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**“DEVELOPMENT OF A SAFEGUARDING POLICY FOR BOTSWANA SCHOOL  
SPORT: THE CASE OF ABUSE IN JUNIOR SCHOOLS**

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## Glossary

**BNOC** refers to Botswana National Olympic Committee

**BNSC** refers to Botswana National Sports Commission

**BISA** refers to Botswana Integrated Sports Association

**BOPSSA** refers to Botswana Primary School Sport Association

**BOTESSA** refers to Botswana Tertiary Student Sports Association

**DSR** refers to Department of Sport and Recreation

**IOC** refers to International Olympic Committee

**MEMOS** refers to Master Executif en Management des Organizations Sportifs  
or Executive Masters in Sport Organization Management

**MoESD** refers to Ministry of Education & Skills Development

**MLG&RD** refers to Ministry of Local Government and Rural Development

**MYGSC** refers to Ministry of Youth, Gender, Sport and Culture

**NF** refers to National Federation

**NSF** refers to National Sport Federation

**NSA** refers to National Sport Association

**SVM** refers to Sport Volunteers Movement

**WASBO** refers to Women and Sport Botswana

## Abstract

Abuse in secondary school sport is a serious problem and it has a negative impact on Botswana sport in general as talented athletes drop out before they could reach their full potential.

Botswana Integrated Sports Association (BISA) is a sports organisation mandated with facilitating sports programmes for students in both Junior and Senior Secondary Schools. It houses 16 sport codes thus works directly with sixteen National Federations.

BISA has the responsibility to ensure there are safeguarding policies in place, implementation of such and monitoring processes. Currently there are no systems in place to safeguard these student athletes. Absence of such frameworks defeats all efforts to monitor the extent of abuse in school sport.

The aim of this study is to inform the development of a safeguarding sport policy for Botswana sport. The study also explores the types of abuse and their causes in secondary school sport. The study goes further to probe if there is a code of conduct that teachers, coaches and administrators dealing with young athletes in sports are made to sign. A mixed method approach that draws on quantitative and qualitative research methods was used to obtain data. The results show that all respondents are aware of abuse in sport. Majority of the respondents are not aware of any safeguarding policies in place and that the perpetrators are mainly those tasked with the responsibility of taking care of young athletes in secondary school sport. All respondents agree that sport should be a safe space for young athletes. Overall, the results show that not much is done in safeguarding student athletes in school sport.

All these prove the resounding need for the development of a safeguarding policy in order to ensure safety of all athletes partaking in secondary school sport.

## Résumé

L'abus dans le sport à l'école secondaire est un problème sérieux qui a un impact négatif sur le sport au Botswana en général car les athlètes talentueux abandonnent avant d'avoir pu atteindre leur plein potentiel. La Botswana Integrated Sports Association (BISA) est une organisation sportive chargée de faciliter les programmes sportifs pour les élèves des écoles primaires et secondaires. Elle abrite 16 codes sportifs ainsi il travaille directement avec seize Federations Nationales.

La BISA a la responsabilité de s'assurer de la mise en place de politiques de sauvegarde, de leur mise en œuvre et des processus de contrôle. Actuellement, aucun système n'est en place pour protéger ces athlètes. L'absence de tels cadres réduit à néant tous les efforts visant à contrôler l'ampleur des abus dans le sport.

L'objectif de cette étude est d'appeler au développement d'une politique de sauvegarde du sport pour le sport scolaire secondaire au Botswana. L'étude explore également les types d'abus et leurs causes dans le sport scolaire secondaire. L'étude va plus loin en cherchant à savoir s'il existe un code de conduite que les enseignants, les entraîneurs et les administrateurs qui s'occupent des jeunes athlètes doivent signer. Une approche mixte qui s'appuie sur des méthodes de recherche quantitatives et qualitatives a été utilisée pour obtenir des données. Les résultats montrent que tous les répondants sont conscients des abus dans le sport. La majorité des personnes interrogées n'ont pas connaissance de l'existence de politiques de sauvegarde et pensent que les auteurs de ces abus sont principalement les personnes chargées de s'occuper des jeunes athlètes dans les écoles secondaires. Toutes les personnes interrogées s'accordent à dire que le sport doit être un espace sûr pour les jeunes athlètes. Globalement, les résultats montrent que peu de choses sont faites en matière de sauvegarde dans le sport scolaire.

Tous ces éléments prouvent qu'il est absolument nécessaire que BISA développe une politique de sauvegarde pour assurer la sécurité de tous les athlètes participant au sport dans les écoles secondaires.

## **Chapter 1. Introduction**

### **1.1 Introduction and Background of the study**

#### **1.1.1 Structure of sport in Botswana**

In 1965, an independent body to oversee sport in the country called Botswana National Sports Council (BNSC) was established (BNSC, 2009). In 1975 the enactment of the BNSC Act Cap. 60:01 created the BNSC as a regulatory body and its primary purpose was to ensure that all sports clubs, associations and federations fall under the control of one umbrella body (BNSC, 2009). According to the Act, the BNSC should be regarded as the supreme custodian of Botswana sport (BNSC, 2009). The Government mandated the BNSC with the responsibility of maintaining and distributing resources across various National Sports Associations through the Ministry of Labour and Home Affairs (BNSC, 2009). Various National Sports Associations (NSAs) were established post-independence (1966). The BNSC currently has 40 legally registered affiliates and two structures, namely, Women and Sport Botswana (WASBO) which seeks for gender equality in sport and Sport Volunteers Movement (SVM) which recruits, trains and provide volunteers for different sporting activities.

A list of the associations under BNSC include Botswana Netball Association (BONA), Botswana Squash Association. (BSA), Botswana Amateur Fencing Society (BAFS), Botswana Athletics Association (BAA), Botswana Badminton Association (BBA), Botswana Basketball Association (BBA), Botswana Body Building and Weightlifting Federation (BBWLF), Botswana Boxing Association (BBA), Botswana Bridge Federation (BBF), Botswana Brigades Sports Association (BOBSA), Botswana Chess Federation (BCF), Botswana Cricket Association (BCA), Botswana Cycling Association (BCA), Botswana Dance Sport Association (BODANSA), Botswana Darts Association (BDA), Botswana Football Association (BFA), Botswana Golf Union (BGU), Botswana Hockey Association (BHA), Botswana Horse Racing Association (BHRA), Botswana Integrated Sports Association (BISA), Botswana Judo Federation (BJF), Botswana Karate Association (BoKA), Botswana Motor Sports (BMS), Botswana Primary School Sport Association (BOPSSA), Botswana Tertiary School Sport Association (BOTESSA), Botswana Rugby Union (BRU), Botswana Softball Association (BSA), Botswana Table Tennis Association (BTTA), Botswana Tennis Association (BTA), Botswana Swimming Sports Association (BSSA), Botswana Wrestling Association and Botswana Yacht Association (BNSC, 2009).

In 1978 the Botswana National Olympic Committee (BNOC) was established and made its maiden appearance in 1980 during Moscow, Russia Winter Olympic Games

(<https://botswananoc.org/>).

The BNOC currently has 34 members among which are 28 full members that is, a list of the associations under BNOC include Botswana Netball Association (BONA), Botswana Squash Association. (BSA), Botswana Amateur Fencing Society (BAFS), Botswana Athletics Association (BAA), Botswana Badminton Association (BBA), Botswana Basketball Association (BBA), Botswana Body Building and Weight Lifting Federation (BBWLF), Botswana Boxing Association (BBA), Botswana Bridge Federation (BBF), Botswana Brigades Sports Association (BBSA), Botswana Chess Federation (BCF), Botswana Cricket Association (BCA), Botswana Cycling Association, Botswana Dance Sport Association, Botswana Darts Association, Botswana Football Association, Botswana Golf Union, Botswana Hockey Association, Botswana Integrated Sports Association, Botswana Judo Federation, Botswana Karate Association, Botswana Motor Sports, Botswana Primary School Sport Association, Botswana Swimming Sport Association, Botswana Handball Association, Botswana Horse Racing Association, Botswana Rugby Union, Botswana Softball Association, Botswana Wrestling Association and Botswana Yacht Association. These members are eligible to field athletes for representation at the Olympic and/or Commonwealth Games. It also has 6 associate members among which there are three school sport associations, namely, Botswana Primary School Sport Association (BOPSSA), Botswana Integrated Sports Association (BISA – for Secondary Schools) and Botswana Tertiary Student Sports Association (BOTESSA).

In January 2007 the Ministry of Youth, Gender, Sport and Culture (MYGSC) took over the Governance of Sport in the country from the Ministry of Labour and Home Affairs. Parliament passed the National Sports Commission Act in 2014 which repealed the National Sports Council Act of 1975 but did not change the National Sports Structure of sports governing bodies in Botswana. Although it has only been in use for approximately seven (7) years, the Act is currently under review.

### **1.1.2 Structure of Secondary School Sport in Botswana**

For the purpose of this research the main focus will be the Botswana Integrated Sports Association (BISA) as it is mandated with the responsibility of facilitating sports programmes in Secondary Schools (BNOC, 2022). BISA is an organisation within the Ministry of Education



and Skills Development (MoESD), however it is affiliated to both the BNSC and the BNOC as well as the International School Sport Federation (ISF). It coordinates sixteen (16) sporting codes, namely, Athletics, Badminton, Basketball, Boxing, Football, Karate, Netball, Rugby, Softball, Table Tennis, Tennis and Volleyball. BISA is a main feeder to the BNSC and the BNOC. Most of the elite athletes that the country prides itself in such as the 2012 Olympic Games Silver Medallist, Nijel Amos, Baboloki Thebe, Anthony Pesela, and Karabo Sibanda, just to mention a few were introduced to the Olympic stage while they were still secondary school students. This shows the importance of secondary school sport in talent identification and discovery. This is in line with the Vision, mission and aims of BISA (<http://www.bnsc.co.bw>) which read,

### **Vision**

“We are committed to be a world class association in sports development, promotion and coordination in secondary schools.

### **Mission**

“We exist to coordinate and promote sports participation and development in secondary schools through effective planning and management processes”

### **Aims**

- To use sports to promote holistic development for students
- To contribute to the development of sports
- To provide a platform for students to play sports

One would question if this vision, mission and aims are a far-fetched dream or are being realised as they speak to holistic development.

### **1.1.3 A recommended new School Sport Structure**

The Ministry of Youth Empowerment, Sport and Culture Development (MYSC), The Ministry of Education and Skills Development (MoBE) and The Ministry of Local Government and Rural Development (MLG&RD) have joined forces since 2020 to develop a joint school sport structure for both Primary and Secondary Schools. This new structure will bring together the existing Primary School and Secondary School Sports structures and form one body which will be responsible for governing school sport. The recommended single affiliation school sports structure, which is yet to be given a name after the deliberations is envisaged to start functioning in 2023. The new school sport structure is expected to address the challenges which

were experienced in the past and one of the school's sports review exercise was to recommend an inclusive, diverse and safe school environment for children (BNSC, 2022; Ministry of Basic Education, 2020)

## **1.2 Statement of the problem**

The non-existence of frameworks (Policy, Code of Conduct or general guidelines) on safeguarding in secondary school sport makes it difficult to monitor the extent of abuse in sport. The absence of such frameworks does not provide room for accountability as there is no vetting or screening process of key players, be it teachers, coaches or administrators working with young children.

The unavailability these frameworks frustrate all efforts in identifying and dealing with cases of abuse in secondary school sport. Disciplinary procedures fail as there is lack of systems and procedures. Abuse in sport is a serious problem and it has a negative impact on Botswana sport in general as talented athletes drop out before they could reach their full potential. It also affects the development of athletes before they could be mature enough to make sound decisions. Students as victims of abuse lose their dignity, inner peace and ability to become who or what they want to be. Children especially young girls who become victims of abuse of any kind be it sexual, emotional, psychological, physical and cultural lose confidence. They easily become distracted, believe the world has turned against them and hardly become what they envisaged. If abuse could be eradicated, we would experience a healthier society in all aspects. Students will freely partake in sport and physical activity will ensure they are ready both physically and mentally, as such an improvement in academic performance will be realized and Botswana sport will soar. Over the years it has become evident that secondary school sport in Botswana is the hub of talent identification and a place where future elite athletes are given a platform to shine. The question remains, does sport in secondary schools in Botswana provide a platform where dreams can be realised or shattered?

Although there are several cases of abuse experienced during secondary school sport activities, many go unreported. There have been reports of rape, emotional abuse, physical abuse (assault), cultural, neglect and favouritism among others however in some instances there are no statistics to highlight the nature of the problem (Brackenridge, et al., 2005). This comes mainly as a result of fear of victimisation, reports in the media and protection of individuals,

institutions as well as sport organisations. However, the Botswana Police reported that between November 2021 and 17 March 2022 Princess Marina Hospital in Gaborone delivered 24 children born of teenage mothers unfortunately 20 of the 24 cases were not reported to the Police (Bothoko, 2022). They indicated that the overall statistics 2,033 cases of defilement were reported in 2021 as compared to 1 825 in 2020. Some of these incidents have forced some girls to drop out of school (Bothoko, 2022). The Police revealed that in some of cases these girls were in relationships with their peers whilst the majority were involved with older men (Bothoko, 2022)

### **1.3 Research aim and Objectives**

#### **1.3.1 Main aim**

- To inform the development of a safeguarding policy for Botswana sport

#### **1.3.2 Specific Objectives**

- To explore the types of abuse in secondary school sport.
- To find out the causes of abuse in secondary school sport.
- To establish whether the cases have been reported.
- To probe if there is a code of conduct that teachers, coaches and administrators dealing with young people in sports are made to sign.
- To investigate the mitigating strategies in curbing abuse in secondary school sport.

#### **1.3.3 Research questions**

The main research question is, does Botswana have a safeguarding policy that is used in school sport? This main question is complimented by a number of sub- research questions which are:

- What are the most common forms of abuse in school sports and their causes?
- Is it easy for students to report any incident that makes them uncomfortable?
- Has any action been taken against perpetrators?
- Is there a code of conduct that teachers, coaches and administrators sign prior to getting engaged in school sport?
- What mitigating strategies have been put in place to curb abuse in schools?

## **1.4 Justification of the study**

In order to increase participation in sports, it is essential that student athletes feel safe. Safeguarding in sport must be practiced and taught to everyone who is in the sport fraternity. This includes Physical Education Teachers, General Teachers, Coaches, Administrators, National Federations, Botswana National Olympic Committee, Botswana National Sports Commission and the Athletes themselves. Based on the literature on sport in Botswana, there is no significant information on safeguarding in sport. It is therefore important that this study is conducted since it will assist in the development of a much needed safeguarding policy in Secondary School Sport in Botswana.

The development of a Policy to deal with abuse in secondary school sport will greatly benefit Athletes, Schools, families, School Sport Associations, National Federations, Botswana National Sport Commission and Botswana National Olympic Committee as great athletes will be nurtured.

## **1.5 Chapter Outline**

Chapter one (1) deals with the structure of sport in Botswana, the structure of secondary school sport in Botswana, the new school sport structure in Botswana, the statement of the problem, research objectives, research questions and justification of the study.

Chapter Two (2) focuses on the literature reviewed. It covers the introduction, types of abuse, namely, psychological/emotional abuse, physical abuse and sexual abuse. It also identifies who is a perpetrator in sport. The Chapter covers Abuse in sport: An African context. It goes on to outline Safeguarding policies or frameworks available such as Safeguarding Athletes from harassment and abuse in sport (IOC) Toolkit for International Federations (IFs) and National Olympic Committees (NOCs), The United Nations Convention on the Rights of the Child, The African Union Sports Council (AUSC) Safeguarding Policy and Safeguarding and also examine the Botswana Context.

Chapter three (3) focuses on the research methodology it discusses, the approaches used, research design, sampling techniques, data analysis and presentation, piloting of the research instruments and the limitations of the study.

Chapter four (4) focuses on data analysis and discussion of findings from the study. This will be done through the use of both descriptive statistics and a thematic approach.

Chapter five (5) makes recommendations and summaries the findings of the study.

## **Chapter 2. Literature Review**

### **2.1 Introduction**

Sport is regarded as very essential especially for students. Sports participation has physical and psychological benefits for students (Muniu, 2009). He further concluded that sports and games help to ease stress, depression and anxiety. Sports leads to acquiring virtues such as citizenship, sportsmanship, lifelong lessons, teamwork, self-discipline, and aids in the physical and emotional growth of the nation's youth (Muniu, 2009). Muniu (2009)'s study has shown that, students who participate in sports and other co-curricular activities are likely to have higher grade-point averages, better attendance records, lower dropout rates and fewer discipline issues. Age and sex are the most studied variables of involvement in physical activity in adolescence.

Literature reviewed shows that male adolescents are more active in physical activity compared to female adolescents during their development years (Sallis, et al., 2000). Similarly, majority of girls between the ages of 18 and 19 years participate in virtually no physical activity apart from gymnastic class at school (Kimm, et al., 2002). Therefore, this shows that there is a decrease in physical activity involvement with an increase in age and especially in girls. These studies highlight the already existing differences between male and female participation in sports. Mwihi (2007) noted that vigorous participation in sports contributes to developing positive attributes like discipline, increased self-esteem, hard work, determination among others.

While sport is often considered to be a safe, healthy environment that contributes to the positive development of young people, (Brackenridge, 2001; Fasting, et al., 2008) it is also an area where abuse can manifest itself in various ways, including sexual assault, verbal abuse, and physical abuse (Brackenridge, et al., 2008). This is all the same in school sports in Botswana. The number of young girls who participates in sports tend to reduce as they become of age or adolescents hence the few numbers of female athletes partaking at major games from Botswana.

## **2.2 Types of Abuse**

Abuse can occur in several forms and is centred on power imbalance, especially the power of the coach over the athlete.

### **2.2.1 Psychological/Emotional Abuse**

Psychological abuse involves deliberate and regular use of words and non-physical actions with the purpose to hurt, manipulate, frighten or weaken a person emotionally or mentally; and/or confuse, influence and distort a person's daily thoughts and actions (Kaukinen, 2004). This type of abuse happens in the form of name calling, insulting, shouting, belittling, threatening, humiliating, scapegoating, ignoring, rejecting, bullying, taunting, shunning and isolating just to name but a few. This type of abuse grossly affects the athlete as it may lead to depression. It is the most common type of abuse that is normally swept under the carpet.

### **2.2.2 Physical Abuse**

This is normally done by a person within a critical relationship role that has the potential to be harmful to an individual's physical wellbeing. This type of abuse also includes the infliction of physical injury caused by other than accidental means that results in substantial risk of physical harm (Miller-Perrin & Perrin, 2013). Stirling (2009) claims that physical abuse can be classified as contact and non-contact physical abuses. Contact abuse can relate to non-accidental trauma physical injury inflicted by a person or caregiver. Non-contact physical abuse can stem from punishments or actions that can cause physical discomfort but do not necessarily have to involve physical contact from the perpetrator. Physical abuse therefore refers to behaviours that threaten, attempt or actually inflict physical harm (Crowell & Burgess, 1996). Physical abuse involves slapping, throwing equipment at or near a player, shoving, hazing and punishing through the use of excessive exercise or denying fluids or food (Crowell & Burgess, 1996).

### **2.2.3 Sexual Abuse**

Sexual abuse can be very violent or pseudo-intimate or forced and can involve both penetrative and non-penetrative acts (Karsna & Kelly, 2021). Perpetrators may be homosexual, heterosexual, or bisexual and may have preferences for specific age bands such as adolescents or children. A few may use their power to humiliate the victims. In most cases, perpetrators are driven by a desire for intimacy and inability to maintain relationships with men or women.

According to Acosta and Carpenter (2006), coaches, the majority of whom are men often exercise a great deal of power over their athletes, especially those at or who are approaching the elite level (Brackenridge, et al., 2005). Coaches may try to use their power to their advantage. Since most athletes want to improve their skills and be selected for the team, they may end up yielding to the desires of the coach. It is therefore the athlete, and not the coach, who is disposable, hence the athlete may not report abuse in order to avoid the risk of de-selection.

### **2.3 Who is the perpetrator of abuse in sport?**

Numerous research have concluded that anyone can be a perpetrator of violence in sport, this includes coaches, parents and peers (Rhind, et al., 2014). Traditional research has often focused on coaches as the perpetrators and the athlete as the victim. However, recent research has discovered that in a significant number of cases the perpetrator is a peer athlete. Indeed, for some forms of violence, such as bullying and hazing, peers are most often the perpetrators (Rhind, et al., 2014). Even though some athletes may be more vulnerable, these safeguarding concerns are relevant to all athletes, irrespective of their personal characteristics, such as gender and age. It is essential to also consider the indirect abuse which occurs when children witness the abuse of others within the sport context (Raakman, et al., 2010).

### **2.4 Abuse in Sport: An African historical context**

Most African societies are patriarchal in nature where the experience and values of men predominate. A female's role is tied to that of childbirth, caretaker etc. whereas males are able to do other things such as participating in sport. The different gender roles that are assigned both culturally and socially results in different needs and values between men and women



(Ntarangwi, 1999). Many African cultures have boxed women and girls in restricted social spaces through gender roles which define them as wives, daughters, mothers etc. (Johansson, et al., 2016). These gendered realities continue to be reflected in sport in which women and girls remain underrepresented in most parts of post-colonial Africa (Mazurui, 1987). Tenga, (2000), indicates that this was not always the case as women were involved in traditional sport in activities such as wrestling during the pre-colonial era.

According to Chuku (2018) the colonial rule further led to a reduction in African woman's status and leadership positions, decreased their earning power and increased their workloads. The effects of colonialism on African societies and particularly women have significantly altered the gender relations, labour and social relations in general (Cawthorne, 1999). Observations have revealed that modern sports in Africa is not only linked to the indigenous culture but also draws from the colonialists' culture (Chuku, 2018). It can, therefore, be argued that the low involvement of women in sport, Botswana included is primarily due the colonial history that created systematic forms of discrimination and stereotyping as well as many other challenges that women continue to face on a daily basis (Chuku, 2018).

Culture also plays a huge role in the under representation of women in sport and the abuse that occurs. For instance, in some cultures like the Bazezuru culture in Botswana, a young girl gets married at a very young age and at times to an older man (Modise, 2020). This, then gives the man control over the young girl, even if the young girl has the potential to do well in sport, the deciding factor becomes the husband. Women and girls unlike men, are often expected to play sport then go back home to participate in womanly activities such as cooking, childbearing and taking care of the household. Family obligations can also keep women from pursuing sporting activities in some parts of the world. A long-distance Ethiopian runner Tirush Dibaba indicated that in Africa, young women and men are not given the same attention. For women, what makes it difficult to go running is the family (International Labour Organisation, 2020). She further stated that the family does not allow you to run, but they also don't want you to go to school. A girl works at home, always at home. In some countries, teen girls in some parts of Africa explained that there are no places for them to play sports, as most community fields in their neighbourhoods are generally understood to be for boys. The few girls who had tried to play in those public fields were reportedly being told to vacate them or even harassed. Therefore, this clearly depicts why women's participation in sports continues to be on a low in these parts (Chinaza, 2021).

## **2.5 Safeguarding policies or frameworks**

Child safeguarding is about ensuring that all children are kept safe from harm, abuse, violence, exploitation and neglect of all forms. It is therefore essential to have effective safeguarding measures in place, this shows proactivity of a sport organisation in ensuring that children are kept safe both internally and externally. The most crucial part in safeguarding involves spreading the message about the need to keep children safe, to challenge community norms and build a culture in the community of always acting in the best interest of the children.

### **2.5.1 Safeguarding Athletes from harassment and abuse in sport (IOC) Toolkit for IFs and NOCs**

This toolkit aims to assist National Olympic Committees (NOCs) and International Federations (IFs) in the development of policies and procedures to safeguard athletes from harassment and abuse in sport (International Olympics Committee, 2017). This tool kit was effected as the wellbeing of athletes is viewed as very important by the International Olympic Committee (IOC) and the Olympic Movement. It was formed with an effort to keep athletes safe and to guard their rights. In Botswana, the Botswana National Olympic Committee (BNOC) is the custodian of the tool. Their role is to enhance awareness and education in the area of athlete's welfare and ensuring that they take a bold stand against all forms of abuse and harassment in sport.

### **2.5.2 The United Nations Convention on the Rights of the Child**

The United Nations Convention on the Rights of the Child (UNCRC) which was ratified by the government of Botswana is an important international instrument (UNICEF, 2016). It sets out the minimum standards for the care, welfare and protection of children in countries which have ratified it. The Convention is very pertinent to the care and protection of all children in all sectors of society and as such has relevance for the well-being of children in sport. While the Convention does not directly refer to sport, Article 19, which sets out children's rights to protection against maltreatment and exploitation against abuse, neglect and violence is directly relevant (UNICEF, 2016). Article 31 confers on children the right to leisure, play and a cultural life and as we shall see as the story of children's treatment in sport unfolds, Article 12, which confers on children the right to have their views taken into account and given due weight in

accordance with their age and maturity takes on particular significance (UNICEF, 2016). Although this convention does not directly talk about sport, all these factors are very relevant hence the need to consider it in this study.

### **2.5.3 The African Union Sports Council (AUSC) Safeguarding Policy**

This policy draws from United Nations Convention for the Rights of a Child (UNCRC)) with the aim to promote a culture of safeguarding in the organisation that ensures a safe and friendly environment for all participants. Through this policy, sport is recognised as an activity for enjoyment and/or physical exertion and skills of a competitive nature where children, youth and vulnerable adults can often face abuse harassment, neglect and exploitation (African Union Sports Council (AUSC), 2021). Therefore, this policy calls for sport organisations to ensure that children participate in sport programmes that are fun, enjoyable, inclusive and safe. This suggests that all parties involved have to take note of all the requirements in the policy for easy implementation.

### **2.5.4 Safeguarding, the Botswana Context**

Research have indicated that, although Botswana is guided by the International Olympics Commission (IOC) tool kit, the issue of safeguarding has not been taken seriously (The Gazette Newspaper, 2022). A training on safeguarding has been done for the different sporting fraternities with the belief that they will take the issue forward. The main issue for safeguarding is to protect the overall well-being of the athletes.

## **Chapter 3 Research methodology**

### **3.1 Introduction**

Schwardt (2007:195) defines research methodology as a theory of how an inquiry should proceed. In order to do this enquiry, certain assumptions, principles and procedures in a particular approach are used. Methodologies explain and define the kinds of problems that are worth investigating; what a researchable problem is made of; testable hypotheses; it also constitutes how to frame a problem in such a way that it can be investigated using particular designs and procedures; and how to select and develop appropriate means of collecting data (Schwardt, 2007; Creswell & Tashakkori, 2007; Tashakkori & Teddlie, 2007). This chapter outlines the rationale for the approach taken and how the research will be conducted. It encompasses the research design, study and sample size, study area, sampling procedure, data analysis, reliability and validity and finally the ethical considerations. Different methods and sources of data will be used in obtaining information needed to answer the research questions, and to obtain and achieve meaningful, accurate and correct results.

A mixed method approach that draws on quantitative and qualitative research methods was used to obtain data in order to meet the objectives of the study outlined in chapter one.

The survey comprised of a self-administered questionnaire, that is, a questionnaire that is designed to be completed by the respondents without the interference of the researcher (Wolf, 2019). This questionnaire was completed by athletes in secondary schools, teachers responsible for sport in schools and coaches, while interviews and focus group discussions was conducted with Botswana Integrated Sports Association (BISA), the Botswana National Sports Commission (BNSC), Botswana National Olympic Committee (BNOC), Ministry of Education and Skills Development (MoESD), Ministry of Youth, Gender, Sport and Culture (MYGSC) and sports administrators. The interviews and focus group discussions were conducted both online through zoom calls and face to face where the researcher met up with interviewees. An interview guide was used to guide the interview so that the respondents do not go beyond what was to be discussed.

### **3.2 Description of approach used**

According to Lodico, Spaulding, and Voegtle (2010), quantitative methods of research unlike qualitative use numbers and numerical values to encapsulate the study and to look at the relationship among variables and participants of the research. Quantitative research explains a phenomenon by collecting quantitative (numerical) data that are analyzed by mathematically based approaches such as statistics (Aliaga & Gunderson, 2002). It seeks to make explanations and predictions that generalize to other persons and places. Careful sampling strategies aim to produce generalizable results. In quantitative research, the researcher's role is to observe and measure, and care is taken to keep the researchers from contaminating the data through personal involvement with the research (Thomas, 2003). Quantitative research is deductive; it is based on an already known theory with a developed hypothesis (Rasinger, 2013).

A qualitative approach was used to gather data and help meet the objectives. Denzin and Lincoln (2005) describe qualitative research as involving an interpretive naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of or interpret phenomena in terms of the meanings people bring to them. When applying qualitative research methods, the emphasis is put on the natural setting and the points of views of the research participants. Additionally, special consideration is given to the researcher as a person. The latter requires a reflexive component, whereby the researcher reflects on their role in the research project and data collection/analysis.

These methods were used so that adverse data can be collected from the respondents of the study.

### **3.3 Research design**

The descriptive survey of this design was carried out mainly consisting of the use of self-administered questionnaires, interviews (based on theory) and focus group discussions in addressing the objectives of this research in the form of questions addressed to athletes, both BNOC and BNSC sports management team, sports coaches in schools, different National Sports Associations and Federations as well as the Woman and Sport Botswana (WASBO).

This study covered junior secondary schools in the geographical location of Gaborone and surroundings, a sample was determined from a list of employees of BNSC, NSF, BNOC, sports

coaches in schools, coaches and athletes. To select the employees, names of the employees were put in a hat then a name was picked per time. The picked names constituted the respondents. This location was selected as it was accessible for data collection within the time frame of the project.

### **3.4 Population of the study**

A total of one hundred and twenty (120) participants were chosen to take part in the study, through putting names of athletes in each sporting code in a hat and having a name picked at each time. The basis for this selection was to try and ensure that a number of sporting codes are represented. This was done to reduce the bias that may exist. This population consists of students, some of whom play for youth and junior teams from different National Federations (NSF), Teacher coaches, Senior Teacher Sports, coaches, representatives from BNSC, BNOC, MYGSC, WASBO , National Federations and MoESD.

### **3.5 Sampling**

#### **3.5.1 Sampling method**

The selection of participants for the study was done through the use of simple random sampling. Simple random sampling is defined as a sampling technique where every item in the population has an equal chance and likelihood of being selected in the sample. Here the selection of items entirely depends on luck or probability, and therefore this sampling technique is also sometimes known as a method of chances (Frerichs, 2008). Since we have numerous athletes in different sporting codes, simple random sampling was used to select the athletes who are to take part in the study from each code. A list of names of athletes in respective codes was written down and put in a hat where tossing was done. The selected names made up the participants.

### **3.6 Piloting**

Pretesting a measuring instrument consist of carrying out all aspects of the total data –collection process on a small scale (Grinnel & Unrau, 2008; Monette & Sullivan, 2005). Probability does not normally play a major role in the pilot study. Piloting for the questionnaires, interviews and

focus group discussions was done among selected athletes, coaches and administrators. This was done so as to see if the research instruments answered the objectives of the study. The results from the piloted surveys were analyzed and the questions or research instruments were corrected as per the findings of the pilot study.

### **3.7 Instrumentation**

A questionnaire was used to collect data and the questions were matched with the research objectives and it contained both closed ended and open-ended questions. The questionnaire was made up of two sections. Section one - demographic information of the respondent (sex, age, employment status, years of participation in sports and marital status). Section two contained closed ended questions, where the respondent will be required to rate different options looking at the statement that best described their opinion in the likert scale and open-ended questions where the respondents were required to write their opinion based on the question asked.

Focus group discussions and interviews were administered through the use of an interview guide. An interview checklist was created and used to guide the interviewer on questions that were asked in relation to the topic. Every time a topic has been discussed the interviewer ticked it off the list. The interview guide contained questions that the interviewer can use to probe for more information in instances where they want clarity.

### **3.8 Data analysis and Presentation**

The descriptive statistical analysis using Microsoft excel was used to present the data collected from questionnaires. This involved the use of frequency tables and charts. An advantage of using descriptive statistics is that it summarizes important features of numerical data. Discussions and recommendations are made pertaining the data. The qualitative interview and focus group discussions data were analyzed for themes and sub-themes. By using thematic analysis to distill data, the researcher determined broad patterns that allowed them to conduct more granular research and analysis. This method is highly inductive: themes emerge from the data that is gathered and are not imposed or predetermined by the researcher. This method was

used to explain further the findings of the questionnaire as it captures the feelings and expressions of the respondents in detail.

### **3.9 Ethical considerations**

During data collection, some ethical considerations were taken into account. Ethical issues are a set of principles that are to assist the researcher in establishing goals and reconciling values (Eisner, 1991). This is an important aspect in research dealing with human subjects. One of the main ethical issues in evaluation research is informed consent (Chambers, et al., 1992). The respondents were asked to sign an informed consent to take part in the study. They were allowed to withdraw from the study at any time that they felt. Participants were assured anonymity and confidentiality of their responses.

### **3.10 Limitations of the methodology**

The limitations of the methodology include the inherent weaknesses in each approach and situation specific restrictions. In the sample size chosen, some of the people may not feel free to participate or may refuse to participate depending on the questions asked within the questionnaire. For interviews and focus group discussions, it takes a lot of time to analyze since the data needs to be transcribed first. The small sample may lead to bias as not all sporting codes will be represented. The reflections of the study will be skewed to reflect only those who have taken part in the study. A small sample size also affects the reliability of a survey's results because it leads to a higher variability, which may lead to bias. Another limitation may be that questionnaires, focus group discussions and interviews are methods used to collect self-reported data. Self-reported answers may be exaggerated; respondents may be too embarrassed to reveal private details. Subjects may also forget pertinent details. Self-report studies are inherently biased by the person's feelings at the time they filled out the questionnaire or take part in the interview or focus group discussion. For instance, if a person feels bad at the time they fill out the questionnaire, their answers will be more negative. If the person feels good at the time, then the answers will be more positive.

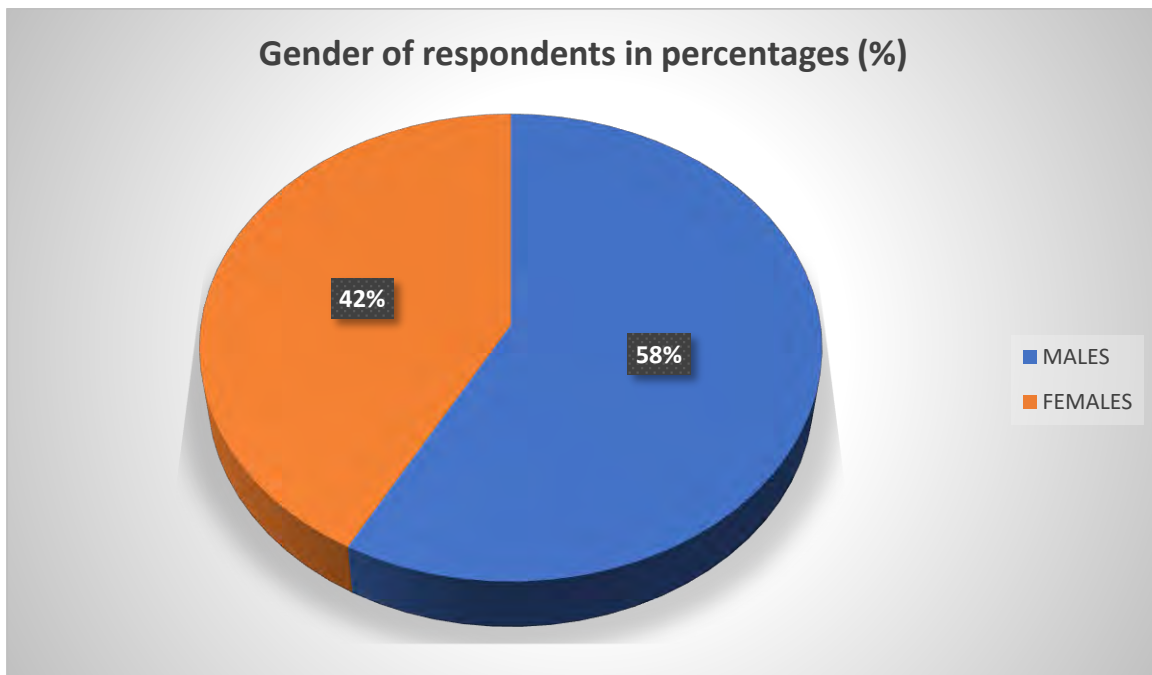


## Chapter 4 Data analysis and discussion of findings

### 4.1 Introduction

The purpose of this chapter is to present the findings of the data analysis and interpretation of the results in line with the objectives of the study. The data was analyzed using Microsoft Excel. The results have been presented in a manner that does not allow diversion from the objectives of the study using suitable statistical analysis and a thematic approach. The data has been presented mainly by tables and charts with their cumulative frequency tables and has been analyzed and interpreted under headings.

#### 4.2.1 Gender of participants



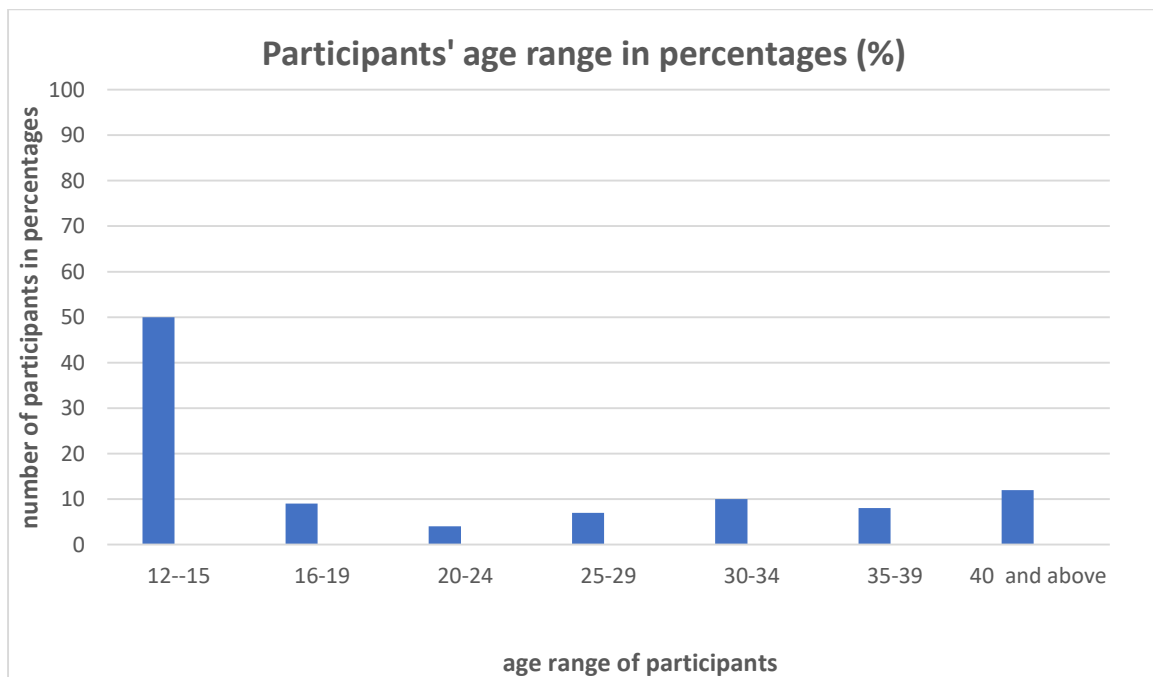
**Figure 1: Gender of respondents in percentages**

This question sought out to find the gender of the different participants who took part in the study. The findings revealed that fifty-eight (58%) percent were males whereas forty two percent were females. This shows the disparities that exists in sport participation between males and females as stated by Seanne (2016), who found out that there is a huge disparity in involvement in sport. For instance, Seanne found out that women held less than 15% in positions of leadership in sport.

#### 4.2.2 Age group of respondents

AGE GROUP	NUMBER	PERCENTAGE
12-15	60	50
16-19	11	9
20-24	5	4
25-29	8	7
30-34	12	10
35-39	10	8
40 and above	14	12
Total	120	100

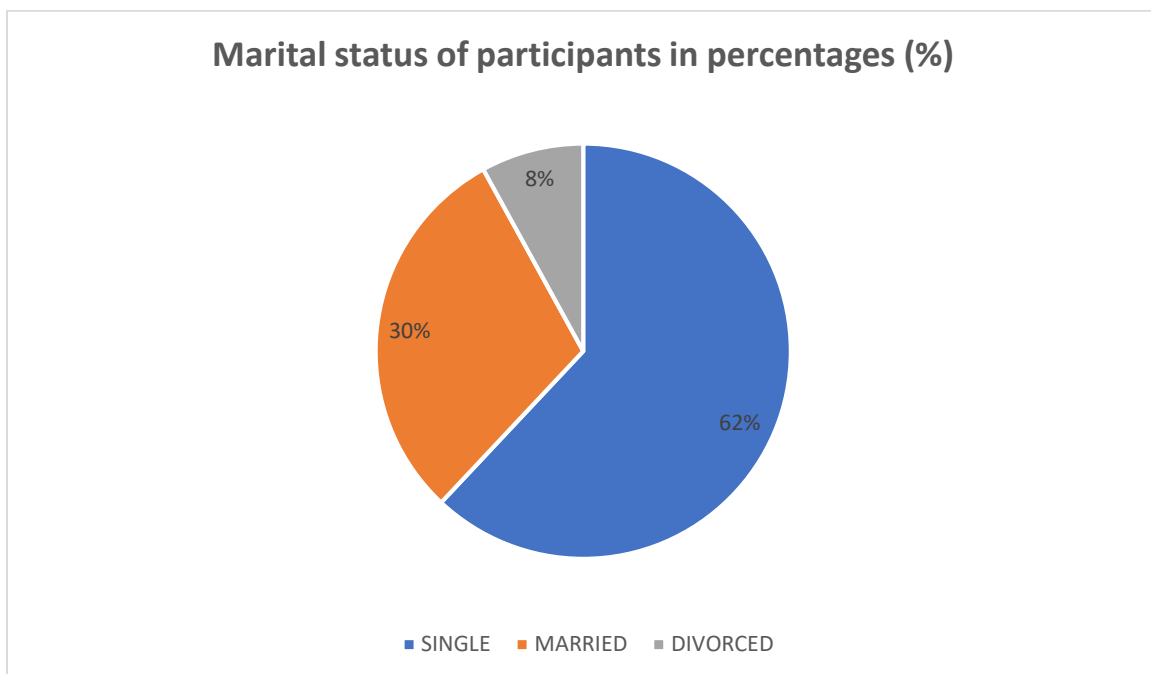
**Table 1: Age group of participants**



## Figure 2: Age group of respondents

Table 1 and figure 2 sought to find out the age group of the participants. The findings revealed that fifty percent (50%) of the respondents were aged between 12-15 years, 16-19 years constitutes nine percent (9%), 20-24 four percent (4%), 25-29 seven percent (7%), 30-34 ten percent (10%), 35-39 eight percent (8%) whereas 40 and above constitutes twelve percent (12%) of the study. This shows the various groups that and the differing opinions and outlooks represented.

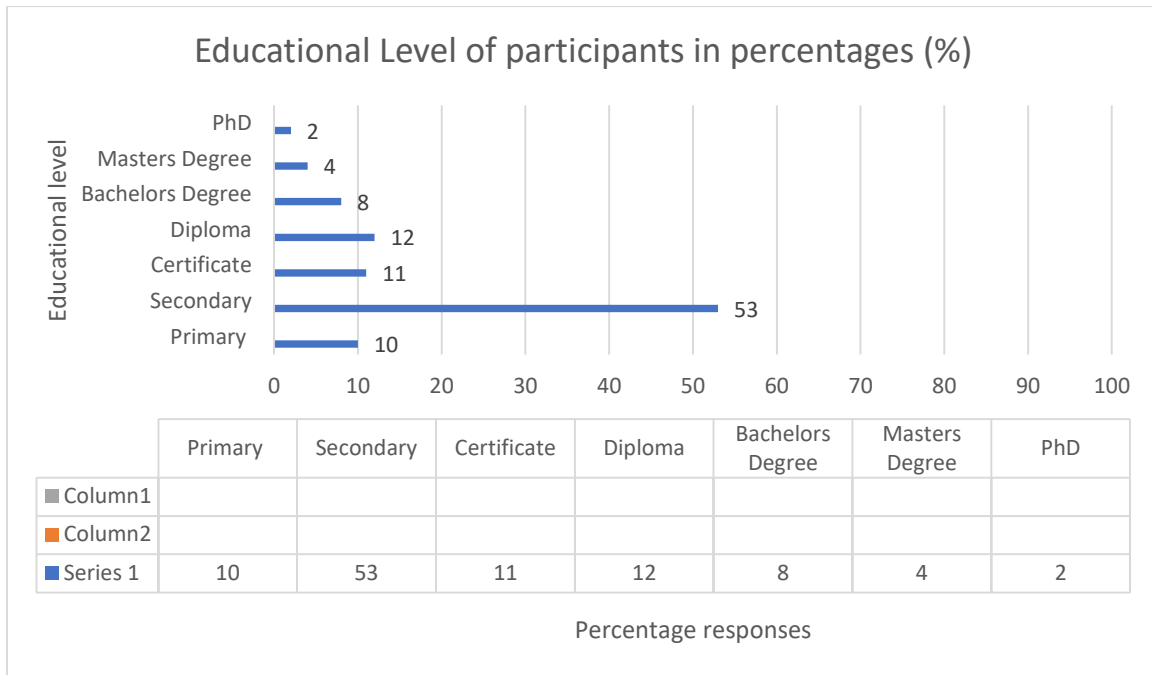
### 4.2.3 Marital status of respondents



### Figure 3: Marital status of participants

This question sought to find out the marital status of the participants. It indicates that sixty-two percent (62%) of the respondents are single, thirty percent (30%) are married whereas eight percent (8%) are divorced. In a study conducted in Zambia by Ngulube (2015), she found out that some husbands are not comfortable to see their wives in the midst of other men in sport. This often leads to the low participation of married women in sport.

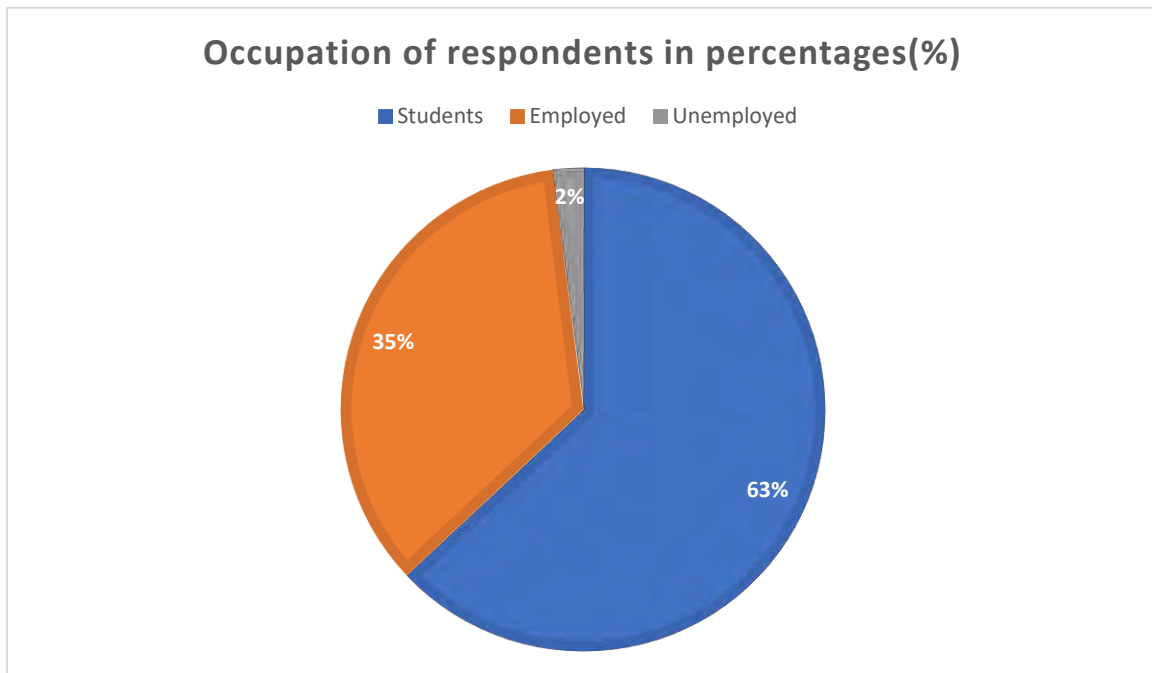
#### 4.2.4 Educational level of participants



**Figure 4: Educational level of respondents**

Figure 4 indicates that fifty-three (53%) of the respondents are pursuing secondary school qualification, ten percent (10%) have primary, eleven percent (11%) have a certificate, twelve percent (12%) have a Diploma, eight percent (8%) have a degree while Masters degree and PhD constitutes four percent (4%) and two percent (2%) respectively.

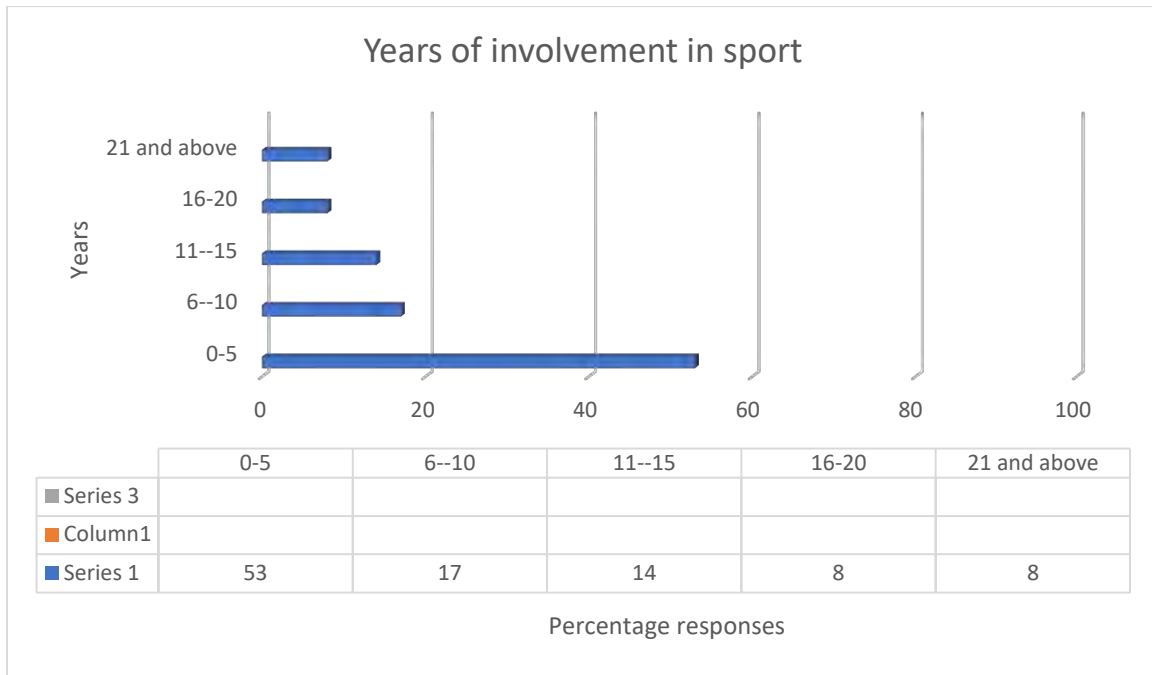
#### 4.2.5 Occupation of respondents



**Figure 5: Occupation of the respondents**

This question sought to find out what the respondents do for a living. The findings indicate that sixty-three (63%) were students, thirty-five percent (35%) were employed whereas two percent (2%) were unemployed.

#### 4.2.6 Years of involvement in sports



**Figure 6: Years of involvement in sport**

This question sought to find out the number of years the respondents have been involved in sport. Majority of the respondents, that is, fifty-three (53%) have been involved in sports for 0-5 years, this is followed by seventeen percent (17%) of respondents who have been involved in sport for 6-10 years, 11-15 years constitutes fourteen percent (14%) of the respondents whereas 16-20 years and 21and above years constitutes eight percent (8%) each.

#### 4.2.7 Sports involvement

Sports	Frequency	Percentage
Netball	20	17
Athletics	35	29
Volleyball	15	12
Rugby	10	8
Basketball	8	7
Football	27	23
Softball	5	4
Total	120	100

## Table 2: Sports involvement

This question sought to find out the sport that the participants were involved in. Majority of the participants are involved in athletics, that is twenty-nine percent (29%) followed by those who play football with twenty three percent (23%), seventeen percent (17%) are involved in netball, twelve percent (12%) in volleyball, rugby and basketball constitutes eight percent (%) and seven percent (7%) respectively whereas softball has only four percent (4%) involvement.

### 4.2.8 Abuse in sports questions

In this question, a likert scale was used where the respondents had to choose the answer that best resonate with them. The options were Strongly Agree (SA), Agree (A), Agree and/or Disagree (A & /D), Disagree (D) and Strongly Disagree (SD). The findings from the study are discussed below.

Statement	Strongly Agree	Agree	Agree &/ Disagree	Disagree	Strongly Disagree
1. I am aware of abuse that occurs in sports	100	20	0	0	0
2. I have been a perpetrator of abuse in sport	0	0	0	3	117
3. I have been a victim of abuse in sport	20	67	8	17	8
4. I have witnessed abuse happening in sport	76	27	4	13	0
5. Abuse is normally perpetrated by other athletes	20	35	23	17	25
6. Abuse is normally perpetrated by coaches	30	65	17	4	4
7. I believe that sport has to be a safe space	23	97	0	0	0

8. Abuse in sport has negative impacts on the victim	92	8	17	3	0
9. It is very easy to report abuse when it occurs in sport	0	8	0	80	32
10. I am aware of the safeguarding policies that Botswana has	7	0	0	0	113
11. I believe Botswana is doing enough to safeguard sports	0	0	7	27	86

**Table 3: Abuse in sport**

Eighty three percent (83%) of the respondents strongly agreed that they were aware of abuse that occurs in sports whereas seventeen percent (17%) agreed to the statement. This indicates that all the respondents are aware of the abuse that occurs in sports. In high-performance environments, where athletes are fine-tuned to push themselves to physical and mental limits, abuse can go unnoticed or be deemed “what it takes” to reach the highest levels of performance (Kavanagh, et al., 2020). However, in most cases abuse is easily noticed by both the perpetrator and the victim. When asked whether they have abused anyone, ninety-eight percent (98%) of the respondents strongly disagreed that they have ever been perpetrators of abuse in sport whereas two percent (2%) disagreed with the statement. This indicates that almost all the respondents have never been perpetrators of violence in sport.

Majority of the respondents, that is, seventy three percent (73%), that is (17% strongly agree and 56% agree) that they have been victims of abuse in sport. Seven percent (7%) neither agree nor disagree to the statement whereas fourteen percent (14%) strongly disagree, and seven percent (7%) disagree with the statement. This indicate that most of the participants have been abused in one way or another.

In response to the statement of witnessing abuse, eighty-six percent (86%), that is, (63% strongly agree and 23% agree) agree that they have witnessed abuse happening, three percent (3%) neither agree nor disagree with the statement whereas eleven percent (11%) strongly disagree with the statement.



Forty six percent (46%) of the respondents stated that abuse is normally perpetrated by other athletes, nineteen percent (19%) neither agreed nor disagreed, and fourteen percent (14%) disagreed with the statement whereas twenty one percent (21%) strongly disagreed with the statement.

Majority of the respondents, that is, eighty percent (80%) stated that abuse is normally perpetrated by coaches. Some of the students stated that some coaches want to win at all costs thus they end up making them to practice for long hours which affects them physically. Some abuse them verbally through insults and degrading words which in a way affects their self-esteem. This is supported by Kavanagh, et al., (2020) who stated that for the longest time, abuse in sport has been normalized. Gymnastics was used as an example where the athletes stated that for the longest time gymnastics has cultivated a culture of fear and mental abuse. Welfare issues that are not addressed constitute abuse for athletes (Kavanagh, et al., 2020). The risk of abuse is further increased by high perpetrator power, such as being in a leading position, and high athlete vulnerability, especially with young athletes or those coming from a socially disadvantaged background (Bermon, et al., 2021).

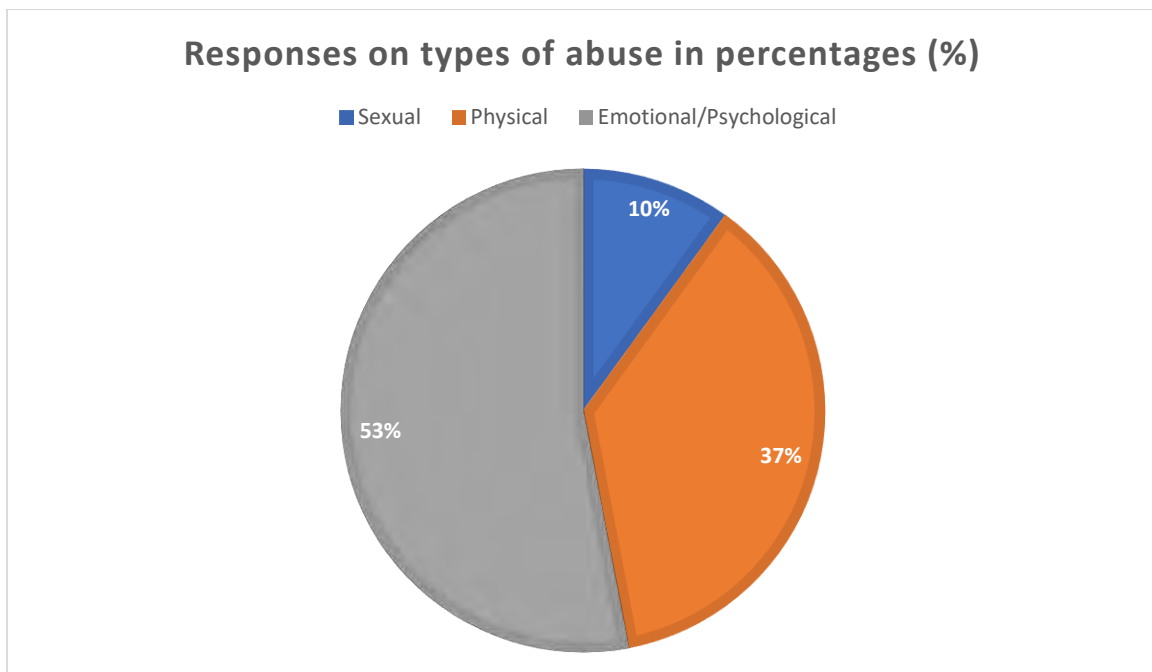
All the respondents, that is 100%, (19% strongly agree and 81% agree) stated that they believe that sport must be a safe space for athletes. It is important to ensure a safe environment for children who play sport. The respondents, eighty percent (84 %) (77% who strongly agree and 7% who agree) agree that abuse in sport has negative impacts on the victim, fourteen percent (14 %) neither agree nor disagree with the statement whereas two percent (2%) disagree with the statement.

Ninety-three percent (93%) of the respondents (67% disagree and 27% strongly disagree) do not agree with the statement that says that it is very easy to report abuse when it occurs in sport whereas six percent (6%) agree that it is easy to report abuse in sport. Through conducting a content analysis of publicly available documents and media accounts detailing the cases, Nite (2021) found out that the way administrators, coaches and other important stakeholders responded to the initial complaints and evidence of sexual abuse seemed to legitimate a culture and disciplinary structures wherein the abusers would be sheltered from justice and the abused would be silenced. This in turn perpetuates the culture of abuse.

Only six percent (6%) of the respondents are aware of the safeguarding policies that Botswana has whereas majority of the respondents, that is, ninety-four percent (94%) of the respondents are not aware of the policies that safeguard sport in Botswana. Risks of harassment and abuse are greater when there is a lack of protection or implementation of policies, codes of conduct, whistleblowing channels and response mechanisms (Bermon, et al., 2021).

Seventy two percent (72%) of the respondents strongly disagreed with the statement that Botswana is doing enough to safeguard sport whereas twenty three percent disagreed with the statement. Botswana sport like many others is littered with issues of harassment, abuse and discrimination. In most cases, these issues are often swept under the carpet of silence. Many sporting codes have accepted the call for safeguarding sports. Botswana Netball Association (BONA) president, Malebo Raditladi–Nkgakile says her association embraces the safeguarding culture as an effort to create a safe and enabling environment for everyone in (Lephogole, 2022). This is mostly because the sport is mostly female dominated and these are the people who are often victims. Often these cases are not attended to.

#### 4.2.9 Types of abuse in sport



## **Figure 7: Types of abuse**

This question sought to find out the types of abuse that the respondents have experienced. Majority of the respondents, that is, fifty-three percent (53%) stated that they have experienced emotional/psychological, thirty-seven percent (37%) have experienced physical abuse whereas ten percent (10%) have experienced sexual abuse. All these statistics indicate that abuse does occur in sport in Botswana Junior Secondary Schools.

### **4.3 Thematic Analysis of interview responses**

#### **4.3.1 Introduction**

A thematic approach has been used to analyze the data collected. The themes were derived from the objectives of the study. Twenty respondents who also took part in answering the questionnaire took part in the interview. These includes, senior teacher sports, school coaches, National team coaches, BNOC, BNSC, MYSC, WASBO and other sport administrators.

#### **4.3.2 Experience with sport**

The respondents stated that they had been involved in sport since primary school years, then they continued to play sport even up to tertiary. The passion for sport led to them wanting to be more involved in sport as coaches. Thus, they went for training and were later on accredited to become coaches. Some have been in sport for more than ten years while others had been in sport for less than that. The respondent further stated that the journey in sport in Botswana is both bittersweet.

*“I have been involved in sport for over 12 years as a coach but here was no progression. That bred a lot of frustration form me, so I changed to another sport where I started seeing progression,”* said respondent C.

*“The most frustrating thing about sport in Botswana is lack of resources, especially for us at the grassroot level. We are forced to end up using our own resources and do not get paid for it. Thus, I believe that being involved in sport in Botswana requires a lot of passion,”* said respondent B.

*“The good thing about sport in Botswana is that it gives a sense of belonging, we are able to make friends as we interact with others. We are able to learn and improve our work as coaches,”* said respondent P.

*“Outside the school setting, it becomes very difficult for athletes to continue with sport unless they are in a town or have the resources to continue with their sport,”* stated respondent M.

These findings indicate that sport is valued and people who are engaged in training have passed through or started sport at a young age. This helps to grow the principles that are embedded in every sport person. Ngulubane (2015) in her study found out that people who engage in sport from a young age often desire to continue their involvement in one way or another. This attachment in sport is a good thing as it affords those people an opportunity to share their skills and principles with others. She further stated that involvement in sport teaches leadership and team spirit which is a quality that everyone has to possess.

#### **4.3.3 Encounters with abuse in sports**

The respondents stated that abuse is prevalent in sport especially in school sport. Coaches tend to want to use vulgar words towards the athletes especially when the athlete is not performing up to standard. The respondents stated that they have experienced abuse before from their coaches and also when they were coaching. Abuse mostly happens among girls being abused by young girls in sport. The respondents stated that they have encountered name calling especially if they win against athletes who are super stars.

*“I lost my job because I was questioning the abuse that was happening in the sport I was coaching. This did not sit well with me as I tried to appeal but did not get help,”* said respondent F.

*“Sometimes as coaches we abuse our athletes without even knowing, for instance, we can make them do laps around the pitch without waiting to understand what the root cause of the lateness is. This in turn affects our athletes,”* said respondent A.

These findings resonate with Mark, et al. (2021) who stated that despite the ability of sport to bring people together, the ethos of sport is not always bright and positive, the public and media ignore the dark and horrendous aspect of the sport, which is abuse by coaches. Abuse in sports is rarely given any attention and diminishes the value and ethics that sports are based on are not observed. This indicates that athletes have different experiences in their sporting journey both which can be sweet or bad due to abuse.

#### **4.3.4 Most common abuse in school sports**

The most common form of abuse according to the respondents (ninety percent) is emotional abuse. The respondents stated that athletes are told that they are not good enough, they are compared to other athletes. This really affects their confidence and self-esteem while in the field. This may even breed fear in the athlete as they are afraid of doing something wrong which they may be scolded for.

*“The easiest way to break an athlete down is to abuse them mentally, this affects everything around them. It makes them to not perform to their best abilities.”* Said respondent N.

Power abuse often leads to every other form of abuse such as sexual abuse which normally occurs in cases where the athlete comes from a poor family and the coach sleeps with them with the promises of buying sport shoes for them. Other forms that were discussed are physical abuse, the respondents stated that athletes are made to do certain activities for a long time, for example, they may be made to do squats for a certain time. Even when the athlete gets tired, they are not allowed rest, they may be denied to drink water, etc.

*“Some athletes may be part of a team but are never allowed to play. They may be chosen as part of the squad but end up being playing. Some go for practices but never make it into the team. This type of abuse is called neglect and is very damaging for athlete.”* Said respondent

E.

*“Favoritism is also very common in sport where one athlete is preferred over the others. This leads to animosity and may even lead to further abuse within the team members.”* Said

respondent D.

Age cheating was also stated as one of the abuses that occur in sport. The respondents stated that athletes may be given an age category that is not theirs and are required to participate in that category. If the athlete performs well, they may not even have the confidence to celebrate well because they would know that they have cheated. This affects them mentally as they get into the competition not aware whether they will be caught or not. Stirling (2013) states that an effective coach-athlete relationship would allow the athlete to achieve optimal performance, shape the athlete's experience of the sport, as well as improving as a person beyond the scope of sport. However, many of these influences from the coach-athlete relationship are not positive and, in many cases, inappropriate coaching and conduct do occur (Stirling, 2013). According to Stirling, the underlying analysis as to why coaches use the behaviour of abuse when training their athletes is often seen as a method for achieving prosperous athletic performance. Coaches stand on this stance with the idea to hide the real reasons for abuse which is not very good for the athletes since there are ways that an athlete can perform without being abused.

#### **4.3.5 Causes of abuse of athletes in school sport**

The respondents state that there are many things that leads to abuse in sport. For some athletes or students who are abusive towards other, the respondents stated that the abuse is normally a learned behavior from home. They stated that socialization plays a big role in how children behave in school. Family problems often lead to insecurities and stress for athletes. For students, peer pressure also plays a major role in abuse in sport. This is where a person may be forced to abuse a teammate so that they may fit in or become a part of the crowd. The respondents also stated that ignorance from coaches leads to abuse in sport, that is, coaches not taking time to understand and know their athletes leads to abuse.

*“Some coaches emphasise winning at all cost, which constitutes abuse because in the process of wanting to win, they neglect the wellbeing of the athlete.”* Said respondent G.

*“Some coaches entice athletes with money, especially girls. This leads to the girls succumbing and ending up being sexually abused by the coach,”* said respondent H.

*“Coaches and athletes abuse each other because they are aware that they can get away with it. There is no proper rules and regulations that are in place to protect the athletes and the coaches from abuse,”* said respondent I.

The respondents stated that in some cases some young girls end up leaving sport at a young age because of these cases of abuse where the young girls end up pregnant. Some teachers collect money from students and not return it while threatening the students that they will not select them for teams. Female students are often touched inappropriately or love is proposed to them by the coaches or volunteers in sport.

#### **4.3.6 Reporting abuse in schools and action taken against perpetrators**

Asked whether it is easy to report abuse in sport the respondents stated that it is very tough. The fear of reporting and being victimized often leads to keep quiet about what is happening or what has happened to them. The setup of our systems or power relationships between the teachers, parents etc. does not promote children coming up to report such cases especially in peri-urban areas and rural areas. However, in urban areas the relationship between teachers and parents is intact which makes it easier for students to report such cases of abuse.

*“In some cases, teachers in rural areas take advantage of the students because students are afraid that the parent will side with the teacher. There is also fear of victimization, especially when the teacher is a subject teacher or a class teacher to the athlete who becomes afraid to report the case because the teacher may fail them.”* Said respondent P.

*“Our culture also perpetuates violence in school sport where the older person is often regarded as right while the younger person is regarded as young. This results in the kids not saying anything because they are not given the platform to report such cases. It takes boldness for the young athletes to report such case,”* said respondent B.

The respondents further stated that no action has ever been taken against any perpetrators. This is because no formal reports are ever launched with the relevant offices. Instead, when students who are brave enough do report, the school takes matters into their own hands and solve the issue instead of engaging the relevant authorities. The International Olympic Committee created an online tool for young athletes to spread awareness about sexual abuse in sports

(Marks et al., 2011). This educational tool's goal is to make people and athletes are knowledgeable of safety in sports as well as to how to respond to such situations (Marks et al., 2011). This means that athletes should be made aware of the online tool through the different clubs in school such as the Olympic Values Education Programme (OVEP).

#### **4.3.7 Code of conduct for teachers, coaches and administrators**

The respondents stated that they are not aware of any code of conduct that coaches sign prior to being involved in school sport. In the absence of the code of conduct, the employment agreement protects the student teacher relationship however, it does not go into details on sport. The respondents stated that there needs to be ethics in place so that those who are caught can be dealt with. The respondents further stated that what is normally done is that during school sport trips, teachers who have travelled with students sleep in separate facilities, for instance, boys sleep with male teachers while females sleep with girls. But this does not rule out the instances of abuse happening.

#### **4.3.8 Mitigating strategies in place to curb abuse in school**

The respondents stated that there is a lot that can be done to curb abuse in school. They stated that it requires the involvement of all stakeholders, that is, students, parents, coaches, National Federations and other bodies that support sport. The respondents also stated that, since it is difficult for students to report abuse in sport, things could be made easier through the establishment of a hotline which students could anonymously call in the event they experience, suspect or are aware of cases of abuse. Students also have to be educated about their rights and what constitutes abuse with the hope that better enlightenment will lead to them being able to stand up for their rights.

*“It is important that during our education sessions with the students we advise them to work hard so that they are selected into teams as a result of their sport prowess instead of favors from officials or coaches,”* said respondent N.

The respondents further stated that there should be a training of teachers who can form part of officials who travel with the teams for competitions. These teachers have to be on the lookout



for possible signs of abuse. The respondents stated that the biggest loophole in the sporting system in Botswana is the lack of policies, therefore there is a need to craft policies for engagement in sport. Once the policies have been crafted, all the parties involved should be capacitated on the policies so that they may act accordingly. Other respondents stated it is about time the sporting fraternity started keeping an offenders register because those who offend in one sport end up moving and joining another sport and then continue with their behavior. Having a register will prevent such people from being selected to coach any sport thus protecting children from abusers. Stirling (2013), states that there are another initiatives that sports organizations can implement like coaching workshops. Coaching workshops will allow the coach to develop abilities and skills that implement positive athlete improvement strategies. It will also encourage self-reflection and awareness so that the coach can gain insight into positive coaching methods.

#### **4.3.9 Safeguarding policy in Botswana**

Botswana does not have a safeguard policy that is used in sport in general. The respondents stated that they have not seen it. It is a gap that exists that needs to be addressed or a mechanism should be put in place for those who will be dealing with kids. There are documents around sports such as the trainers' manual for officials working in safe sport, there are also declarations that have been signed around safeguarding in sport, however, there is no fully fleshed policy that is in place to guard sport in Botswana. The respondents stated that the availability of a safeguarding sport policy will provide guidance on the best practices thus everyone will know what to do per time. Botswana is not doing enough to safeguard sport even though six percent disagreed with the statement. Botswana sport like many others is littered with issues of harassment, abuse and discrimination. In most cases, these issues are often swept under the carpet of silence (Lephogole, 2022). Lephogole (2022) further states that any sporting codes have accepted the call for safeguarding sports as they see that abuse in sport in Botswana has become rampant.

## **Chapter 5 Summary, recommendations and Conclusion**

### **5.1 Summary**

This study sought out with the main aim of informing the development of a safeguarding Policy for Botswana sport. This main aim was supported by the objective to find out the types of abuse and the causes of abuse in school sport. A mixed method approach that draws on quantitative and qualitative research methods was used to obtain data. This involved the use of questionnaires for quantitative and focus group discussions and interviews for qualitative research. The study had a total of one hundred and twenty participants. The data collected was analyzed statistically and thematically ensuring that it aligns with the objectives. The results show that all respondents are aware of abuse in sport. Most of the respondents have experienced abuse in one way or another. They stated that this abuse is mostly perpetuated by coaches. The abuses include sexual, emotional or psychological, physical, neglect and many others. They further stated that, due to the lack of a safeguarding policy, coaches often get away with the crime. The respondents stated that in order to curb abuse in sport, there is a need for a safeguarding policy that will ensure that all who are involved with students or young athletes are monitored through it. They further stated that there is a need to educate the students about their rights and teach them to speak up about the abuse that they encounter.

## 5.2 Recommendations

In order to address the issue of abuse in school sport, there is need for the intervention of all stakeholders.

Priority	Recommendation	Action	Lead	Resources	Time scales	Critical success factors
1.	Develop a safeguarding policy	<ul style="list-style-type: none"> <li>- Engage all stakeholders</li> <li>- Set up a committee</li> <li>- Present to all key stakeholders and get endorsement</li> <li>- Get an endorsement for implementation</li> </ul>	MYGSC	<ul style="list-style-type: none"> <li>Time Travel expenses</li> <li>Accommodation expenses</li> <li>Food expenses</li> <li>Allowances</li> </ul>	December 2024	<ul style="list-style-type: none"> <li>Commitment by all stakeholders and members' Integration into constitutions</li> <li>Successful implementation of the Policy by all schools, National Federations, BNSC &amp; BNOC</li> </ul>
2.	Educate and empower students On safeguarding issues	<ul style="list-style-type: none"> <li>- Include safeguarding Educational material in the Curriculum through Guidance and Counselling</li> <li>- Regularly conduct Awareness and Empowerment Workshops on abuse and how young athletes can handle the issues</li> </ul>	MoESD	<ul style="list-style-type: none"> <li>Time Travel expenses</li> <li>Accommodation expenses</li> <li>Meal expenses</li> </ul>	December 2024	<ul style="list-style-type: none"> <li>- Appointment of anti-abuse ambassadors in every school and National Federations</li> <li>- Appointment of safeguarding officers in BISA, BNOC, BNSC</li> <li>- Establishment of anonymous reporting channels</li> </ul>

3.	Development of contracts for all involved with student athletes followed by implementation	Engage all stakeholders  Present to all stakeholders and get endorsement	BNOC BNSC BISA	Time Travel expenses Accommodation expenses Meal expenses Sitting allowances	January 2024	- Effective signing of anti-abuse contracts by Coaches and Administrators prior to working with student athletes in sport - Availability of a contract in every school, NF, BNSC and BNSC
4.	Propose the establishment of an abuse offenders register and implementation	Register all offenders who work with students in sport	MYGSC	Time Travel expenses Accommodation Meal expenses	May 2025	Availability of a functional offenders register in every school.  Appropriate action taken against offenders/perpetrators  Involvement of Law enforcement agencies and Children's rights groups

### **5.3 Conclusion**

In conclusion, it is essential that the culture of abuse in sports is brought to the public's attention and vengeance is brought to abusive coaches appropriately. Abuse in sports includes sexual, verbal/emotional and physical abuse that coaches purport to use as approaches to improve athletic performance. Physically hurting the athlete, name-calling or sexual harassment are some of the abusive methods that do not improve athletic performance, but rather it creates negative physical and psychological consequences for the athletes. Athletes who have experienced abuse in sport either from coaches or fellow athletes tend to turn towards self-harm, depression, social isolation, weight loss, and an increase in anxiety, etc. This decreases the athlete's performance. In some cases, some of these athletes end up dropping out of sport completely. A culture of abuse in sport often leads to low participation in sport especially among young girls.

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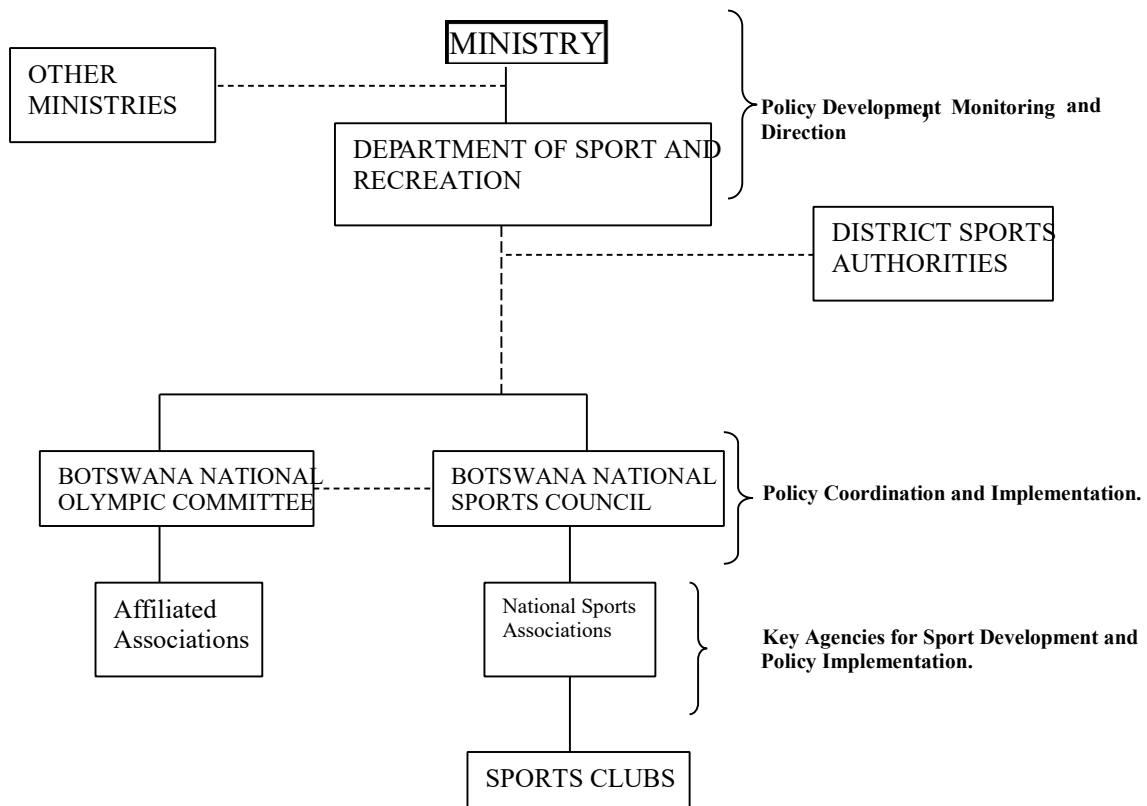
## Appendices

### Appendix A: RESEARCH TIMELINE

TASK NAME	START DATE	END DATE
<b>Literature review and methodology</b>	15 December 2021	10 January 2022
Critical Literature Review	10 January 2022	2 February 2022
Sample selection	18 April 2022	18 April 2022
<b>Data collection and methods</b>	10 January 2022	15 May 2022
Interviews	7 March 2022	9 May 2022
Questionnaires	7 March 2022	13 June 2022
Focus Group Discussions	2 June 2022	10 June 2022
<b>Data Analysis and Interpretation</b>	11 June 2022	17 June 2022
Thematic	17 June 2022	22 June 2022
Quantitative	22 June 2022	28 June 2022
Submission of final draft	11 July 2022	11 July 2022
Correction based on feedback from the research supervisor	20 July 2022	28 July 2022
Correction and submission of the final project	26 August 2022	30 August 2022

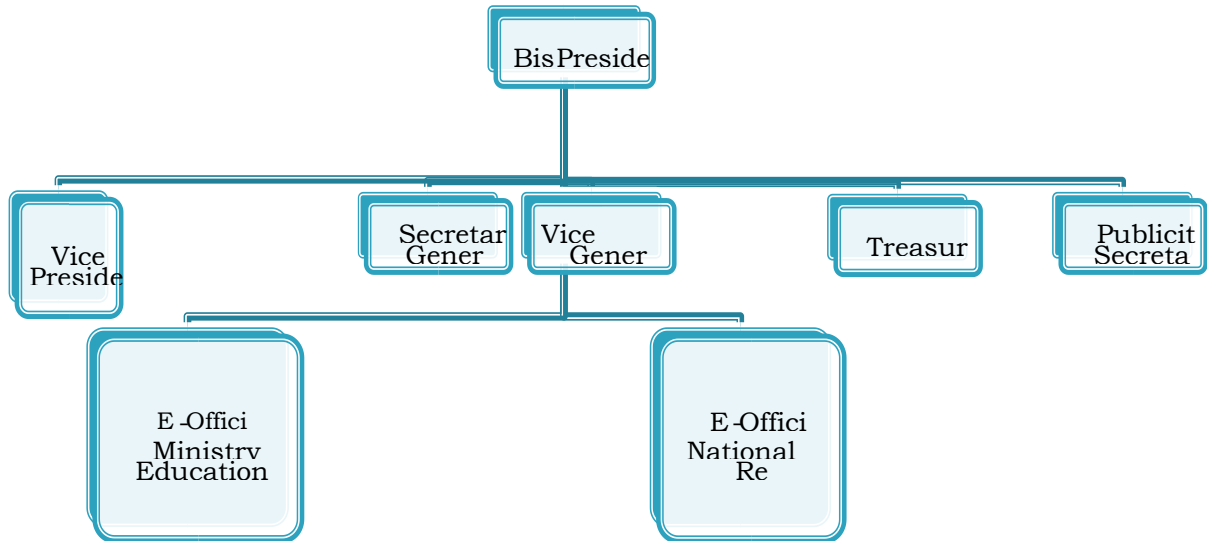
## Appendix B: Botswana Sports Bodies Organisational Structure

### ANNEX VIII: Organisational Structure of Sport Governing Bodies

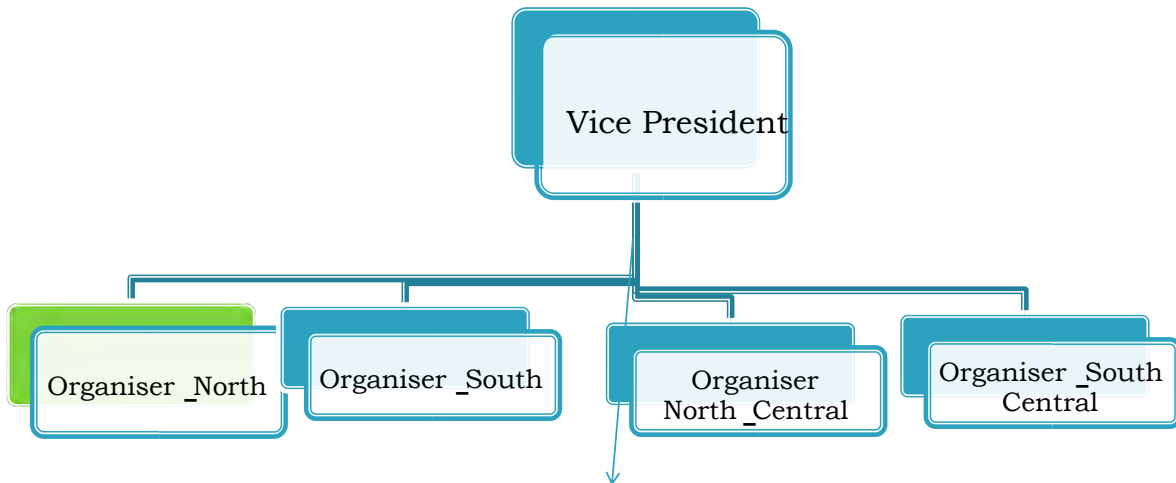


**Appendix C: Botswana Integrated Sports Association (BISA) Organisational Structure**

**Executive Committee**



**ADMINISTRATION BODY**



National Organisers Athletics, Badminton, Basketball, Boxing, Football, Karate, Netball, Rugby, Softball, Table Tennis, Tennis and Volleyball.

## **Appendix D: Informed consent**

### **PROJECT TITLE: DEVELOPMENT OF A SAFEGUARDING POLICY FOR BOTSWANA SCHOOL SPORT: THE CASE OF ABUSE IN JUNIOR SCHOOLS**

Principal Investigator: Ms Tebo Segaise

Phone number(s): 71610229

What you should know about this research study:

- We give you this informed consent document so that you may read about the purpose, risks, and benefits of this research study.
- You have the right to refuse to take part or agree to take part now and change your mind later.
- Please review this consent form carefully. Ask any questions before you make a decision.
- Your participation is voluntary.

### **PURPOSE**

You are being asked to participate in a research study because you participate in sport one way or the other. The purpose of the study is to aid in the development of a safeguarding tool for athletes or sport in Botswana. Before you sign this form, please ask any questions on any aspect of this study that is unclear to you. You may take as much time as necessary to think it over.

### **PROCEDURES AND DURATION**

The questionnaire should be answered and returned to the principal investigator within 3 days. Failure to do so will be considered as lack of interest in participating in the study.

### **RISKS AND DISCOMFORTS**

None

### **BENEFITS AND/OR COMPENSATION**

The findings of this research will be shared with you, this will also aid in the development of a safeguarding tool for athletes in Botswana thus making sport safer for all.

## **CONFIDENTIALITY**

None of these will be used for commercial use nor will the names of the participants be shared with anyone.

## **VOLUNTARY PARTICIPATION**

Participation in this study is voluntary. If you decide not to participate in this study, your decision will not affect you in any way. If you decide to participate, you are free to withdraw your consent and to discontinue participation at any time without penalty. Any refusal to observe and meet appointments agreed upon with the central investigator will be considered as implicit withdrawal and therefore will terminate the subject's participation in the investigation without his/her prior request. In this event the subject will be paid what is owed to him/her or forfeit a proportionate amount of relative payment mentioned earlier in this document. In the event of incapacity to fulfil the duties agreed upon the subject's participation to this investigation will be terminated without his/her consent and no compensation will be offered under these circumstances.

## **AUTHORIZATION**

You are making a decision whether or not to participate in this study. Your signature indicates that you have read and understood the information provided above, have had all your questions answered, and have decided to participate.

---

Name of Research Participant (please print) (If applicable)

Date

---

Signature of Student Obtaining Consent  
(Optional)

Date

## **YOU WILL BE GIVEN A COPY OF THIS CONSENT FORM TO KEEP.**

If you have any questions concerning this study or consent form beyond those answered by the investigator, including questions about the research, your rights as a research participant; or if you feel that you have been treated unfairly and would like to talk to someone other than a member of the research team, please feel free to contact the Botswana National Olympic Committee offices for assistance.

## Appendix E: Questionnaire

### Section i: demographic information

Kindly tick the box that best describes you

Age group: 12-15  16-19  20-24  25-29  30-34  35-39   
40 and above

Marital Status: Single  Married  Divorced

Highest Educational background: Primary  Secondary  Certificate  Diploma

Bachelors  Masters  PhD  others (specify)

Occupation: student  employed  unemployed

### Section ii: Sport Experience

How many years have you been participating in sport?

0-5  6-10  11- 15  16-20  21 and above

Which sport are you involved in? \_\_\_\_\_

### Section iii: Abuse in sport

Statement	Strongly Agree	Agree	Agree or disagree	Disagree	Strongly Disagree
I am aware of abuse that occurs in sports					
I have been a perpetrator of abuse in sport					
I have been a victim of abuse in sport					
I have witnessed abuse happening in sport					
Abuse is normally perpetrated by other athletes					
Abuse is normally perpetrated by coaches					
I believe that sport has to be a safe space					
Abuse in sport has negative impacts on the victim					
It is very easy to report abuse when it occurs in sport					
I am aware of the safeguarding policies that Botswana has					
I believe Botswana is doing enough to safeguard sports					

**Which type of abuse have you experienced or witnessed in sport?**

Sexual       Physical       Emotional       Others (specify)

What do you think causes abuse?

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What do you think can be done to reduce abuse in sport?

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Which safeguarding policies do you know in sport?

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**THANK YOU FOR PARTICIPATING**



## Appendix F: Interview/focus group discussion guide

QUESTIONS	RESPONSES
QUESTIONS TO BUILD RAPPORT	
Which sport do you play/are involved in?	
How many years have you been playing or involved in sport?	
Tell me about your experience with sports in Botswana	
Objectives directed questions	
Have you ever encountered abuse in sports?	
What are the most common forms of abuse in school sports?	
What causes abuse of athletes in school sports?	
Is it easy for students to report any incident that makes them uncomfortable?	
Has any action been taken against perpetrators?	
Is there a code of conduct that teachers, coaches and administrators sign prior to getting engaged in school sport?	
What mitigating strategies have been put in place to curb abuse in schools?	
Does Botswana have a safe sport policy that is used in schools?	