

A Comparative Analysis of Youth Sports Programmes in Botswana and Nigeria

**Abel L. Toriola[†]
Aderemi H. Adetoro[‡]
Olutoyin M. Toriola[#]
& Nicholas U. Igbokwe^{*}**

[†]Department of Kinesiology and Physical Education, University of the North, Sovenga, R.S.A, [‡]Department of international Relations, Obafemi Awolowo, University, Ile-Ife, Nigeria, [#]Department of Physical Education, University of Botswana, Gaborone, Botswana, ^{*}Institute of Physical and Health Education, Obafemi Awolowo University, Ile-Ife, Nigeria

Abstract

In recent years, many African athletes have recorded outstanding performances at world-class competitions, but controversy exists concerning the extent to which these performances are consistent with the status of youth sports development in African countries. In this study, youth sport programmes in Botswana and Nigeria were evaluated and compared. Structured interviews carried out in both countries were analysed qualitatively in the following broad areas: youth sport policy, management structure, development programme, government's role, political interference, role of physical education and implementation problems. Findings indicated that in both countries, youth sport programmes are mainly targeted at schools, but comparatively little provision is made for the sporting interests of out-of-school and disabled youths. Botswana currently lacks a national youth sport policy and this negatively impacts on systematic planning and development of youth sports programmes in the country. In Nigeria, where a youth sport policy and clearly defined management structures exist, youth sport development is constrained mainly by political and economic problems. The status of youth sport development in Nigeria is fairly consistent with the widely acclaimed international performances by Nigerian athletes. Implications of the findings for youth sport development in both countries are discussed.

Introduction

International studies have highlighted the role of sport in the development of the social fabric and cultures in many countries (Krotee & Waters 1998; Nauright, 1997; Olivova 1985). According to Ross (1990) physical activity in its various forms, has been used to preserve indigenous cultures and traditions, which have been passed on from one generation to another. For instance, Van der Merwe and Bressan (1995) and Mwangi (1998) studied the traditional games among the Xhosa of Southern Africa and the people of Mount Kenya region, respectively and emphasised the need to retain the games, which do not only demonstrate the people's utilitarian and ideological views, but also help to preserve their cultural heritage. Several previous studies have also analysed the status and importance of sport in African nations (Diack, 1997; Nauright, 1997; Ukah, 1991). For instance, Clignet and

Stark (1974) concluded that sport participation seemed to parallel development and modernisation in Cameroon. In a study of paradigms for sport that may assist lesser-developed countries to realise the development of its citizens, Black (1987) recommended an 'environment-to-implementation model' and stressed the need for comprehensive local and national sports objectives in Kenya. Corlett and Mokgwathi (1989) assessed the status of sport in Botswana and suggested the need for more commitment and systematic approach towards sports development there. Summarising the significance of sport to developing countries, Riordan (1986: 288) states that:

Sport in developing societies is a serious business with functions to perform. It is . . . state controlled (with) specific utilitarian and ideological designs . . . associated with hygiene, health, defence, patriotism, integration, productivity, international recognition, cultural identity, and nation building. Sport, therefore, often has the quite revolutionary role of being an agent of social change, with the state as pilot.

In developed countries such as Australia, however, sport, despite being state driven, is also targeted at participation for all ages to enhance quality of life. For example, the Australian Sports Commission (1985; 1990) introduced the modified junior sports programme called Aussie sports, and Jump Rope for Heart, which involved participation in basic skills of running, striking, jumping, throwing, catching, balancing and kicking. These programmes were primarily targeted at promoting fitness, basic sports skills and health of school children and youths (Hawkins, 1992; Riley, 1994). According to Daly (1998), despite these innovations and world-class achievements of Australian athletes at international competitions for many years, sport in Australia has not been considered an industry in its own right, but the emphasis is changing gradually because governments are recognising that sport is not only 'fun and games,' as it has an economic potential. The focus on the 2000 Sydney Olympics does not only exemplify the growing emphasis on competitive sport but it is also recognition of the role of sport in nation building.

In a study on the status of sports development in fourteen African nations, Krotee and Waters (1998) compared African countries with developed nations on seven factor components of the National Sports Development Index (NSDI): objectives, legislation, organisation, implementation, physical resources, research and evaluation and human resources. They concluded that African nations lagged behind in the overall NSDI score and noted great differences between African and developed nations in terms of implementing sports programmes, building and maintaining physical resources (i.e. facilities and equipment) conceiving, generating, and disseminating research and evaluation for each of the domains of sport. It is not surprising that African nations have lagged behind given the limited provision of resources for sports development in most nations and the relative poverty of African countries.

Despite the seemingly poor development of sport in many African nations, few athletes from these countries notably from more developed or comparatively resource rich nations of Algeria, Morocco, Egypt, Kenya, Namibia, Nigeria, South Africa and Zimbabwe have occasionally recorded outstanding performances at world-class competitions in recent years. For instance, Nigeria not only won the soccer gold medal at the 1996 Atlanta Olympic Games, but has also won several editions of Federation of International Football Association (FIFA) Junior Soccer Cup tournaments and produced many players engaged in first division professional soccer leagues in Europe, world-class boxers, wrestlers and track athletes. However, it is debatable whether the outstanding feats by African athletes are a true reflection of the level of sports development in their countries.

Therefore, to what extent do the outstanding achievements of African athletes and teams match the level of sports management and development in the countries? This study examines this issue by analysing the youth sports development programmes and management structures of two African Commonwealth nations: Botswana and Nigeria. Both countries gained independence from Britain in the 1960s and largely inherited British educational and public administration systems. They also had comparable sport cultural legacies based on British form of organised competitive sport. Unlike Botswana, which has one of the most stable democracies in Africa, Nigeria has had over two decades of military rule since attaining independence in 1960. These circumstances present potentially challenging, but contrasting opportunities for sports development in the countries, which is largely controlled by the state. It would be interesting therefore, to analyse the status of youth sport in both countries three decades after colonial rule and given the numerous socio-economic and political transformations that have taken place in each.

We will first present an overview of sports in Botswana and Nigeria since independence and then analyse the youth sports programmes in both countries. Analysis of youth sports programmes will cover the following areas: management structure, youth sport policy, development programme, government's role, political interference, role of physical education and implementation problems.

Method and Procedure

Interviews: Information was obtained through structured interviews carried out with the Director of Sport and Recreation in Gaborone, Botswana as well as the Assistant Director for Youth and the Acting Director of the National Institute of Sports, both in Lagos, Nigeria. Only the top management officials directly responsible for youth sport programme development and implementation in both countries were interviewed. Two interview sessions of approximately thirty minutes duration each were conducted individually with the three officials and these were tape-recorded. The second round of interviews was carried out to clarify some of the issues raised in the initial interview session. All interviews were later transcribed for analytical purposes.

Items in the interview guide were carefully structured to avoid leading responses from the subjects and to maximise objectivity in the responses provided. The interview guide focused mainly on the already specified areas of youth sports management and other relevant issues relating to sports development in both countries, such as the status of sport facilities, funding and personnel. Information obtained through the interviews was complemented by documentary analyses. This was helpful to cross check the accuracy of the verbal information provided during the personal communications.

Analysis: Information gathered was analysed qualitatively to address the major issues affecting youth sports development in both countries. Specifically, statutory provision for youth sports and implementation strategies in both countries were comparatively analysed. The analysis also compared the two countries in terms of youth sports management, constraints to effective delivery of sport programmes and prospects for future development.

Overview of Youth Sports in Botswana

Botswana, composed mainly of Tswana-speaking people, gained independence from Britain in 1966. It is a landlocked nation situated on an area of 581,730 km² with an estimated population of 1.4 million (1991 census). It shares borders with Namibia, South Africa, Zambia and Zimbabwe. Mineral resources are the mainstay of Botswana's economy, particularly diamonds, which account for thirty per cent of the gross national product (GNP), and beef exports. In 1994/95 Botswana recorded a GNP of 12,177 million Pula (about \$4.5 million) and a per capita GNP income of P8,054 (Ministry of Health, 1997). Despite that, 47 per cent of the population, most of whom are women, in Botswana live in poverty (Ministry of Health, 1997). Approximately 53 per cent of the population is employed and the literacy rate is estimated to be seventy per cent (Ministry of Health, 1997). The majority of the labour force are teachers and civil servants.

Since independence Botswana has not only experienced remarkable socio-economic and infrastructural transformation but it has also been peaceful and politically stable. These developments have positively influenced the provision of educational opportunities (Kann, 1991). In Botswana education is based on the 7-3-2-3-tier system, with the first seven years are assigned to primary schooling while the other years are reserved for junior and senior secondary and tertiary education, respectively. Although there are several private primary and secondary institutions in the country, education is largely the responsibility of government and is guided by the 1994 Revised National Policy (Mokgwathi, 1999).

Sports Management Structure

Before independence, sport in Botswana was run by the Bechuanaland National Appeal Fund (BENSAF), which was launched in 1965 (Masala & Kalui, 1996). It was a body, which comprised parties with keen interest in

sport development. In the early years of Botswana's independence, little emphasis was placed on sports development. Sport administration was co-ordinated under the erstwhile Ministry of Health, Education and Home Affairs. After a series of reorganisations and developments, motivated by the need to promote sports in the country, the government upgraded the Sport Unit into a Department of Sport and Recreation (DSR) in April 1997 (Kgathi, 1997). Although the DSR was partly modelled on the South African department that was first established in 1966 and re-established as an autonomous entity after transition to majority rule in 1994 (Hendricks, 1997), they differ in terms of operation and management structure. In South Africa, the DSR functions under the Ministry of Sport and Recreation, while in Botswana, the DSR is based in the Ministry of Labour and Home Affairs (MLHA) alongside several other government departments, for example, Prisons, Police, labour, National Archives, Culture and Social Welfare. It is the legislative arm of the ministry whose main responsibilities are to co-ordinate the promotion and development sports and recreation programmes in the country. The Botswana National Sports Council (BNSC), established by Act of Parliament (CAP 60:01) of 1975, forms the executive arm in the sports delivery process and is more directly involved in the development of sports activities and programmes in collaboration with various National Sport Associations (NSAs).

The implementation of sports programmes for the youths rests on the partnerships and linkages amongst the Department of Sport and Recreation, the BNSC, Botswana Institutions Sports Association (BISA), Botswana Premier League Sporting Association (BPLSA) and Botswana Teachers' Union (BTU). Youth sport programs in the country are co-ordinated at two levels nationally, that is at the secondary school level by BISA and at the tertiary institution level by BPSLA. Local authorities also have Youth Departments, which address the sporting needs of the youth. BISA organises sports competitions among over 200 community junior and senior secondary schools twice annually, i.e. track and field in the first term (January to April) and ball games in the second term (May to August). Although BISA is an affiliate of the BNSC, it is the Secondary Department of the Ministry of Education that is responsible for organising the BISA Games (Kgathi, 1997).

The BPLSA organises annual sports competitions for the tertiary institutions, comprising a University, and diploma/certificate – awarding Colleges of Education, Agriculture and Health Institutes, Vocational Training Centres, Institutes of Secretarial Studies and the Police College. The annual BPLSA competitions are staged to select athletes who would represent the country at major international and regional games such as the Federation of International University Sports (FISU) and the Confederation of Universities and Colleges in Southern Africa (CUCSA) Games. The BPLSA organises the annual competitions in conjunction with the national sports associations in popular sports like soccer, volleyball, netball, softball, athletics, basketball, badminton and table tennis. Opportunities for youth sports participation also exist in form of intramural indoor and outdoor games held among students in the various Faculties, Department and units in the tertiary institutions. Age

group competitions are held under the auspices of the various NSAs. Botswana participates regularly in Confederation of African Football (CAF)/FIFA Under 17, Under 20 and Under 23 Championships as well as the junior athletics Championships organised by African Amateur Athletics Confederation and the International Amateur Athletics Federation. Both the BISA and BPLSA report directly to the BNSC.

Youth Sports Policy

Botswana has a youth development policy that places very little emphasis on youth sports development. In article 5.3 (p.18) of the National Youth Policy, titled the 'active participation of young people in recreation, sports and leisure', the need to design a clear policy on sports, recreation and leisure in the country was emphatically stated (Republic of Botswana 1996). However, it is not clear how the need expressed in the 15-line article could be achieved. The country lacks a national policy, which should provide broad guidelines and framework for youth sports development (Kgathi 1997). Realising the importance of a policy in facilitating sports development, the DSR organised a National Sports Policy Development Workshop in October 1997. A draft sport policy document was eventually presented to government in 1999, which if implemented could chart the course for future development of sports in the country.

Development Programme

The formulation and implementation of sports development guidelines are the prerogative of the National Sports Associations. Little progress has been achieved in co-ordinating and monitoring the development activities of the Sports Associations by both the DSR and BNSC. This could be partly attributed to the fact that the overlapping roles of these bodies in sport delivery have not been clearly deciphered. The NSAs therefore, design their own specific development activities without clear guidelines and directions from the BNSC. However, they are obliged to submit their development programmes to the BNSC in order to guarantee annual budgetary allocation. Except for the Botswana Football Association, NSAs do not have full-time coaches and sport development personnel. Consequently, the NSAs find it very difficult to design viable development programmes let alone co-ordinate and implement development activities.

Government's Role

The government of Botswana funds sports development through annual grants to the BNSC. Government's subvention to the BNSC has increased from P10,500 (approx. \$2,200) in 1975/76 to P9,000,000 (approx. \$1.9 million) in the 1997/98 financial years (Kgathi, 1997). In view of the chronic shortage of modern sports facilities in the country, the government has embarked on construction of integrated sports facilities at major district headquarters, sub-districts and urban centres. Recently, the government earmarked P125 million for the construction of five stadiums and other sports

facilities in different parts of the country (Kgathi, 1999). However, sport facilities in the country are widely judged to be inadequate. A recent confirmation of the government's commitment towards sports development is the fact that in 1998 the Botswana parliament established a commission to investigate factors accounting for the poor performances of its national teams in international sport competitions (Mokgwathi, 1999). The report of the commission is under consideration by the government and its implementation will hopefully address the problems of youth sports development.

Political Interference

The national sports management structure does not clearly differentiate the roles of the DSR and BNSC and responsibilities of each is not clearly delineated. This results in role conflict and politically motivated leadership tussles. According to Mokgwathi (1999) the BNSC leadership wields a lot of political power. The chairperson of the BNSC, who is normally appointed by the Minister of Labour and Home Affairs, has the exclusive power and the right to advocate for the wishes of those involved in the sport (Corlett & Mokgwathi, 1989). In the past three years, the BNSC has been strongly criticised because of its perceived weakness and ineptitude in matters related to sports promotion and development. Central to this criticism is the fact that the council is staffed by unqualified personnel, whose main task is routine and mundane such as keeping a record of bookings of the national stadium for use by the public and registration of new sports associations (Kgathi, 1997). The chairperson of the BNSC Executive Board is directly involved in sports administration because of the absence of a director of sport at that management level. It is hoped that the new national sport policy will present a decisive national sports management structure.

Role of Physical Education

Corlett and Mokgwathi (1987) measured the fitness characteristics of Tswana children and concluded that they had low fitness levels. Corlett (1986) also emphasised the importance of physical education (PE) in the physical mental and emotional development of children. Despite these findings, PE was not part of the secondary school curriculum in Botswana for many years, but was taught at the Teachers' College level as a minor subject. The establishment of the Department of PE at the University of Botswana in 1993 was a milestone in the history of PE in the country. The department offers one-year certificate, two-year diploma and three-year bachelor's degree programmes in PE. These academic programmes are aimed at producing sports coaches, and PE teachers for primary and secondary schools. The department has made a significant impact in contributing to the organisation of sports particularly at the tertiary institution and national levels.

PE was time tabled in Botswana primary schools, but was hardly ever taught for many years. Although it was mentioned as a curriculum subject alongside arts and crafts, music and home economics in primary teacher training handbooks (Masogo, Cooper & Molefe, 1997), PE is no more than

free time and free play for children and in most cases it was supervised by ill-prepared and unwilling classroom teachers (Mokgwathi, 1998). Since independence, several attempts have been made by the Ministry of Education to develop a PE curriculum for Botswana junior secondary schools. Two draft syllabi were designed, but were never implemented. With the inputs from the Departments of Physical Education at the University of Botswana and the colleges of education in the country, which actively participated in the PE curriculum development process, the Ministry of Education finally introduced PE in the junior secondary schools in 1999 and piloted the subject in several schools across the country (Ministry of Education, 2000). The junior secondary school PE curriculum, which is part of the country's ten-year basic education programme, is aimed at promoting health, fitness, and development of neuromuscular and social skills as well as positive attitudes to these values in Botswana children (Ministry of Education, 2000). Major activities of the three-year junior secondary PE syllabus include athletics, ball and racket games, physical fitness, traditional games, gymnastics, dance, swimming and adventure education. With the introduction of PE in the curriculum it is envisaged that youth will have better exposure to sports activities.

Implementation Problems

Kgathi (1997) has identified several factors militating against effective sports development in Botswana. According to him, some of the limiting factors are inadequate funding and poor sport-loving culture among the people. For example, in Setswana sport is expressed with the same term as play: *motshameko*, therefore it is regarded primarily as a leisure-time activity. Other constraints identified by Kgathi (1997) included absence of a sport policy and poor state of sports facilities with marked disparities in distribution between rural and urban areas. He identified other limiting factors as lack of trained coaches, poor co-ordination amongst stakeholders and low participation of women (though the 1991 population census showed women formed a majority of the total population). Another constraint to sports development is limited private sector support. However, in the last 25 years, the Debswana Diamond Company has provided corporate sponsorship for sports development in the following areas: infrastructural development, coach and administrator education, financial aid to distressed sport associations and teams, and promotion of a culture of excellence in sports (Matome, 1997). Other major corporate sponsors have included the First National Bank, Coca Cola Bottling Company and Kgalagadi Breweries Ltd. While political stability has created conditions for development of social and cultural infrastructure, elite level sport has not progressed substantially in Botswana.

Overview of Youth Sports in Nigeria

Nigeria occupies an area of 923, 768.64km² in the West African sub-region. It is bordered by the Gulf of Guinea in the South, Cameroon in the East, Republic of Benin in the West and the Chad and Niger Republics in the North.

Formerly a British Colony, Nigeria gained independence in 1960. It has an estimated population of 110 million people (Nigeria Handbook, 1999). Unlike Botswana, the country has undergone several turbulent periods in its history, including a civil war, several years of military rule and severe economic depression. Nigeria's economy is dependent on the export of mineral resources, particularly petroleum products and agricultural produce. Nigeria is a culturally diverse nation with 250 languages and over 400 dialects. Education in Nigeria is largely government funded, but there is a proliferation of private institutions at pre-primary, primary, secondary and tertiary education levels. In Nigeria education is based on a 6-3-3-4-tier system and is guided by provisions of the National Policy on Education (Federal Republic of Nigeria, 1981). Teachers and civil servants constitute the majority of the labour force in the public service.

Sports Management Structure

Before colonial incursion dancing, acrobatic displays and wrestling featured prominently as part of ceremonies in Nigerian societies (Ikulayo, 1994). Modern competitive sports were introduced to Nigeria mainly by British Christian Missionaries. Sports were organised on recreational basis in the schools, but were later held competitively as part of the British Empire Day celebrations. In 1910, school competitions started in Ibadan, Western Nigeria to vie for the Rowden shield, presented by the former Director of Education in the Southern Province of Nigeria, Mr. E.G. Rowen. In the Eastern Provinces, the first inter-schools sports meeting was organised in 1919 for the peace challenge shield competition held on Armistice Day to commemorate the signing of the armistice, which ended the first World War on 11 November 1918. In 1933, Selwyn Grier, the Director of Education of the Eastern Provinces donated the Grier shield that was first competed for by colleges, namely Kings College, Lagos, Government College, Ibadan, St. Andrews College, Oyo and Baptist College, Ogbomoso. The British, in their effort to strengthen the ties between Northern and Southern Nigeria started the Hussey shield competition in 1933. The competition was named after Mr. E.R. J. Hussey, the national Director of Education. Nigeria's first Olympic outing was at the 1952 Games held in Helsinki, Finland. Although a national sports council was formed in 1962, sport development was not properly co-ordinated in the country until the National Sports Commission (NSC) was established by Decree 34 of 1971. Nigeria successfully hosted the 2nd All-Africa Games in 1973 and has produced athletes and teams who have recorded outstanding performances at world-class competitions.

In Nigeria, youth sports programme is co-ordinated by the federal government through the Ministry of Youth and Sports, the National Institute of Sports (NIS), a sports development and training institute, and the national sports associations. Sports administration is decentralised in the country's 36 states and the Federal Capital Territory. The states are also zoned into five areas to facilitate the delivery of sports. At the secondary school level, sport competitions are organised by the Nigerian School Sports Federation (NSSF)

in collaboration with the Ministries of Education in the states, the State Sports Councils (SSCs) and the NSC. The NSSF festival has not been held recently due to financial and organisational problems. There have been other initiatives in youth sports development in the private sector, e.g. the Youth Sports Federation of Nigeria (YSFON) and the Lagos State Private School Sports Development Association, which organises annual athletics competitions.

The Youth Department of the Ministry also organises holiday camping programmes, leadership training, symposia, workshops, activities for disabled children, adventure programmes, several forms of physical activities, and training in life-related skills e.g. gardening, fire-fighting, woodwork, agriculture, broadcasting and music. In the present structure, the Youth Department does not organise sports. At the tertiary institution level, both recreational and competitive sports are organised. As of 1997, there were 37 Universities, forty colleges of Education and thirty polytechnics in Nigeria (Amusa & Toriola, 1997). Among the Universities, sport is organised by the Nigerian Universities' Games Association (NUGA). Among the Colleges of Education sport is co-ordinated by the Nigerian Colleges of Education Games Association (NICEGA) and the Nigerian Polytechnics Games Association (NIPOGA) organises sports competitions among students from different Polytechnics, Outstanding student athletes are selected to participate in the West African University Games (WAUG), Federation of African University Sports (FASU) (last held in Nairobi, Kenya in 1978) and the FISU Games. Youth sports programmes in Nigerian secondary and tertiary institutions include most individual and team sports and combat sports like judo, karate and taekwondo, but exclude rugby, cycling, boxing and weightlifting. Outstanding athletes are also selected to represent the country at Olympic and Commonwealth Games, and similar other world-class competitions.

Youth Sport Policy

Nigeria has a national sports development policy (Federal Republic of Nigeria, 1989a), which identifies five specific programme areas: sports development; voluntary organisation; research and planning; education and training; and mobilisation of resources for sports. In addition, the government also publishes guidelines for implementing the sports Development Policy (Federal Republic of Nigeria 1989b).

Development Programme

The various sports associations are responsible for designing development programmes. These are, however, implemented in collaboration with the SSCs, NSC and NIS. Generally, development programmes involve talent identification, training, coach education, competition, performance monitoring and evaluation. The effectiveness of sports development programmes has been positively rated based on the international performances of Nigerian junior soccer teams. In contrast with implementation of development programmes in Botswana, various national sports associations in Nigeria

employ the services of full-time coaches and sport organisers who implement, co-ordinate and monitor sport development at the local, state (provincial) and national levels.

Government's Role

The main contribution of the Nigerian Government is in the area of capital expenditure in constructing sports facilities and other necessary infrastructures in the various states, which facilitates the sports development process. Another area of government support is the hosting of major international sporting events e.g. 1999 FIFA Youth soccer tournament, which helps to upgrade existing sports facilities and aids the development of a sport-loving culture. The fact that the Nigerian government has also professionalised soccer, boxing and wrestling enhances development in these sports. In 1996, the government set up the vision 2010 Sports Group, which designed a sports master plan for the country (Federal Republic of Nigeria 1997). The national sports policy summarises the role of government in sports development as policy formulation, co-ordination and monitoring, staff development, resource mobilisation and research funding. The very strong commitment of the federal government to sports has been well articulated by Ikulayo (1994) as reflected in the several millions of Naira (in 2000, \$1=104 Naira) the government spends periodically as cash awards to victorious athletes and team officials. In support of the government's commitment towards sports promotion, General Ibrahim Babangida, a former Nigerian Head of State was quoted as stating:

We as a nation are entitled to a great deal of pride in the achievements of our sports men and women over the years for the honour done to us as a nation by their successes...one of the reasons why winners are handsomely rewarded is for them to continue to do well in their sports. (Ikulayo, 1994, p. 157).

However, it can be argued that given the many years of military rule in Nigeria, and in view of the fact that victory is associated with success, the government's strong commitment towards sports development was a political manoeuvre aimed at diverting attention and popularising military rule. Therefore, it will be interesting in future research to evaluate the impact of military rule on sports development in Nigeria. It will also be important to examine the foreign policies of Nigerian military governments and evaluate the role of sports in its diplomacy.

The National Sports Commission has been strongly criticised on a number of occasions for fielding athletes at international competitions, not strictly based on merit or skill, but rather on geographical spread. In recommending players for inclusion in national teams, national sport federations are often compelled to field players from previously disadvantaged parts of the country. This phenomenon is commonly referred to as 'federal character'. Although, this practice might have hindered the

performances of athletes in certain sports and denied them the opportunity to represent the country internationally, it has nevertheless enhanced capacity building and raised the overall development of sports in the country.

Role of Physical Education

PE plays an important role in promoting youth sport participation and development. PE was introduced into the Nigerian secondary school curriculum in 1986 and has not only helped to develop sporting facilities in the schools, but has also given youth exposure to sports activities in their formative years. The PE curriculum in Nigerian primary schools was based on the British 1933 syllabus, which was focused on physical training, although this and the secondary school PE syllabus have been reviewed and refined on a number of occasions in order to keep pace with contemporary developments in Nigerian education. The primary school PE syllabus focuses on the learning of fundamental movement patterns involving locomotor (e.g. hopping, running, jumping, throwing and catching) and non-locomotor skills (balancing, swaying, pulling and pushing) and teaching is based on guided discovery approach, fun and play. The fundamental movement patterns learned in the primary schools, which are basic components of competitive sports performance, are refined at the secondary level and applied to the learning of sports skills.

PE is also taught in the colleges of education, and universities at undergraduate and post-graduate levels. These institutions train specialist teachers for the primary and secondary schools. PE professionals have made significant impact in sports development at the national level, as coaches, and administrators. They are widely judged to possess the right type of qualification and skills required to promote youth sport development in the country.

Implementation Problems

Constraints to the implementation of youth sports programmes in Nigeria were identified as follows: inadequate funding and sports facilities, inadequate sports coaching personnel at the grassroots level and poor research base, documentation and monitoring. These problems are similar to those identified in Botswana.

Discussion

Unlike in developed nations, a youth sports management structure is not clearly defined in Botswana and Nigeria, but is generally regarded as involving the organisation of sports in secondary schools and tertiary institutions. Efforts geared towards sports development in the schools are poorly focused and co-ordinated by the respective organisational bodies. For instance, in Botswana, quite a number of authors have argued that the absence of a ministry of sports and sport policy is deterrent to youth sports management in the country, because these would have put the necessary structures and guidelines in place for effective sports development

(Mamelodi, 1997; Kgathi, 1997;1999). Similarly, the fact that the DSR in Botswana is based in the MLHA alongside several other government departments does not augur well for its sport development.

Under the present management structure, sport is inadequately funded given the fact that limited funds for infrastructural development, training and recruitment of personnel are prioritised and shared among the various departments in the MLHA. In many African countries, e.g. Cameroon, Namibia, Nigeria and South Africa the role of sport in health promotion and socio-economic development is well recognised. In these countries, ministries of youth and sports have been established to ensure that the potential socio-economic benefits of sport are realised. While the inclusion of the DSR in the MLHA may be cost-effective, it limits opportunities for sport development and marginalizes the role of sports in national development.

Another constraint to the management of youth sports is the fact that the BNSC, which was established long before the DSR, acts on the basis of incumbency in performing roles that should normally be carried out by the DSR. This creates episodes of role and personality conflicts that are not in the best interest of youth sport development. A ministry of sport with clearly delineated management structure is needed to address the situation.

In Nigeria where both a ministry of youth and sport, and sports policy exist, activities of the departments of youth and sports in the ministry are poorly co-ordinated. The arm of the ministry, which deals with youth matters, is not in any way involved in sports development. Therefore, a major flaw in the management structure of the ministry of youth and sport is the compartmentalisation of roles in which the functions of both arms of the same ministry are not integrated and harmonised in order to facilitate the delivery of youth sports programmes.

In Botswana, sports facilities are inadequate both at district and national levels and this is strongly viewed as a major deterrent to sports development in the country. In the last decade, concerted efforts have been made to construct sports facilities in the ten district headquarters through the Integrated Sports Facilities Project initiated in the National Development Plan (NDP) 6 and subsequently included in the NDP 7 (Kgathi, 1997). It is surprising that these plans are yet to be implemented due to capacity constraints. In an attempt to revamp the administration of sport in the country, the BNSC developed and adopted Vision 2012 for sport development. This document recommends a paradigmatic shift from the present competition-oriented approach to that based on sport development at the grassroots. Some of the NSAs have introduced age-group competitions as a way of promoting sustainable sport development.

Youth sport development in Botswana has not been well co-ordinated and implemented probably because most of the national sports associations do not have regular staff. People serve in the associations as volunteers and this negatively impacts on commitment, continuity and co-ordination of development efforts. Sport leaders in the schools with little or no formal training in sport coaching have provided coaching opportunities at grassroots

level. On sporadic occasions, basic coaching courses organised as part of the Olympic Solidarity Programme have complemented development activities, mainly in athletics, soccer, tennis and volleyball. Although most of the technical assistance in sports development provided by the German Government has been directed towards soccer, Botswana and Cuba have endorsed a cultural agreement, which has facilitated technical co-operation in athletics, boxing and volleyball (Kgathi, 1997).

In Nigeria, where sport development activities are fairly well co-ordinated, implementation is hindered by shortage of funds, expertise and facilities, Krotee and Waters (1998) have reported similar findings for fourteen African nations, which included the countries compared in the present study. Ukah (1991) also stressed a need for standard facilities, professional preparation of staff, and enhanced government support as ways of promoting the delivery of physical education and sport in African Commonwealth nations. In 1989, the Nigerian federal government set up the Vision 2010 Committee, which expressly recommended considerable development of sports infrastructure in many parts of the country (Federal Government of Nigeria, 1989b). This step was posited as crucial to sustainable development of sport in the country.

The existing sports management structure in Nigeria coupled with the inclusion of PE in the curriculum provide adequate exposure to the youth in learning basic sport skills and consequently enhance their future sports performances. Outstanding performances of Nigerian athletes at international competitions are therefore, fairly consistent with the management structures for youth sports development in the country. Another possible reason accounting for the outstanding performances of Nigerian athletes, many of who are foreign-based, is the exposure to international sports.

In both countries, youth sport is generally regarded as elite sports, but comparatively little effort is channelled toward catering for the sporting interests of out-of-school and disabled youths. Though the countries have sports organisations for the disabled, these are focused exclusively on competition. In both countries, recreational activities need to be emphasised in the sports programmes in order to address the varied needs and interests of the youth and provide wider opportunities for them to pursue physically active lifestyles.

Sustainable youth sport development requires a concerted effort of all relevant parties involved in the sport delivery process, in both the private and public sectors of the economy. In both countries studied, there was very limited partnership among the ministries of education, local government and sport. In practical terms, there is need for partnership among these ministries, which are involved in development and implementation of youth sport programmes.

Conclusion

Youth sports programmes in Botswana and Nigeria are mainly focused on institutions. Sports programmes in both countries need to be well co-

ordinated by the relevant stakeholders in order to ensure adequate delivery of sports activities to the youths. The constraints to youth sports development are generally a reflection of the on-going process of socio-economic transformation in the countries. The National Development Plans 6 and 7 in Botswana and Nigeria's Vision 2010, are both aimed at providing more sports facilities and raising the levels of sports development in the countries. These action plans can only be achieved through effective management of scarce economic resources and active monitoring of policy implementation.

REFERENCES:

- Australian Sports Commission (1985). *Children in sports program-Aussie Sports*. Canberra. A.C.T.: Australian Government Printers.
- Australian Sports Commission (1990). *Aussie Sports fun-resource manual*. Victoria: Sports and Recreation.
- Black, D.M. (1987). The development of a paradigm for physical education and sport for lesser-developed nations. *Unpublished Master's thesis*, University of Minnesota-Twin Cities, U.S.A.
- Corlett, J.T. (1986). The role of physical education in the intellectual and social enhancement of children in developing countries. *Physical Education Review*, 9(1), 28-30.
- Corlett, J.T. and Mokgwathi, M.M. (1987). Running performances of Tswana children. *Physical Education Review*, 10(2), 110-13.
- Corlett, J.T. & Mokgwathi, M.M. (1989). Sport in Botswana. In E. Wagner (Ed.) *Sport in Asia and Africa: A comparative handbook*. New York: Greenwood Press.
- Daly, J.W. (1998). The business of sport-Not just a game, in M.S. Abdullah, J. M. Saad, A.A. Zakaria and O. Selvaraj (Eds.), *Sport Sciences into the Next Millennium: Bridging the Gap*, Proceedings of 11th Commonwealth & International Scientific Congress, 3-8 September 1998, University of Malaya, Kuala Lumpur, Malaysia, pp. 76-81.
- Diack, L. (1997). The development of African sport: Achievements, obstacles and future prospects. *Olympic Review XXVI* (15), 59-63.
- Federal Republic of Nigeria (1981). *National policy on education*. Lagos: NERDC Press.
- Federal Republic of Nigeria (1989a). *Sport development policy for Nigeria*. Lagos: Ministry of Youth and Sports.
- Federal Republic of Nigeria (1989b). *Guidelines for implementation of the sports development policy for Nigeria*. Lagos: Ministry of Youth and Sports.
- Federal Republic of Nigeria (1997) Vision 2010 – Sport Group
- Federal Republic of Nigeria (1997). *Vision 2010: Sports group final report*. Lagos: Ministry of Youth and Sport.
- Hawkins, K. (1992). *Modified Australian sports-Quality participation for all children: An evaluation update*, in T. Williams, L. Almond and A. Sparkes (Eds.) *Sport and Physical Activity: Moving Towards Excellence*, Proceedings of the AISEP World Convention, July 20-25, 1990, Loughborough University, pp. 138-44.

- Hendricks, D. (1997). An overview of sport: The case of South Africa. *Proceedings of the national workshop on sport policy development*. October 1997. Gaborone, Botswana: Department of Sports and Recreation, pp. 71-82.
- Ikulayo, P.B. (1994). Competitive sports in Africa with particular reference to Nigeria, in P. Duffy and L. Dugdale (Eds.), *HPER – Moving toward the 21st century* (pp. 149 – 160). Champaign, IL4: Human Kinetics.
- Kann, U. (1991). Education in an enclaved state of southern Africa: Botswana. *Prospects* 19(4), 549-60.
- Kgathi, S. (1997). An overview of sport in Botswana: Government perspective (1996-1997). *Proceedings of the national workshop on sport policy Development*. October 1997. Gaborone, Botswana: Department of Sports and Recreation, pp. 9-18.
- Kgathi, S. (1999). *Personal communication*, April 9. Gaborone, Botswana,
- Krotee, M.L. & Waters, D.J. (1998). The status of African sport development: A 14-nation perspective. *African Journal for Physical, Health Education, Recreation and Dance*, 4(2), 67-79.
- Mamelodi, A.B. (1997). The role of national Olympic committees and sports development. *Proceedings of the National Workshop on Sport Policy Development*. October 1997. Gaborone, Botswana: Department of Sports and Recreation, pp. 25-30.
- Masala, R. and Kalui, B. (1996). A historical evaluation of sport in Botswana. Sports in Botswana: The Way Forward, in E.O. Owolabi & J.T. Adolph (Eds.) *Proceedings of 1996 annual workshop of Department of Physical Education and Recreation, University of Botswana* (pp. 5-21). Gaborone, Botswana: Associated Printers.
- Masogo, A.K., Cooper, R. & Molefe, I. (1997). The status of physical education in the colleges of education, in E.O. Owolabi, M. Wekesa & A.L. Toriola (Eds.) *Physical Education in Botswana Schools and Colleges* (pp. 37-40). Proceedings of the 1997 Annual Physical Education Departmental Workshop. Gaborone, Botswana: Printing and Publishing Company.
- Matome, J. M. (1997). The role of the private sector in sports development. *Proceedings of the national workshop on sport policy development*. October 1997. Gaborone, Botswana: Department of Sports and Recreation, pp. 45-48.
- Ministry of Education (2000). *Three-Year junior secondary syllabus-physical education* (Draft). Gaborone, Botswana: Curriculum Development Division.
- Ministry of Health (1997). *Botswana HIV and AIDS: Second medium term plan 1997-2002*. Gaborone, Botswana: AIDS/STD Unit, pp. 3-7.
- Mokgwathi, M.M. (1998). *Toward a viable physical education program for Botswana*. Unpublished PhD Thesis, Florida State University, USA.
- Mokgwathi, M.M. (1999). Sport pedagogy in Botswana, in L.O. Amusa, A.L. Toriola & I.U. Onyewadume (Eds.) *Physical education and sport in*

- Africa* (pp. 121-40). Stellenbosch: University of Stellenbosch Printers.
- Nauright, J. (1997). *Sport, cultures and identities in South Africa*. Cape Town: David Philip.
- Nauright, J. & Chandler, T. (Eds.) (1996). *Making men: Rugby and masculine identity*. London: Frank Cass.
- Nigeria Handbook* (1999). Abuja, Nigeria: Federal Ministry of Information and Culture. p. 1.
- Olivova, V. (1985). *Sports and games in the ancient world*. New York: St. Martin's.
- Republic of Botswana (1996). *National youth policy*. Gaborone: Ministry of Labour and Home Affairs (Department of Culture and Social Welfare).
- Riley, C. (1994). 'I have a dream' . . .or do I?, in P. Duffy & L. Dugdale (Eds.) *HPER – Moving toward the 21st century* (pp. 297-303). Champaign: Human Kinetics.
- Riordan, J. (1986). State and sport in developing societies. *International Review for the Sociology of Sport*, 21(4), 287-303
- Ross, S. (1990). Maintaining local culture through sport: Preserving indigenous games in selected ASEAN countries. *Journal of the International Council for Health, Physical Education and Recreation*. 27 (4), 9-15.
- Ukah, M.O. (1991). Physical education and sport programs in Africa commonwealth countries: Limiting factors. *Journal of the International Council for Health, Physical Education and Recreation*, 27 (4), 8-11.

Acknowledgements: The authors are profoundly thankful to the following people for granting the interviews in spite of their very busy schedules: Mr S. Kgathi, Director of Sports, Department of Sport and Recreation, Gaborone, Botswana, Dr. A.T. Yusuf, Acting Director of the National Institute of Sports and the Deputy Director of Youth, both of the Ministry of Youth and Sports, National Stadium, Lagos, Nigeria. The secretarial assistance of Mrs Modubi Naumi Machete is gratefully acknowledged.