>35</sup>
- Respect for others (*botho/humility*) (*tlotlo*)<sup>36</sup>
- Pursuit of excellence (*bonatla/botlhaga/botswerere/bofefe*)
- Fair play (*botho*)
- Balance between body, will and mind (*botswerere*)

In Botswana the culture demands respect especially from the young so that they greet elders, listen and take advice from elders (not necessarily their parents), and for the elderly people to teach their children at a young age to respect elders and aspire for excellence in life. Humility (*botho*) is at the centre of all that is expected from the youth and as such the way a young person behaves is judged by how they fare in all the areas discussed above. Understanding

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<sup>35</sup> Refers to joy derived from taking part in activities.

<sup>36</sup> Refers to respect which is a tenet of *botho*



the Olympic values in education in the context of Botswana will always start with understanding the cultural values of the Setswana culture and customs.

### **2.6.3 Physical Education and Sports in Schools in Botswana**

*As Coubertin's campaign for educational reform developed further, he began to see more clearly how sport and physical education could be an excellent means to an end. In a lecture given in 1888, Coubertin voiced three expectations he had gained: The first was that sport would bring balance back into the lives of the younger generation. The second was that sport would "rid youth of temptations" by providing a "field of enthusiasm," a "healthy sense of fatigue," and the appeasement of the senses and the imagination. And the third expectation was that sport would transform outdated educational institutions into modern learning houses that taught responsibility, character, and conduct, creating human beings rather than "twenty-one-year-old children.*

According to Teetzel (2012: 327) in recent decades Olympic education has been integrated into some physical education programmes to teach values in sport. Both the junior and secondary schools in Botswana have Physical Education as a subject as well as art and other practical subjects. The Physical Education syllabus in the junior schools focuses mainly on Physical Education as one of the disciplines that can contribute to the development of such a being since it is concerned with the total development of the learner physically, emotionally, intellectually and socially through planned and supervised sequenced programmes. It aims to develop physical and cognitive competence so that learners are able to move efficiently, effectively, safely and understand what they are doing. Physical Education is essentially a way of learning through action, awareness and observation. The activities enable learners to grow healthy and have positive attitudes towards health, recreation and leisure, cope with stressful conditions of modern life and at the same time appreciate the importance of sports as a career and means of livelihood. There should be no barriers to access or opportunity based on race, gender, culture or ability. Physical Education can help develop talents, attitudes and other life skills essential for the holistic development and subsequent contribution of the individual to the socio-economic well-being of Botswana. It should therefore be accorded the status it deserves as a curriculum subject.

The senior secondary syllabus on the other hand as laid out in the rationale section of the teaching syllabus focusses on;

“Giving learners positive experiences that will encourage them to develop knowledge, skills and attitudes necessary to lead active healthy lifestyles. Sports and recreation should be nurtured because they are unifying factors locally and internationally. The vital role of the programme is to help nourish learners physically, mentally and socially by obtaining the necessary fitness levels and motor skills to be fit for life. Physical activity, fitness, safety, recreation and sport play an important role in youth development particularly in the areas of obesity prevention, worksite wellness, and self-discipline, and stress reduction, positive use of leisure time, safety and independent living for active citizenry. This will contribute to the learner’s socialization process, physical fitness, endurance, self-reliance, self-esteem and cooperative consciousness” (Botswana General Certificate of Secondary Education: Physical Education, 2008: i).

Vision 2016<sup>37</sup> aspires for a healthy and an educated nation (Vision 2016, 1997: 5) and Physical Education therefore will provide opportunities and motivation to promote good health and performance by citizens. The benefits of sport, recreation and leisure cannot be over-emphasized. Therefore there is a need to increase the participation rates in these activities in Botswana because a healthy nation will have increased efficiency and productivity in everyday life situation. In recognition of vision 2016, learners will be encouraged to reflect on the concept of *Botho*, Self-reliance, Unity, Democracy and Social Harmony. These principles are in line with the aspirations of the country as the education system seeks to produce well rounded citizens who will be able to meaningfully contribute to the future of Botswana. By recognising the importance of Physical Education for this cause, Botswana sees the invaluable lessons that can be learnt from sports and inculcates it into the educational system. This can be an opportunity as well to factor in Olympic education and values education as it underpins ethical issues in sports.

Schools in Botswana participate in sports both locally, nationally, regionally and internationally. School sports is organised under the auspices of the Botswana Primary Schools Sports Association (BOPSSA) and Botswana Integrated Sports Association (BISA)

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<sup>37</sup> Vision 2016 is the National Vision of the country and it is timed to coincide with the 50<sup>th</sup> anniversary of independence.

for primary schools and secondary schools respectively. These bodies draw their affiliates from all schools within the country and have regional bodies for ease of administration and competition management. As affiliates of the Botswana National Sports Council, they play a very critical role in harnessing talent at grassroots levels and they account for the highest number of sport participants. BOPSSA and BISA are affiliated to the Confederation of School Sports Association of Southern Africa (COSSASA) and also to the International Schools Sports Federation (ISSF), these thereby providing students with an opportunity to participate at the highest levels amongst their peers. In addition to competitions organised within the school sports system, athletes from school are also the focal point of selection for age based group competitions. It is therefore quite clear that the school sports system plays an important role in the development of talent in Botswana and offers the country an opportunity for further success in the international sporting arena. School sports are administered internally by a Senior Teacher for sports who works with other staff in the school to drive the success of each school's sport programme. Sports is regarded as an extra-curricular activity and it therefore takes place after normal teaching hours although this has changed as teachers are now remunerated for their efforts in grooming student athletes.

## **2.7 Culture and Education Programmes – Examples and Lessons for the 2<sup>nd</sup> Africa Youth Games**

In order to be able to engage school children and the youth of Botswana for the 2<sup>nd</sup> African Youth Games, there is need for a Culture and Education Programme (CEP) to be developed. The programme has to be diverse in content so that it covers all aspects of critical humanistic issues in sports. There have been educational programmes produced before for the Youth Olympic Games (YOG) in Singapore and Innsbruck. Unfortunately there is no information available from the 1<sup>st</sup> African Youth Games that were held in Rabat, Morocco in 2010. Unlike with the Olympic Games (OG) and the Youth Olympic Games (YOG) where the International Olympic Committee has made it mandatory for host countries to come up with an educational programme prior to the games, the Association of National Olympic Committees of Africa doesn't seem to have this provision for hosts of the African Youth Games.<sup>38</sup> According to Lenskyj (2010) every bidding city for the Olympic Games is required to provide an Olympic education strategy. These usually involve Olympic-related themes that

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<sup>38</sup> The memorandum of Agreement between ANOCA and BAYGOC does not set out any parameters for an educational programme.

are introduced throughout school programs: for example, social studies projects, art competitions, sporting activities, and inspirational talks by Olympic athletes who are assumed to be good “role models” by virtue of their sporting achievements.

Nonetheless, being a platform for qualification to the Youth Olympic Games (YOG) there is need to develop a programme that will bring in young people from the host and inspire them for the future. It will also assist young athletes from Africa to appreciate the diversity that exist within the continent. According to Armour and Dagkas (2012; 5) There is no doubt, for example, that the staging of an Olympics offers opportunities to teach young people about different sports, new developments in training, the technologies underpinning sport performance, engineering, ecology, economics and much more. Olympic education, however, goes far beyond information and critical analysis. The notion of learning in and through communities connects well with Olympism which involves quite special ways of being, thinking and valuing. Barker et al (2012; 109). Situated learning is the most applicable form of teaching and sensitizing young people on the 2<sup>nd</sup> African Youth Games, when adopting this model it is essential that there is an understanding of its implications. As an important legacy of the YOG, the Ministry of Education in Singapore and the Singapore Olympic Academy produced and launched the Olympic Education Resource Package in December 2008 for all schools. Henceforth, Olympic education became entrenched in Singapore’s education system (Miang Ng, 2011:84). This bears testimony to the importance of the educational programme of the first Youth Olympic Games (YOG) and further to this, for the first time in Olympic history, all athletes remained for the entire period of the Games where an extensive range of activities were organised for them to live together, learn and understand one another through the Culture and Education Programme (CEP) (Miang Ng, 2011: 88). For the 2<sup>nd</sup> African Youth Games, lessons can be drawn from the 1<sup>st</sup> YOG hosted by Singapore to create a precedent that eventually will result in a meaningful engagement for the young athletes during the games and beyond. Scholars have extensively dwelt with the YOG, (Parry, 2012) and most believe that it’s a good opportunity for the IOC to rid itself of the bad image that has resulted from the overly commercialised OG. Continental games like the AYG can contribute extensively to positive images and indeed to a return to the ideals of Pierre de Coubertin; and education is the central focus to such an initiative. The CEP of the 1<sup>st</sup> summer YOG was focused on five key themes namely;

- Olympism

- Skills Development
- Well-Being and Healthy Lifestyle
- Social Responsibility
- Expression

The 2<sup>nd</sup> African Youth Games were attributed to Botswana in March 2012, thereby giving the country just fourteen (14) months to prepare and deliver games. This therefore does not give the organizing committee much time to engage with such stakeholders as the Ministry of Education, Skills and Development (MOESD) with a view to developing a programme for the schools. But these can still be achieved by developing a quick outreach programme for the games including amongst others the following;

- Workshops for athletes, students and the youth
- Radio based competitions
- Art competitions (AYG themed)
- Music Competitions (AYG)
- Drama competitions based on AYG
- Interschool's Knowledge based competitions for schools and PE classes
- Adopt-a-Country initiatives that allow schools to learn about visiting countries
- Role playing of the main ceremonies of the AYG

## **2.8 Conclusions of Literature Review**

The literature reviewed above show that Olympic education and Olympic values are an integral part of the holistic growth of the youth in a sport and physical setting. It shows that indeed when there is proper planning, the outcomes of being involved in sports should be positive as espoused in the Olympic Charter. The fundamental principles of Olympism guide the youths and this is also in line with Botswana culture as it sets high standards for high moral behaviours. The educational system of Botswana has an emphasis of moulding children to become exemplary citizens and contribute meaningfully to the development of Botswana. The literature review has revealed the importance of *botho* and how it relates to the overall upbringing of children. The literature directly addressing Olympism, Olympic education and Olympic values was seriously lacking as it seems not much has been written in the area in Botswana.

## CHAPTER 3

### RESEARCH METHODOLOGY

#### 3.0 Introduction

The main purpose of this quantitative study entitled “The Olympic Legacy of the 2<sup>nd</sup> African Youth Games: An Assessment of Botswana’s Awareness of the Olympic Values and Olympic Education” is to assess Botswana’s awareness of Olympic movement focusing on Olympic values and Olympic education. As the first major sporting event to be hosted in Botswana, the 2<sup>nd</sup> African Youth Games are expected to leave a legacy to Botswana in many different spheres of life and notably in Olympic education. The study included the use of a questionnaire to assess awareness levels amongst the participants. The study further aimed to answer the following research questions;

1. What is the level of awareness of the values of the Olympic movement amongst Botswana?
2. How can Olympic Education Programmes be implemented in Botswana?
3. How can an Olympic values awareness programme be developed for the 2<sup>nd</sup> African Youth Games and beyond the games?
4. How can Olympic Education be implemented in the curriculum in Botswana across a variety of subjects?

This chapter further includes a discussion of the research design, sampling procedures, research ethics, and data collection methods. A summary of the research methodology concludes the chapter.

#### 3.1 Research Design

This study assesses Botswana’s awareness of Olympic values and Olympic education in light of the upcoming 2<sup>nd</sup> African Youth Games and seeks to recommend links between the games and Olympic education initiatives as a legacy. A questionnaire was used to gather information on this topic.

#### 3.2 Population Size

The study was limited to a population size of 200 team Botswana members, volunteers, tertiary students, teachers of physical education, leaders/administrators of sports and the Olympic movement and the BAYGOC and participants drawn from affiliates of the BNOC.

These set of participants were chosen because of their interest and participation in sport and physical education as well as their experiences in the organization of games and curriculum design. The sample consisted of a homogenous group of both males and females who are drawn together through their association and participation in sport, physical education and sports administration at various levels in Botswana.

### **3.3 Sampling Procedure**

The sample consisted of students from junior secondary schools students, senior secondary school students, tertiary students, teachers, leaders of sports and the Olympic movement in Botswana, organizers of the AYG 2014, curriculum specialists and affiliates of the Botswana National Olympic Committee (BNOC). The participants were drawn from the greater Gaborone area. Participation in the study was voluntary and the participants could end their participation in the research at any time without risk or harm. There was no compensation for taking part in the study. To protect the identity of participants, no names were recorded to protect the identity of participants in the study.

### **3.4 Data Collection Methods**

The pilot study involved the development and analysis of a survey questionnaire that was sent to 3 participants in all the various groups of participants. Subsequently, a revised questionnaire was distributed to members of team Botswana, volunteers, sports teachers, organizers and sports leaders and administrators. This proposed study employed questionnaires as the best tools to gather data from a wide and highly mobile population. This data collection method focused on awareness of Olympic education, assessing existing prior knowledge of Olympic education, Olympic values education, culture and education programmes and Olympism to gather expectations, beliefs and perceptions for the place and benefits associated with Olympic education. Open-ended questionnaires were planned but were not due to lack of time for administering but could have offered flexibility and enable participants to provide more information on other variables that might not have been captured in the data collection through the employed means. The researcher had planned to conduct a focus group discussion to gather information from a group of 10 participants drawn from all

the groups of participants. This was to ensure that the researcher is able to get views and insights from the participants. The focus group was to focus on the fundamental questions relating to awareness of Olympic education, culture and education programmes, school Olympic education programmes as well as the guiding philosophy of Olympism. The questionnaire for the study comprised of thirty three questions all seeking to gain an in-depth understanding of the research questions thereby addressing the fundamental question in the topic. The researcher used survey monkey, a web based method of data collection to design the survey instrument but the administering of the research tool was done manually not online. For the rest printed questionnaires will be availed to each respondent. The duration for the completion of each questionnaire was a maximum of 30 minutes.

### **3.5 Data Preparation and Analysis**

Data analysis process is a way to discover patterns, coherent themes, create meaningful categories and new ideas and in general uncovers better understanding of a phenomenon or process. Therefore in analysing the data collected through the various materials and tools of the study, there is need to carefully scrutinize and draw conclusions from the emerging patterns of the findings. The preparation of data for analysis of data obtained through the survey tool was first entered into the Statistical Package for Social Scientists (SPSS), this entailed loading of all the variables and questions into the SPSS programme. The data was then then analysed question by question and such questions also placed in categories to draw conclusions from the research study.

### **3.6 Research Ethics**

The researcher ensured that the ethical standards are upheld. Participants received a complete overview of the research in order for them to be as objective as possible. Participants were also required to sign an informed consent document which detailed the benefits of the study, its risks and the confidentiality of their information. To ensure confidentiality no names were collected from the participants and the purpose of the study was explained to them in detail so as to aid their decision of either participating or not. The participants were also made fully aware that participation in the study was voluntary and that their identity would remain confidential and they would not be directly associated with any data. The privacy of the participants would be ensured by not disclosing it to any unauthorised persons. To minimize the risk and harm that may be caused to the respondents, the researcher ascertained at the



onset whether there were any objections to participating in the study or whether they foresee any negative impact being caused to them as a result of their participation. For the in-depth interviews due care would have been taken to explain to the respondents that their privacy was ensured in that no information would be directly linked to them. All the data collected from the data collection exercise is being kept safely for a certain period after the acceptance of the thesis and then erased completely to further ensure that no association would ever be made to directly link the participants with the study.

## CHAPTER 4

### PRESENTATION AND DISCUSSION OF RESULTS

#### 4.0 Introduction

This chapter presents a discussion of the results as gathered from the data collection process. The discussion of the results will focus on the areas as set out in the data collection instrument which in the case of this research was a questionnaire divided into three parts namely biographical information, Olympic Education and Olympic Values Awareness and Olympism, Olympic Symbols, Olympic Games and Olympic Youth Games Knowledge. The discussion will be done using various tables, charts and frequency tables obtained from the data collection process.

#### 4.1 Biographical Data

The data collected when analysed indicated that out of the one hundred and fifty (150) respondents, 73 (48.7%) were males while 77 (51.3%) were females. Table 1 below presents a summary of the gender breakdown of the respondents.

**Table 1: Gender of Respondents**

	Frequency	Percent	Cumulative Percent
Male	73	48.7	48.7
Female	77	51.3	100.0
Total	150	100.0	
Total	150		

In terms of the age categories the 17 and under group consisted of 48 (32%) while in the 18-20 group 46 (30.7%) respondents participated in the study. This total number accounts for more than sixty percent of all the respondents in the study. 45 participants fell in the 21-29 age category which is 30% of the total respondents, this is followed by the 30-39 and 40-49 age categories in which the respondents were each five (3.3%) of the total. Only one (1) of the respondents was in the age category 50-59 and this is 0.7% of all respondents. Table 2 below presents the various frequencies with the different age categories of the respondents.

**Table 2: Age Categories of Respondents**

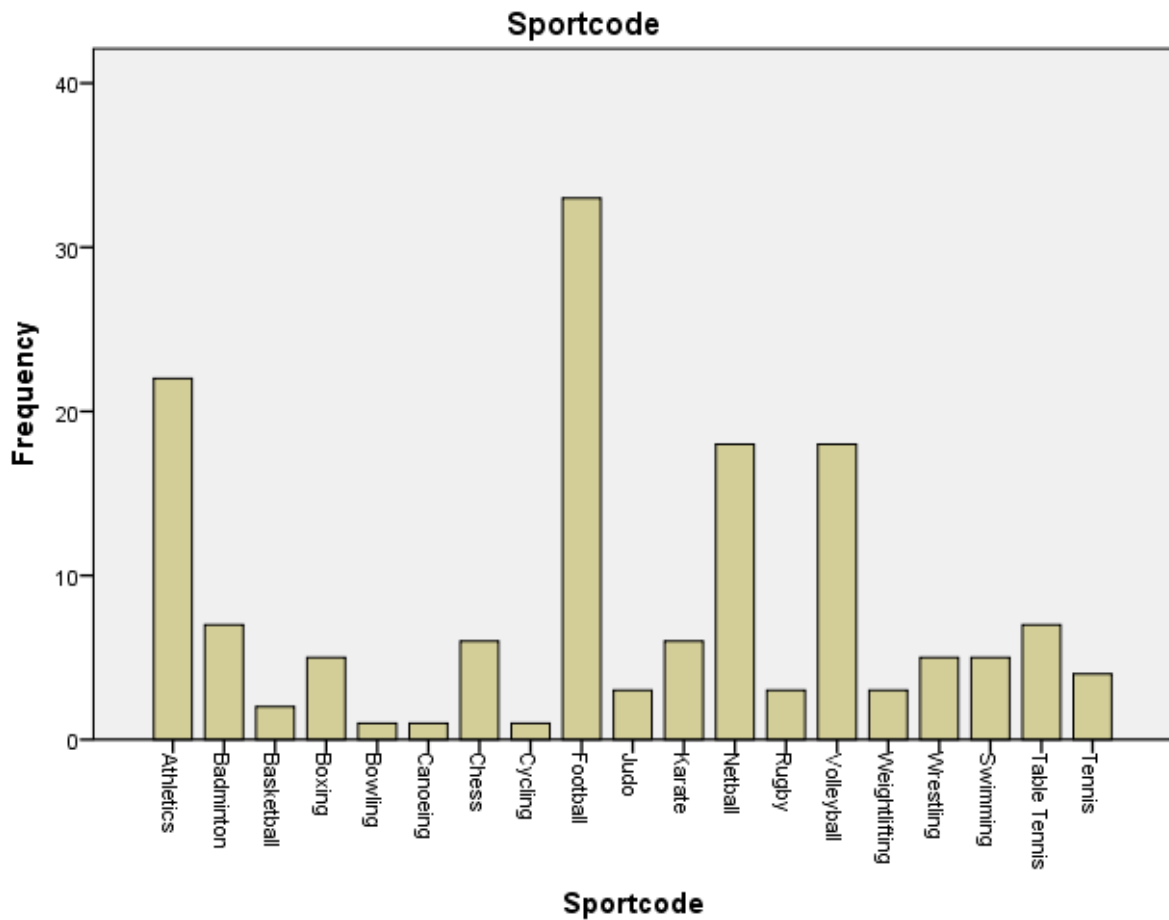
	Frequency	Percent	Valid Percent	Cumulative Percent
17 and under	48	31.8	32.0	32.0
18-20	46	30.5	30.7	62.7
21-29	45	29.8	30.0	92.7
30-39	5	3.3	3.3	96.0
40-49	5	3.3	3.3	99.3
50-59	1	.7	.7	100.0
<b>Total</b>	150	99.3	100.0	

A total of one hundred and 138 (92%) of the participants were single with 10 (%) married and with only 2 (3.3%) respondents being divorced. These findings are consistent with the total numbers of respondents which indicated that 94 (62.7%) were below the age of twenty one. The results further indicate that 19 (12.7%) of the respondents had a primary school certificate as the highest qualification, 36 (24%) had a junior school certificate, 54 (36%) had achieved a senior secondary school certificate, 1 (0.7%) had a post-secondary certificate, 11 (7.3%) held a diploma qualification, 24 (16%) held a bachelor's degree and 5 (3.3%) had studied up to master's degree level. The findings are presented below (Table 3).

**Table 3: Highest Qualification**

	Frequency	Percent	Valid Percent	Cumulative Percent
Primary School Certificate	19	12.6	12.7	12.7
Junior School Certificate	36	23.8	24.0	36.7
Senior Secondary Certificate	54	35.8	36.0	72.7
Post-secondary Certificate	1	.7	.7	73.3
Diploma	11	7.3	7.3	80.7
Bachelor's Degree	24	15.9	16.0	96.7
Master's Degree	5	3.3	3.3	100.0
<b>Total</b>	150			

The respondents also indicated that they took part in different sporting goods and the findings are presented in Bar graph 1 below;



The respondents indicated a total list of nineteen sport codes in which they took part and this include the following; athletics 22 (14.7%), badminton 7 (4.7%), basketball 2 (4.7%), boxing 5 (3.3%), bowling 1 (0.7%), canoeing 1 (0.7%), chess 6 (4.0), cycling 1 (0.7%), football 33 (22%), judo 3 (2%), karate 6 (4%), netball 18 (12%), rugby 3 (2%), volleyball 18 (12%), weightlifting 3 (2%), wrestling 5 (3.3%), swimming 5 (3.3%), table tennis 7 (4.7%) and lastly tennis 4 (2.7%). The pie chart provides a detailed distribution of the respondents across the different sporting codes. The results show that football was the sport in which most of the respondents took parts with 22% followed by athletics which accounted for 14.7% and netball and volleyball with 12% each. At the other end bowling, cycling and canoeing had the lowest number of participants as presented from the findings with 0.7% or just a total of three from all the one hundred and fifty (150) respondents. Of all the sporting codes indicated by the respondents only bowling and chess did not part of the 2<sup>nd</sup> African Youth games.

## **4.2 Olympic Education and Olympic Values Awareness**

A total of 31 respondents which is 20.7% strongly disagreed on the issue of awareness whilst 24 (16%), 17 (11.3%) neither agreed nor disagreed that they were aware of Olympic education. On the other hand 40 respondents which is 26.7% of the total agreed that they are aware of Olympic education whilst 38 (25.3%) strongly agreed that they were aware of Olympic education. Therefore the results show that 36.7% of all respondents are not aware of Olympic education and this grows to 53.7% when the number of respondents who neither disagree nor agree is added. This is against a combined total of 51% of respondents who indicated that they are aware of Olympic education. These 51% need to therefore be brought in the mainstream as well as the 11.3% who neither disagree nor agree need to be sensitized so that they are not neutral as this doesn't show any certainty with respect to awareness or lack of it. On Olympic values education 22 (14.7%) of the respondents strongly disagreed that they were aware and 33 (22%) disagreed with the statement with 20 (13.3%) neither disagreeing nor agreeing that they are aware of Olympic values education. On the other hand 38 (25.3%) of the respondents indicated an awareness of Olympic values education and 38 (25.3%) strongly agreed that they indeed are aware of it.

A total of 20 (13.3%) strongly disagreed that Olympic values and Olympic education are important to the youth, 19 (12.7%) disagreed and 23 (15.3%) neither disagreed nor agreed with the statement. On the other hand 43 (28.7%) and 45 (30%) agree and strongly agree respectively with the importance of Olympic values and Olympic education to the youth. On whether Olympic values and Olympic education are being practiced in Botswana 27 (18%) strongly disagreed, 16 (10.7%) disagreed, 39 (26%) neither agreed nor disagreed. 40 respondents (26.7%) agreed that indeed Olympic values and Olympic education are being practiced in Botswana and 28 (18.7%) strongly agreed that Olympic values and Olympic education are being practised in Botswana. A total of 45.4% of respondents strongly agree and agree that Olympic education and Olympic values are practiced in Botswana despite the fact that there is no existing formal programme on Olympic values and Olympic education in Botswana.

Of all the respondents who participated in the study 38 (25%) strongly agreed that Olympic education is taught in schools in Botswana, 29 (19.3%) disagreed and 46 (30.7%) neither agreed nor disagreed. Only 19 (12.7%) agreed with 18 (12%) strongly agreed that Olympic education is taught in schools in Botswana. According to the results above it clearly shows

that the respondents are not aware of what Olympic education is and as such might have confused Physical education to be Olympic education or its components to be such. This is more apparent because the respondents indicated a high level of uncertainty on the issue of Olympic education being used to teach Olympism as 53 (35.3%) neither agree nor disagreed. This adds to 13 (8.7%) who strongly disagreed and 9 (6%) who disagreed that Olympic education teaches about Olympism. This is against 49 (32.7%) and 26 (17.3%) who agreed and strongly agreed that indeed Olympic education teaches about Olympism respectively. The findings revealed a disconnection with previous responses with respect to awareness as this indicates that respondents are not familiar with the concept of Olympism which is at the centre of Olympic education. A great majority (141) either strongly agreed or agreed that they practiced sports fairly and never cheat and this is actually 94% of all the respondents in the study. Only 3 (2%) disagreed and 6 (4%) neither agreed nor disagreed that they practiced sports fairly and never cheat. Focus should therefore be on the 9 respondents as they are part of a larger community of sport participants and have the potential to influence others to adopt unacceptable sporting behaviours. The same scenario presents itself when it comes to respecting opponents as 59 (39.3%) agree that they respect their opponents and officials during all the games that they partake in while 81 (54%) strongly agree. This is against the backdrop of 3 (2%) who strongly disagree, 3 (2%) disagree and 4 (2.7%) who neither agree nor disagree. The findings reveal that despite overwhelmingly agreeing that they respect opponents and officials a significant number of respondents strongly agreed that winning is the only thing that matters to them when they compete with 65 (43.3%) and 22 (14.7%) and this is contrary to the spirit of fair play and humility in competition. Only 26 (17.3%) strongly disagreed that winning was the only thing that mattered to them when competing with 18 (12%) disagreeing and 19 (12.7%) who were could neither agree nor disagree. These findings can be seen as an indication that the respondents believing only in winning and not in participation as espoused in the Olympic charter. But despite the findings above, 69 (46%) and 63(42%) agreed and strongly agreed that taking part in sports can make people to develop fair people. Only 7 (4.7%) strongly disagreed with 6 (4%) disagreeing that taking part in sports can make people to develop fair play while 5 (3.3%) could neither disagree nor agree.

A total of 66 (44%) strongly disagreed that they have resorted to cheating in order to win games, 27 (18%) disagreed and this might be an indication that respondents do not believe in

cheating in order to win, 17 (11.3%) neither agree nor disagree that they have resorted to cheating in order to win games before. 20 (13.3%) strongly agreed that they have resorted to cheating to win games before and that is equally the same with the respondents who strongly agreed that they have also done that before. Table 4 below presents the responses on whether respondents have resorted to cheating to win games before;

**Table 4: Cheating to Win Games**

	<b>Frequenc y</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Strongly Disagree	66	43.7	44.0	44.0
Disagree	27	17.9	18.0	62.0
Neither agree nor disagree	17	11.3	11.3	73.3
Agree	20	13.2	13.3	86.7
Strongly Agree	20	13.2	13.3	100.0
<b>Total</b>	150	99.3	100.0	

Only one (0.7%) respondent strongly disagreed that sport teaches young people to learn and practice fair play with 3 (1.3%) disagreeing and 6 (4%) neither agreeing nor disagreeing. The findings revealed that 58 (38.7%) agreed and 83 (55.3%) strongly agreed that sport teaches young people to learn and practice fair play. This findings show that the respondents believe in the importance of using sport to build character for the young people which would subsequently make them learn and practice fair play.

#### **4.3 The 2<sup>nd</sup> African Youth Games 2014 Knowledge**

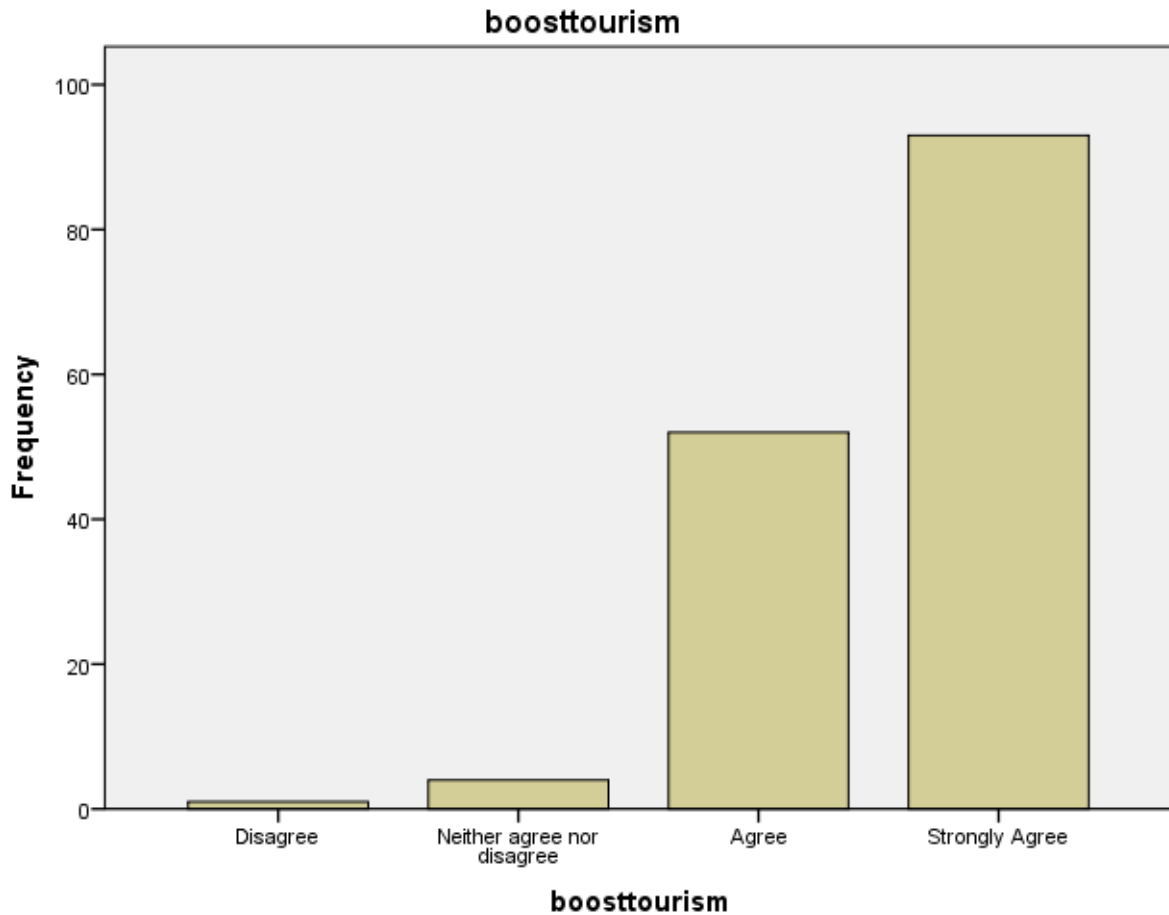
The results of the study also indicated that just 2 (1.3%) strongly disagreed while 3 (2%) disagreed that they were aware of the 2<sup>nd</sup> African Youth Games and only 1 (0.7%) could neither agree nor disagree that they were aware. A total of 101 (67.3%) strongly agreed that they were aware of the 2<sup>nd</sup> African Youth Games with a further 43 (28.7%) attesting their awareness by agreeing. The results showed that respondents had a great awareness of the games. This knowledge also extended to the awareness of the theme for the games dubbed Gaborone 2014 as only 8 (5.3%) of the respondents strongly disagreed which meant that they were not aware of the theme of the games with an additional 19 (12.7%) who disagreed or professed lack of knowledge of the theme of the games and 20 (13.3%) could neither agree

nor disagree that they were aware of the theme of the games. A total of 69 (42.7%) of the respondents strongly agreed that they were aware of the theme of the games and this is in addition to those that agreed and they numbered 39 (26%) making a total of 103 (68.7%) which reflected a high level of awareness of the theme associated with the games. The findings of the study further also reveal that 77 (51.3%) of the respondents were aware that the 2<sup>nd</sup> African youth games would in some instances be used as a qualifier for the Youth Olympic Games in Nanjing, China as they strongly agreed. These are further joined by 41 (27.3%) who agreed whilst 27 (18%) neither agreed nor disagreed. Only 4 (2.7%) disagreed and 1 (0.7%) strongly disagreed that the African Youth Games would be used as qualifiers for the Youth Olympic Games in some instances/sports. On the issue of children playing a major role in the 2<sup>nd</sup> African Youth Games 84 (56%) strongly agreed and 49 (32.7%) agreed which can be understood to mean that there was an awareness of the youth focus of the games. Only 1 (0.7%) disagreed while 16 (10.7%) neither agreed nor disagreed. A majority of the respondents 87 (58%) strongly agreed and 48 (32%) agreed that the 2<sup>nd</sup> African Youth Games would inspire youth in Botswana to excel in sports with only 15 (10%) neither agreeing or disagreeing. Of all the 150 respondents, 89 (59.3%) strongly agreed that facilities improvements towards the games would benefit sport beyond the games with 47 (31.3%) agreeing and 14 (9.3%) were neither in agreement nor disagreement. These results indicate that there could have been an understanding or awareness of the legacy and long term benefits of hosting the games with regards to facilities improvement and utilisation post games. On the aspect of cultural exchange by youth the respondents overwhelmingly responded in the affirmative with 86 (57.3%) strongly agreeing and 45 (30%) agreeing that indeed the games presented a fertile ground for youth to learn about cultures from other countries. Two (1.3%) of the respondents disagree while a further 17 (11.3%) neither agreed nor disagreed that any learning of cultures would result from the games.

As is the norm in major games business is always expected to benefit from the games either directly or indirectly. The respondents expect and see the games as an opportunity for small businesses to make profits during the games and they strongly agreed that this would happen with 97 (64.7%) and 46 (30.7%) agreed while only 6 (4%) neither agreed nor disagreed. On whether the 2<sup>nd</sup> African Youth Games would help to improve tourism, only 1 (0.7%) disagreed and 4 (2.7%) neither agreed nor disagreed. The majority of the respondents either agreed 52 (34.7%) or strongly agreed 93 (62%) indicating that hosting the event was seen as



a way of marketing the country to other countries or as a way of positioning Botswana into the international tourist arena. As a result of hosting the 2<sup>nd</sup> African Youth Games in Botswana 48 (32%) respondents agreed with 85 (56%) strongly agreeing that an increase in the knowledge of the Olympic movement and increase in its activities will be realised. This result is an indication that the games were seen by most respondents as a catalyst for increased knowledge of the Olympic movement and its related activities. The results for promotion of tourism are presented in Figure 2 below;



#### 4.4 Olympism, Olympic Symbols, Olympic Games and Olympic Youth Games Knowledge

Forty six (30.9%) of the respondents agreed that the Olympic Games are about the education of the youth, 28 (18.8%) strongly agreed, 14 (9.4%) strongly disagreed while 4 (2.7%) and a very significant number of 57 (38.3%) neither agreed nor disagreed. The high number of respondents who were neither agreeing nor disagreeing might be a reflection of how Botswana view the Olympic Games, as just games and not associating them with education.

The number of respondents 84 (56%) who neither agreed nor disagreed that Pierre de Coubertin revived the modern Olympic games is also very significant in that most of the majority of the respondents were members of the team that was to take part in the African Youth Games either as athletes or volunteers. This is also more so that 15 (10%) disagreed and 1 (0.7%) strongly disagreed. It is thus worth noting that despite a majority of the respondents being aware of the games they had limited knowledge on the Olympic movement and its history. Only less than half of the respondents were aware that Pierre de Coubertin is credited with the revival of the modern Olympic Games and this represented only 33.3% which is 32 (21.3%) who agreed and 18 (12%) who strongly agreed .. Table 5 below presents the findings;

**Table 5: Pierre de Coubertin**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	1	.7	.7	.7
Disagree	15	9.9	10.0	10.7
Neither agree nor disagree	84	55.6	56.0	66.7
Agree	32	21.2	21.3	88.0
Strongly Agree	18	11.9	12.0	100.0
<b>Total</b>	150	99.3	100.0	

The results therefore identify a gap that needs to be filled especially with regards to knowledge of the Olympic history

The respondents were also not aware that the first Youth Olympic Games were held in Singapore in 2010, with exactly half of them either not sure 68 (45.3%), 4 (2.7%) disagreeing and 3 (2%) strongly disagreeing. This is against 41 (27.3%) who agreed and 34 (22.7%) who strongly agreed. As in other responses relating to the aspect of Olympism, Olympic symbols and Olympic and Youth Olympic games it seems the respondents were not sure and this uncertainty can be translated to mean that there is lack of knowledge amongst the society as they represented a section of the society. An almost similar scenario prevailed when respondents were asked on the issue of the 1<sup>st</sup> African Youth Games being held in Morocco, 7 (4.7%) strongly disagreed, 4 (2.7%) disagreed and 47 (31.3%) neither agreed nor disagreed as opposed to 47 (31.3%) and 45 (30%) who agreed and strongly respectively. This again

points to a high level of uncertainty or lack of knowledge and in relation to the games which the country is about to host. It would seem that Batswana are aware of the number of the Olympic rings as 121 (81.2%) either strongly agreed or agreed that indeed the Olympic rings are five in number. Only 3 (2%) strongly disagreed as well as 3 (2%) who disagreed as well. A further 22 (14.8%) could neither agree nor disagree. This shows that the mainly youthful respondents can identify with this important Olympic symbol.

The respondents when tested in their knowledge of the various Olympic Games that exists presented different responses towards each one of the games, with most being aware of the four years cycle of the Olympic Games as a combined total of 108 which represents 72% agreed or strongly agreed. Thirty (20%) could neither agree nor disagree while 3 (2%) and 9 (6%) strongly disagreed and disagree respectively. Seventy two of respondents either agreed or strongly agreed that that the Youth Olympic Games are held every four years and this is 53.8% of the total. Of all the respondents 10 (6.8%) strongly disagree and 23 (15.6%) while 35 (23.8%) neither agreed nor disagreed. In terms of Olympic education this should be the basic knowledge which Batswana should have been aware of and the results opens up an opportunity or need for more education in the area.

## CHAPTER 5

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.0 Introduction

This final chapter addresses the findings of the study. The chapter firstly summarises the four research questions in line with the findings of the research and then provide a conclusion of the findings. Then the laying out of recommendations for the future which will also be geared towards future research will conclude the chapter.

#### 5.1 Summary

The overriding purpose of this study was to assess Botswana's Awareness of the Olympic Values and Olympic Education in light of the 2<sup>nd</sup> African Youth Games that were held in Botswana. To accomplish that the assessment was based on basic knowledge of the Olympic movement, the African Youth Games and the other issues related to Olympic history. The theme centred on Olympism as this is critical to the education the youth. This research was therefore then possibly moved forward once the fundamental literature was conducted on the area. One version of a survey instrument was developed and distributed to members of the Botswana African Youth Games team, volunteers, national federation officials, teachers and students of physical education. The respondents were assumed to be representative of the population as they are actively involved in sports and more so that they were directly involved with the 2<sup>nd</sup> African Youth Games. The questionnaire was administered through the assistance of six assistants who are students of physical education. The survey instrument comprised of four sections namely:

- Biographical Information
- Olympic Education and Olympic values Awareness
- 2<sup>nd</sup> African Youth Games 2014 Awareness
- Olympism, Olympic Symbols, Olympic Games and Youth Olympic Games

In each of the sections above respondents were tested on their knowledge to gauge their awareness of the various questions and this helped to create a picture on the four research questions that were outlined in Chapter 1. Respondents were asked to provide their biographical information which basically includes gender; age category; marital status; highest level of education; highest qualification and sport code. The other sections of the

questionnaire were based on a Likert scale type which ranged from Strong Disagree (SD); Disagree (D); Neither disagree nor agree (NAD); Strong Agree (SA) and Agree (A). Section 1 sought to assess the awareness of respondents to Olympic education (OE) and Olympic values, section 2 addressed the respondents on their knowledge of the 2<sup>nd</sup> African Youth Games 2014 as this influenced the study area, section 3 on the other hand focused on Olympism, Olympic Symbols, Olympic Games and Youth Olympic Games awareness by the respondents. Collectively all the three sections combined all the questions derived from the research questions and research problem as posed in the proposal of this research. Although the biographical information does not directly answer to the findings it has an influence on how the respondents would fare on the three sections in the survey instrument as awareness and knowledge can be a result of superior educational level or exposure. Through this survey instrument which was developed for this study, data was collected which addressed the research questions posed in the first of this thesis. The following research questions derived from the research objectives guided the development of the survey instrument;

**1. What is the level of awareness of the values of the Olympic Movement amongst sport officials, youth, teachers, athletes?**

Section 1 of the questionnaire addressed the subject of awareness mainly on Olympic values, its importance, and Olympic education, its importance to the youth, whether Olympic education is practiced in Botswana, taught in schools and what it teaches. The findings as discussed elsewhere present an opportunity for intervention with a view to expanding the knowledge to raise the level of awareness of Botswana in the area of Olympic knowledge. Section 3 also built on the assessment of awareness by dwelling on Olympism, Olympic symbols, Olympic Games and the Youth Olympic Games (YOG). This expanded the data collected from the study to improve generalization of the study findings.

**2. How can Olympic Education programmes be implemented in Botswana?**

Section 1 also addressed the issue of Olympic education focusing on assessment of awareness on whether there are existing programmes in schools. This research question is further addressed in the literature review where emphasis is given to adapting Olympic educational programmes to the ideals of Botswana's educational system in order to be able to find a connection. The universality of Olympic education is premised on the fact that it borrows from all the systems that it is situated in. Furthermore, the implementation of Olympic

education is discussed in the context of existing programmes in the school system mainly the Creative and Performing Arts Programme (CAPA) and Physical education (PE).

**3. How can an Olympic education awareness programme be developed for the 2<sup>nd</sup> African Youth Games and beyond the games?**

As a result of the limited time for the study this question was not fully addressed in the data collection exercise. The research instrument designed for this question was an in-depth questionnaire which was to be administered through a focus group discussion, this never happened as the targeted group failed to meet citing different engagements especially at government level as well as with the games organizing as the data collection exercise took place very close to the start of the 2<sup>nd</sup> African Youth Games. However the literature review dwelt extensively on the issue of development of awareness programmes in view of past games closely related to the African Youth Games like the Youth Olympic Games that were held in Singapore in 2010.

**4. How can Olympic education be integrated into the curriculum in Botswana across a variety of subjects?**

This question was addressed in section 1 and further in the literature review. It would have been better addressed had the focus group discussion been held with curriculum officials, Education and Culture Commission and National Olympic Committee taken place. Nonetheless other findings in the study presented an opportunity for this research question to be addressed.

## **5.2 Conclusions**

The diversity of the respondents in the study produced an equally varied position in many of the questions addressed in the survey tool. On the fundamental questions relating to awareness of Olympism, Olympic Symbols, Olympic Games and Youth Olympic Games a significant number of the respondents were not agreement or disagreement thereby demonstrating that there might be a gap in knowledge of this important aspect of the study. Even though the majority of the respondents agreed that the Olympic Games are about the education of the youth as laid out by the father of the modern Olympic Games Baron Pierre de Coubertin, a significant number of the respondents couldn't make the connection between

him and the revival of the games. It is a fact that the modern Olympic Games cannot be discussed without acknowledging the role played by this important figure in their history.

Even though the values of the Olympic Movement are often considered Eurocentric in nature, the respondents still found them relevant as the majority alluded to the fact that they practiced fairly, respected their opponents and also that sport teaches young people to learn and practice fair play. Parry (2009, p.2) postulated that based on its heritage and traditions, each society (and each ideology) has a political and philosophical anthropology- an idealised concept of the kind of person that the society (or ideology) values, and tries to produce and reproduce through its formal and informal institutions. This is consistent with the tenet of *botho* as laid out in the culture of Botswana through the education system thereby affirming the principle of respect in the Olympic Charter and the fair play, an educational value of Olympism which is discussed in the Teaching Values: An Olympic Education Toolkit. Petroczi (2009:349) argues that sport is universally promoted as the manifestation of excellence, hard work, health, fair play and equality. Sport is now being subjected to a lot of bad vices like cheating, hooliganism, drug use and many more. The respondents could relate with these aspects of Olympism easily as they are inherent in the customs and culture of Botswana which uphold respect for others and the fair treatment of others in a quest to achieve peace (*kagiso*) and social harmony (*Kagisano*). The respondents further acknowledged the importance of Olympic values and Olympic Education to the youth and this is consistent with the aspirations of the Botswana educational system which seeks to produce well rounded individuals who are law abiding and hardworking to safeguard the future of the country. Perhaps startling in the findings is that respondents affirmed that winning was the only thing that mattered to them when competing; this is inconsistent with the principles of fair play and humility in competition. This finding definitely points to a knowledge gap that can only be addressed through educating of the public on the area of sports and Olympic values.

The findings also reveal that respondents agreed that Olympic Education (OE) is being practiced and taught in Botswana, in the absence of a follow up question it would never be understood what the respondents might be generally accepting as Olympic Education in Botswana. It therefore becomes pertinent that Olympic Education and Olympic values be understood in their own context not just as the Olympic Games. The respondents mostly

believed that the 2<sup>nd</sup> African Youth Games would leave a legacy of facility improvements, cultural exchange, inspire youth to excel, improve tourism prospects, and drive profits for small businesses as well as building a knowledge base on the Olympic movement in Botswana. This section of the survey instrument addressed specifically the area of legacy which was expected from the 2<sup>nd</sup> African Youth Games and the findings reveal the optimism that the respondents had on the games spinoffs.

The three sections of the survey instrument addressed aspects of the four research questions and the findings of the seem to corroborate the researcher as they point to a lack of awareness on Olympic knowledge and to the guiding philosophy of Olympism and this is consistent with the strategic objective set by the Botswana National Olympic Committee (BNOC) which seeks to promote and propagate Olympism in Botswana. Olympism can best be promoted through educating the nation and such an education is basically what Olympic education (OE) addresses and further to that Olympic values education need to be also promoted in the country through the relevant structures available. In order for this to be available, there is need to adopt the Olympic values and adapt them to the culture and customs of Botswana in order for them to be well accepted and find their place in Botswana society.

The literature review in chapter two identified a serious lack of information relating to the Olympic movement in Botswana and this also covers the issue of Olympic education and Olympic values education. However the Teaching Values: An Olympic Education Toolkit developed by the International Olympic Committee provided a basis to work with especially that it was developed following a universal approach in that it is adaptable to all cultures if properly utilised. The Olympic Charter as the guiding document of the International Olympic Committee also offered invaluable lessons on Olympism and its universality.

### **5.3 Recommendations**

The following recommendations are offered as a result of the findings of this study;

1. Olympic education should be introduced in Botswana.
2. The Olympic values education programme should be implemented in Botswana.
3. An awareness program for Olympic education should be launched to sensitize the citizenry about Olympism in general.



4. Olympic education should be integrated into the Physical education at both junior and senior secondary schools in Botswana.
5. Olympic education should be integrated into the Physical education component of the Creative and Performing Arts Programme (CAPA) at primary school level.
6. Olympic values should be integrated into the Moral education for better moulding of youth.
7. Olympic clubs should be formed in schools to promote Olympic knowledge amongst students.
8. Olympic knowledge/quizzes/competitions should be organized for students both within their schools and against other schools.
9. National school competitions should be organized for Olympic quizzes and other knowledge competitions.
10. Olympic themed art and drama competitions should be organized for youths to sensitize them on Olympism.
11. Tertiary institutions should introduce Olympic education as a core subject for Physical education majors.
12. Tertiary institutions should introduce Olympic education as an elective or optional subject for non-physical education students.
13. Students should be encouraged to undertake research in Olympic education, Olympism and Olympic values.
14. Workshops should be conducted to teach sports administrators, teachers and coaches about Olympism and Olympic education.
15. Trainers should be identified and trained to impart knowledge of Olympism, Olympic education and Olympic values.
16. Olympic model schools should be identified which would pilot Olympic education teaching models.
17. National sports heroes should be trained on Olympic values to enable them to impart them to the young ones.
18. The Olympic day should be celebrated in all schools so as to enable students to learn and be closer to the Olympic movement.
19. Publications should be developed to adapt Olympic education to the context of Botswana.

20. National sports leaders should drive the agenda of the Olympic by always talking about Olympism and its benefits to the youths.
21. Radio programmes should be developed to help promote Olympism.
22. The Botswana National Olympic Committee (BNOC) should collaborate with other stakeholders to promote Olympism in Botswana.
23. The National Olympic Committee should utilize available assistance programmes like Olympic solidarity to support the growth of Olympic education in Botswana.
24. The Botswana National Olympic Committee should appoint an Olympic Education specialist to drive the programme nationally.
25. Media personnel should be trained in Olympic education, Olympism and Olympic values in order to help promote this important area.
26. The National Olympic Committee (NOC) should fast-track the development of a National Olympic Academy to promote Olympic education in Botswana.
27. Olympic education programmes should be part of every sporting event and sporting program like *Re Ba Bona Ha* in order to aggressively propagate for its knowledge.
28. A proclamation should be made in support of Olympic education in Botswana.
29. A national conference should be organized to address issues of Olympism, Olympic education, Olympic values and Olympic values in education.
30. An Olympic studies research centre should be developed and situated in one of the tertiary institutions to encourage scholarship in Olympic studies.
31. A national database for Olympic related research should be developed to serve as a repository for Olympic themed research articles.
32. Further research needs to be undertaken in Olympic education, Olympic values and Olympism.

The following recommendations are offered as possible ways to improve this study;

1. In-depth questionnaires would have yielded much better results if they had been employed to address some of the research questions.
2. A focus group discussion would have been ideal to try and open up some ideas from potential respondents.
3. Reasonable time should have been allowed for the data collection exercise and this would have mitigated against the failed focus group meeting.

4. Funding of the data collection exercise would have resulted in the researcher being able to reach out to a wider pool, therefore researches of this nature need to be funded to improve access to respondents.
5. The researcher was unable to find a data collection tool that closely matched the research questions from previous studies which would have resulted in better findings and avoidance of a reinvention of the wheel.
6. The number of incomplete and unreturned questionnaires might also have affected the findings of the research hence it is important that experienced research assistants are engaged.
7. The research would have benefited from open ended questions on the survey tool as this would have allowed respondents freedom to express themselves.
8. The availability of local literature would have added to the quality of the research
9. If the online survey methods had been used, a bigger number of respondents would have participated in the study.
10. Telephone interviews would also have assisted in terms of widening the pool of respondents in the study.

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## APPENDIX A

### Dear Participant

Thank you for participating in this research entitled “The Olympic Legacy of the 2<sup>nd</sup> African Youth Games: An Assessment of Batswana’s Awareness of Olympic Values and Olympic Education” which aims to Assess Batswana’s Awareness of the Olympic Values and Olympic education in light of the upcoming Botswana Africa Youth Games 2014.

This research is carried out in partial fulfilment of the Master of Science Degree in Olympic Studies, Olympic Education, Organization and Management of Olympic Events at the University of Peloponnese in Sparta, Greece a programme conducted in conjunction with the International Olympic Academy in Ancient Olympia, Greece.

Your participation is voluntary. I assure you of the following:

1. Confidentiality of individual study results. Data will not be traceable to you or your organization. Data shared will not be shared with anyone besides the researcher and his supervisors.
2. Anonymity of respondents. I will not ask for your names. I will not share any of your individual responses with your school, teams or management.
3. There are no recognized risks to your participation in this study.

### **PLEASE INDICATE THE MOST APPROPRIATE ANSWER WITH A TICK**

Thank you for your time and desire to help in this research. If you have any questions, or if you want the study’s final report please email: [moesip@mopipi.ub.bw](mailto:moesip@mopipi.ub.bw)

Researcher: Mr Patrick Moesi

Supervisors: Professor Jim Parry

Dr Deanna Binder

Professor Konstantinos Georgiadis

## SECTION A

### BIOGRAPHICAL INFORMATION

#### 1. What is Your Gender

Male  Female

#### 2. What Is Your Age Category?

17 and under	<input type="checkbox"/>	18-20 years	<input type="checkbox"/>	21-29 years	<input type="checkbox"/>
30 – 39 years	<input type="checkbox"/>	40-49 years	<input type="checkbox"/>	50-59 years	<input type="checkbox"/>
60 or older	<input type="checkbox"/>				

#### 3. What Is Your Marital Status?

Single  Married  Divorced  Widowed

#### 4. What Is Your Highest Level Of Education?

Junior secondary  Senior secondary  Tertiary   
 Other (please specify) \_\_\_\_\_

#### 5. What Is Your Highest Qualification?

Primary school certificate	<input type="checkbox"/>
Junior school certificate	<input type="checkbox"/>
Senior secondary certificate	<input type="checkbox"/>
Post-secondary certificate	<input type="checkbox"/>
Diploma	<input type="checkbox"/>
Bachelor's Degree	<input type="checkbox"/>
Master's Degree	<input type="checkbox"/>
Doctorate/MPhil	<input type="checkbox"/>
Other (please specify)	<input type="checkbox"/>

#### 6. What Is/Are Sport Code(S)?

Athletics	<input type="checkbox"/>	Badminton	<input type="checkbox"/>	Basketball	<input type="checkbox"/>	Boxing	<input type="checkbox"/>
Bowling	<input type="checkbox"/>	Canoeing	<input type="checkbox"/>	Chess	<input type="checkbox"/>	Cycling	<input type="checkbox"/>
Football	<input type="checkbox"/>	Judo	<input type="checkbox"/>	Karate	<input type="checkbox"/>	Netball	<input type="checkbox"/>
Sailing	<input type="checkbox"/>	Swimming	<input type="checkbox"/>	Table Tennis	<input type="checkbox"/>	Tennis	<input type="checkbox"/>
Rowing	<input type="checkbox"/>	Rugby	<input type="checkbox"/>	Volleyball	<input type="checkbox"/>	Weightlifting	<input type="checkbox"/>
Wrestling	<input type="checkbox"/>						

## SECTION B

### 1. OLYMPIC EDUCATION AND OLYMPIC VALUES AWARENESS

a. Please indicate your views in relation to your awareness of Olympic Education and Olympic Values.

	S D	D	NA D	A	SA
7. I am aware of Olympic Education.					
8. I am aware of Olympic values Education.					
9. Olympic Values and Olympic education are very important to the youth.					
10. Olympic values and Olympic Education are being practiced in Botswana.					
11. Olympic Education is taught in schools in Botswana.					
12. Olympic Education teaches about Olympism and the Olympics.					

(SD=Strongly Disagree, D=Disagree, NAD= Neither Agree or Disagree, A=Agree, SA=Strongly Agree)

b. Please Indicate Your Views In Relation To Your Knowledge Of The Principles Of Fair Play, Respect And Friendship.

	SD	D	NA D	A	SA
13. I practice sport fairly and never cheat					
14. I respect opponents and officials during all the games I take part in.					
15. Winning is the only thing that matters to me when I compete.					
16. Taking part in sport make people develop fair play					
17. I have resorted to cheating in order to win games before.					
18. Sport teaches young people to learn and practice fair play.					

(SD=Strongly Disagree, D=Disagree, NAD= neither Agree or Disagree, A=Agree, SA=Strongly Agree)

### 2. 2<sup>ND</sup> AFRICAN YOUTH GAMES 2014

a. Please Indicate Your Views In Relation To Your Knowledge Of The 2<sup>nd</sup> African Youth Games.

	SD	D	NA D	A	S A
19. I am aware of the upcoming 2 <sup>nd</sup> African Youth Games.					
20. I am aware of the theme of the 2 <sup>nd</sup> African Youth Games in Botswana.					
21. 54 countries will take part in the upcoming 2 <sup>nd</sup> African Youth Games					

22. The 2 <sup>nd</sup> African Youth Games are used in some instances to qualify for the Olympic Youth Games in Nanjing, China.					
23. Children and youth will play a major role in the 2 <sup>nd</sup> African Youth Games.					
24. 21 sport codes will take part in the 2 <sup>nd</sup> African Youth Games.					

(SD=Strongly Disagree, D=Disagree, NAD= Neither Agree or Disagree, A=Agree, SA= Strongly Agree)

*b. Please indicate your knowledge in relation to the benefits of that maybe as a result of hosting the 2<sup>nd</sup> African Youth Games in Botswana.*

	SD	D	NA D	A	SA
25. The 2 <sup>nd</sup> African Youth Games will inspire youth in Botswana to excel in sports.					
26. Facilities improvements will benefit sports beyond the games.					
27. Batswana youths will learn about different cultures from other countries.					
28. Small businesses will have a chance to make profits as a result of					
29. The 2 <sup>nd</sup> African Youth Games will improve tourism in Botswana					
30. The 2 <sup>nd</sup> African Youth Games will increase the knowledge of the Olympic movement and its activities in Botswana.					

(SD=Strongly Disagree, D=Disagree, NAD= neither Agree or Disagree, A=Agree, SA= Strongly Agree)

**3. OLYMPISM, OLYMPIC SYMBOLS AND OLYMPIC GAMES AND OLYMPIC YOUTH GAMES**

*a. Please indicate your knowledge in relation to the Olympic symbols, Olympism and Olympic Youth Games.*

	SD	D	NA D	A	SA
31. Olympic Games are about the education of the youth.					
32. Baron Pierre de Coubertin revived the Olympic Games.					
33. The first Youth Olympic Games were held in 2010 in Singapore.					
34. The first African Youth Games were held in 2010 in Rabat, Morocco.					
35. The Olympic rings are five in number.					

36. The Olympic Games are held every four years.					
37. The Youth Olympic Games are held every four years.					
38. I am aware of the Winter Olympics.					
39. I am aware of the Winter Youth Olympic Games.					

*(SD=Strongly Disagree, D=Disagree, NAD= neither Agree or Disagree, A=Agree, SA= Strongly Agree)*

**Thank you for your participation!!!!**

## APPENDIX B

### Dear Participant

Thank you for agreeing to participate in this discussion which is towards a research entitled “The Olympic Legacy of the 2<sup>nd</sup> African Youth Games: An Assessment of Batswana’s Awareness of Olympic Values and Olympic Education” which aims to Assess Batswana’s Awareness of the Olympic Values and Olympic education in light of the upcoming games. The discussion will take approximately about an hour.

This research is carried out in partial fulfilment of the Master of Science Degree in Olympic Studies, Olympic Education, Organization and Management of Olympic Events at the University of Peloponnese in Sparta, Greece a programme conducted in conjunction with the International Olympic Academy in Ancient Olympia, Greece.

Your participation is voluntary. I assure you of the following:

1. Confidentiality of individual study results. Data will not be traceable to you or your organization. Data shared will not be shared with anyone besides the researcher and his supervisors.
2. Anonymity of respondents. I will not ask for your names. I will not share any of your individual responses with your school, teams or management.
3. There are no recognized risks to your participation in this study.

### **PLEASE FEEL FREE TO PARTICIPATE IN THIS DISCUSSION**

Thank you for your time and desire to help in this research. If you have any questions, or if you want the study’s final report please email: [moesip@mopipi.ub.bw](mailto:moesip@mopipi.ub.bw)

Researcher: Mr Patrick Moesi

Supervisors: Professor Jim Parry

Dr Deanna Binder

Professor Konstantinos Georgiadis

### **Focus Group Discussion Guideline**

1. What is your understanding with regards to Olympic values and Olympism?

.....

2. What is Olympic Education?

.....

3. What is your view in relation to the inclusion of Olympic education in the curriculum?

.....

4. According to your opinion how important are the Olympic values in education?

.....

5. What can be done to promote Olympic movement awareness and knowledge in Botswana?

.....

6. What are your suggestions with regards to Olympic values and education in Botswana?

7. ....

8. What can be done to promote Olympic education and Olympic values during the 2<sup>nd</sup> African Youth Games in Botswana?

.....

9. Open discussion

.....

.....

**Thank You All for Taking Part in this Discussion!!!**

**APPENDIX C**



**HELLENIC REPUBLIC  
UNIVERSITY OF PELOPONNESE  
FACULTY OF HUMAN MOVEMENT AND  
QUALITY OF LIFE SCIENCES**



**INTERNATIONAL OLYMPIC ACADEMY**

**DEPARTMENT OF SPORTS ORGANIZATION  
AND MANAGEMENT**

Athens 12/12/2013

Secretariat of master's degree programme  
Tel.: 2106878952, 2710230385  
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Ref. N.: 658

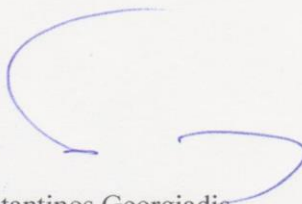
It is certified that Mr. Patrick MOESI with registration number 6062201202002 is a full time student of the Master's Degree Programme "Olympic Studies, Olympic Education, Organization and Management of Olympic Events" since 13<sup>th</sup> September 2012.

The Master's Degree Programme "Olympic Studies, Olympic Education, Organization and Management of Olympic Events" is a three semester program that runs in Ancient Olympia and in Sparta. The attendance of the courses of the first and the second semester is mandatory and for the completion of the programme the submission of Master's degree Thesis is required.

The Postgraduate Student Patrick MOESI is currently enrolled in the third Semester of the Master's Degree Programme which is devoted to the writing of the Master's degree Thesis.

The present document is issued for any legal use.



  
Prof. Konstantinos Georgiadis  
Vice-Rector of UoP  
Director of the Master's Degree Programme



**APPENDIX D**



**BOTSWANA NATIONAL OLYMPIC COMMITTEE**

"INCORPORATES THE COMMONWEALTH GAMES FEDERATION"  
Patron: Sir Ketumile Masire. N.Y.B, G.C.M.G.

24<sup>th</sup> April 2014

Mr. Patrick Moesi  
University of Botswana  
Private Bag 0022  
**GABORONE**

Dear Sir,

**PERMISSION TO CONDUCT RESEARCH FOR MASTERS IN OLYMPIC STUDIES- YOURSELF**

The subject matter refers;

This serves to confirm that the BNOC is authorizing you to conduct research on the 2<sup>nd</sup> African Youth Games athletes towards your thesis that is part of your studies towards a Masters in Olympic Studies.

We wish you well with your research and we are available for any assistance you may need.

Yours in sports.

.....  
Modisaotsile Phatshwane  
**ACTING CHIEF EXECUTIVE OFFICER**

---

**ALL CORRESPONDENCE TO BE ADDRESSED TO THE CHIEF EXECUTIVE OFFICER**

Private Bag 00180 Gaborone Botswana Tel: 3918944 Fax: 3918907  
E-mail: bnoc@info.bw



HELLENIC REPUBLIC  
UNIVERSITY OF PELOPONNESE  
FACULTY OF HUMAN MOVEMENT AND QUALITY OF LIFE SCIENCES  
MASTER'S DEGREE PROGRAMME

"OLYMPIC STUDIES, OLYMPIC EDUCATION, ORGANIZATION AND MANAGEMENT OF OLYMPIC EVENTS"

**APPLICANT'S PERSONAL DATA**

<b>To:</b>	Master's Degree Programme's Secretariat
<b>Name:</b>	PATRICK
<b>Family Name:</b>	MOESI
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**Official Statement**

With knowledge of my personal responsibility taking legal consequences into account according to the provisions of the article 11 paragraph 2 (Process of deleting from students' records) of the Regulation of Postgraduate Study Programme I hereby declare that during completion of the thesis under the title "  
" I did not use all or part of another author's work or his/her ideas and beliefs without reference to the relevant source (book, newspaper or magazine article, website etc..).

Date: 15/05/2014

The Declarer

(Signature)