

Olympic Values Education Program

Guide to Implementation In
Namibian Schools



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ABSTRACT

Understanding the importance of sports and physical well-being is vital for leading a healthy and balanced life. The Namibia National Olympic Committee (NNOC) aims to educate Namibian youth on the Olympic values of excellence, friendship, and respect. Our team customized the Olympic Values Education Program (OVEP) to suit diverse Namibian schools by conducting interviews and observations to identify success factors. We devised a scoring rubric for schools' resources and conditions, with recommendations such as involving Olympians, revisiting schools, and teacher training sessions.

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PROMOTING CHARACTER DEVELOPMENT IN NAMIBIAN YOUTH THROUGH SPORT

The following chapter provides an orientation to Namibia as a country, its values, and the lifestyles and circumstances of its people. It also introduces a curriculum, the Olympic Values Education Program (OVEP), designed to promote healthy lifestyles and good character through sports, with a particular focus on the Namibian youth. Our team's goal was to adapt this curriculum to different school environments and ensure its sustainability. To achieve this, we used various research and data collection methods, ultimately producing a rubric that the NNOC can use to tailor the program to similar schools and programs.

To begin, we conducted a baseline assessment with our sponsors to create an implementation schedule and identify school logistics. Next, we interviewed coaches and teachers from several organizations, including Physically Active Youth (PAY), Basketball Artist School (BAS), De Duine Secondary School, Swakopmund Secondary School, Tamariskia Primary School, Playtime Academy, and Walvis Bay Primary School, to identify the feasibility of implementing the OVEP. Finally, we evaluated the outcomes of our project implementation through a series of observations. By sharing our process and outcomes with the NNOC, we hope to promote the sustainability and longevity of the program.

1.1 A PROFILE OF NAMIBIA

Namibia only began to develop its sports programs recently due to the colonial rule of South Africa. After a 106-year history of colonialism from 1884 to 1990 under first German and then South African rule, Namibia became the last sub-Saharan African country to fight for and gain its independence in 1990 (World Bank, 2009). Its post-war society embraced a political climate of national reconciliation with neoliberal economics, establishing itself as a democratic institution with a largely liberal constitution and progressive reforms and policies toward its societies (Wallace & Kinahan, 2011). Given the country's small population and recent independence, sports in Namibia are not as developed as some larger countries in the region such as South Africa. A great deal of Namibia's current strategic plan surrounds social transformation, environmental sustainability, and good governance (Republic of Namibia, 2017). These factors are all part of the Namibia Vision 2030 Initiative which discusses:

“Namibians as well developed, prosperous, healthy and confident in an atmosphere of interpersonal harmony, peace and political stability” (Republic of Namibia, 2004, p.14).

Figure 1

Dry Climate of Namibia - Windhoek



As of 2021, Namibia has a population of 2.59 million people (U.S. Center for Disease Control & Prevention [CDC], 2022). The country has a colossal surface area of 824,290 square kilometers. With an estimated population of 2,727,409 people as of 2022, this gives Namibia a population density of an average 3.1 people per square mile, making it one of the least densely populated countries in the world. This population density is largely due to the Namibian landscape and climate, which is largely arid and desert-like as shown in

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Figure 1. These weather conditions result in hotspots for civilization, as seen in Figure 2 (Republic of Namibia, 2004). This population distribution creates vast differences between rural and urban Namibia, creating an unemployment rate for working age adults of 33.4% and leaving 20% of the Namibian population living in extreme poverty (Fink & Gronemeyer, 2021, pp. 46, 48). With youth as the focal of our research, it is these socioeconomic circumstances, which have considerable impacts on their lives.

In recent years, Namibia is placing an increasing emphasis on education as a key priority. The country's education system includes pre-primary, primary, secondary, and tertiary education. Despite the efforts of the government to aid disadvantaged students, there are

still many challenges facing the education sector in Namibia. As of 2020, the percentage of the Namibian population over the age of 15 who have completed primary schooling was 76%, while 15% have not completed primary school, and 9% have no education received no education at all. (Statista, 2022, p.30). Access to education remains a persistent challenge for many children, particularly those residing in rural areas. The contrast between urban and rural schools is stark. Urban schools, located in bustling cities like Windhoek and Swakopmund, tend to have better access to qualified teaching staff, teaching materials, and extracurricular activities such as sports. Certified educators often choose to reside in urban areas in search

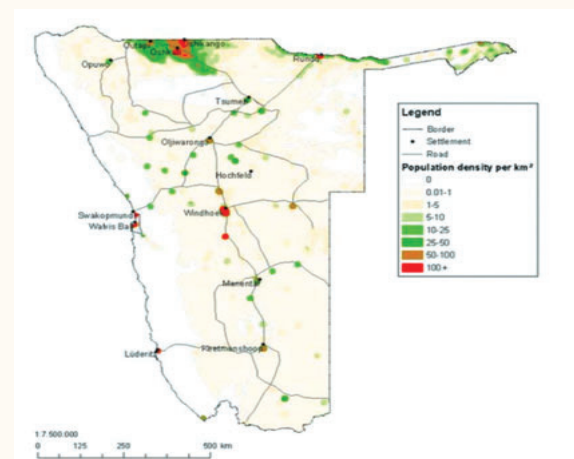
Figure 3
Enclosed Turf Field in Swakopmund



of higher-paying jobs. Playtime Sports in Swakopmund is a prime example of this (Figure 3) Rural schools, on the other hand, face a number of challenges. Many Namibian children go to school with empty stomachs knowing that they may only have one guaranteed meal for that day (Ministry of Education, 2019). Teachers in these areas face their own challenges related to transportation and housing, which can make it difficult to find qualified staff. Additionally, many rural students come from disadvantaged backgrounds which can drastically impact their ability to succeed in school.

Despite these struggles, there are various programs in place to support rural schools in Namibia. For example, the government has established after school sports programs and learning centers like Basketball Artist School in Katutura (see figure 4). There are also initiatives intended to provide teacher training and support for these rural areas. Namibia has made significant progress in improving access to education, but there is still more work to be done to ensure that children have access to a quality education. While there are vast differences between urban and rural schools in Namibia, efforts are being made to ensure that all students have access to quality education, regardless of where they live. It is important to highlight that while Fink and Gronemeyer (2021) largely discuss the misery and struggles faced almost daily by the Namibian youth, they are also keen to highlight their immense resilience and potential.

Figure 2
Human Population Distribution in Namibia, 2004



Note. Adapted from Republic of Namibia, by Office of the President, 2004

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Sports and athleticism can play a vital role in addressing some of the education issues faced by Namibia. One positive aspect of bringing the Olympic Values Education Program (OVEP) to schools in Namibia is that it can help promote the importance of physical activity and athleticism among young people. By actively participating in sports programs, children in Namibia can develop their athletic abilities and improve their overall wellbeing. This healthy lifestyle can have a positive impact on their ability to learn and succeed in schools. Regular physical activity has been shown to improve academic performance, helping to reduce dropout rates (Fink & Gronemeyer, 2021).

In addition, athletics can aid in teaching useful life skills and personal growth factors. Participating in team sports can help children in Namibia learn valuable lessons about teamwork, leadership, and communication. They can also develop self-confidence and self-esteem, which can help them overcome the obstacles they may face in life. By promoting athletics and physical activity among young people in Namibia, the OVEP can help address some of the education issues facing the country. Providing children with opportunities to develop physical, cognitive, social skills, and athletics can help pave a path to a brighter future.

Incorporating role models into sports is a great way to help young athletes learn important lessons and values while also promoting positive behavior and sportsmanship. Athletic role models can inspire young people to pursue sports and physical activity. Namibian Olympic athletes such as Frankie Fredericks and Christine Mboma are two exceptional role models in the world of athletics. Fredericks, a former sprinter, won four Olympic silver medals in the 100m and 200m events during the 1990s. Mboma made waves at the 2020 Tokyo Olympics by breaking world records in the women's 200m and 100m relay events. Both athletes have made significant contributions to the world of athletics and continue to serve as inspirational figures to many aspiring athletes. By seeing athletes achieve great things, Namibian young people may be motivated to set similar goals for themselves and work hard to achieve them. Overall, athletic role models can be important figures in the lives of young people, providing inspiration, guidance, and support as they navigate through sports and physical activity.

1.2 THE OLYMPIC MOVEMENT & EXPANSION IN NAMIBIA

The International Olympic Committee (IOC) is a global non-profit organization that oversees the Olympic Games (*International Olympic Committee*, 2022). Since the first Olympic Games in Athens in 1896, the IOC has relied on private funding and contributions from commercial partners in order to host the games. The vision of the IOC is to “build a better world through sport,” by practicing values such as excellence, respect, and friendship (*IOC | Olympics. Com*, 2023, para. 3). The organization is committed to protecting the uniqueness and traditions of the Olympic Games. The IOC aspires to promote sport and instill Olympic values into society, especially in the younger generations.

The Namibian Nation Olympic Committee (NNOC) is a non-profit organization affiliated with the IOC (Development, n.d.). The IOC governs and oversees all aspects of the NNOC. First founded on May 28, 1990, and then soon accepted as a member of the IOC in 1992, the NNOC's mission is to promote

Figure 4
Rural Community Area in Katutura Outside Basketball Artist School



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Figure 5

NNOC Main Office - Windhoek



Olympism throughout Namibia. The founding of the NNOC was rooted in instilling hope in the newly freed peoples of Namibia. The organization's vision is to become the leading National Olympic Committee in Africa by promoting a sustainable environment and embracing the Olympic ideals and values. These ideals and values of the NNOC surrounding Olympism mimic those of the IOC and include excellence, respect, friendship, integrity, and transparency. The NNOC operates out of a small office located in central Windhoek as shown in Figure 6. It is led by a board of twelve members, with notable members being Abner Xoagub and Joan Smit, the President and Secretary General of the NNOC, respectively.

The IOC offers a series of free and accessible teaching resources called the Olympic Values Education Programme, otherwise known as the OVEP (*OVEP Resources*, 2022). This extensive program is over one hundred pages and uses values-based learning to encourage good citizenship among students and to increase young people's interest in Olympism. The OVEP is designed for youth between the ages of eight and eighteen years old and is a useful tool that can be integrated into lessons by teachers, instructors, coaches, and even family members. The NNOC utilizes "toolkits" provided by the OVEP, which are guides that identify 21st-century teaching strategies used to successfully implement the curriculum (seen in Figure 6).

These toolkits provide numerous pedagogical strategies and examples of practical ways to implement the OVEP. They use forms of communication such as film, discussions, and engaging activities to convey lessons that are both sustainable and interactive. The OVEP thus proves to be an ideal tool and resource to help the NNOC achieve its mission and vision, allowing a structured, formalized dissemination of the Olympic movement's teachings, practices, ideals and values throughout Namibia. While its potential may be limited by the expertise and motivation of those who implement it, it provides training for educators to

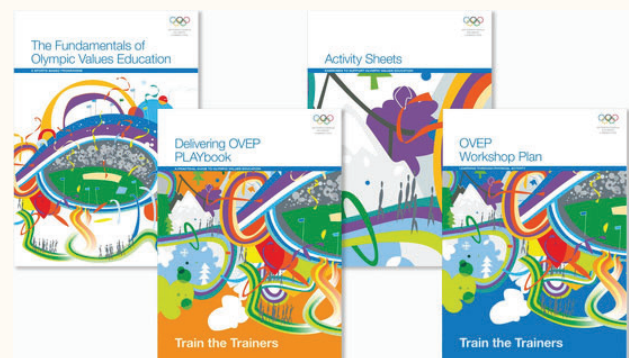
acquire the right mindset and practices for implementation. As such, it addresses and assists both stakeholders and beneficiaries as a tool for and resource of the Olympic movement. This makes it ideal for use and implementation by the NNOC and our project team.

1.3 USING THE OVEP TO ELEVATE YOUTH

The Olympic values expressed in the OVEP can be used to help prepare children to conquer challenges that they face in everyday life. Through sports and Olympic traditions, our team taught values such as respect, excellence and friendship to the Namibian youth. As seen in Figure 6, our team was provided with toolkits that were utilized to gain a better understanding of how to implement these common sport values into the everyday lives of the Namibian youth. It was really important to demonstrate to the children how

Figure 6

OVEP Toolkits - Fundamentals of Olympic Values



Note. The images show the various OVEP toolkits created by the IOC (*OVEP Resources*, 2022).

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these values can be exemplified in both sport and their future endeavors. Sport is a “universal tool” that is capable of uniting people of various circumstances which is why it is such a vital component to life. Sports have the power to bring a community together and spark activism in the Namibian youth who are eager to find solutions to the societal challenges they face.

The youth enrolled in primary and secondary schools in Namibia represent the primary beneficiaries of our project. Young people are future leaders and engaging children in impactful ways is vital for inspiring community organizing, activism, and sustainability. Understanding children’s social circles and viewing them as stakeholders is crucial as well. Although these beneficiaries served as the reason for this project, the internal members of the NNOC as well as Namibian athletes served as influential stakeholders as well. The Secretary General of the NNOC, Joan Smit, and her team make up the core of the NNOC and had a strong influence on the scope of this project. In addition, the future volunteers and educators who will continue this program will also benefit from our project. They will receive a completed grading rubric that will assist them in delivering the OVEP effectively. Our program's main objective is to promote character development through sports in Namibian youth. We believe that sports and physical activities are an excellent way to teach essential life skills and values. By emphasizing the importance of leadership, teamwork, sportsmanship, perseverance, and respect, we hope to equip young people with the necessary skills, values, and attitudes to succeed in life.

Figure 7
OVEP Educational Themes Diagram



Note. The image shows a diagram from the OVEP toolkits created by the IOC (OVEP Resources, 2022).

CUSTOMIZING A UNIQUE OVEP

The goal of our project was to evaluate the implementation of the Olympic Values Education Program developed by the International Olympic Committee to suit the needs of specific primary and secondary schools and sports programs throughout Namibia. In this chapter, we will delve into the objectives and qualitative methodologies shown in Figure 9 to assess the effectiveness of the OVEP curriculum and establish a comprehensive guide for the NNOC, outlining best practices and identifying areas for improvement. Our team utilized interviews and observations as our methods of research. An initial interview was conducted with members of the NNOC to define project logistics. At each school an interview was conducted with a teacher, administrator, or coach to discuss the background of the school, teachers, and student life. And lastly, observations were conducted at each location during the implementation of the OVEP to assess the effectiveness and impact.

Figure 8
Objectives and Methods Table

	1	2	3
<i>Objective</i>	Create an implementation schedule and identify school logistics	Obtain background on school, teachers, and student life.	Assess the effectiveness the individual rollouts and create a guide for future NNOC volunteers
<i>Method</i>	Interview with sponsor	Semi-structured interviews with teachers and administrators	Observations of the rollout based on fields shown in Figure 12

2.1 PRELIMINARY PROJECT ORIENTATION

Our first objective consisted of a preliminary project orientation with the members of the Namibian National Olympic Committee (NNOC). The purpose of this objective was to develop a scope and implementation schedule of the project. We conducted primary research through interviews where our team gained insight regarding how many schools we planned to visit, the age ranges and size of the class we would be teaching in, and the facilities that would be available to us. Data was collected through video and audio recordings and was followed by an in-depth analysis. We used this information to devise a plan of what an OVEP influenced

Figure 9
NNOC Project Team with Playtime Instructors



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“roll-out” would look like. This “roll-out”, or teaching session, involves combining a lecture on core Olympic values with a sports activity or game that puts these values into action. This rollout would later be adapted to suit the specific requirements of each school environment.

2.2 INTERVIEWS

At each school or program, our team conducted interviews with a teacher, school official, or sports coach to identify the state of physical education at each school as well as the pre-existing circumstances surrounding the youth. We chose to use semi-structured interviews so we could have some control over the interview while still giving the interviewee the flexibility to elaborate on the school's environment and provide additional information about their background as well. Our team asked a series of pre-written questions (Appendix A) but allowed the interviewee to elaborate on other topics and ask us questions as well. Data was collected through video and audio recordings. We carried out these interviews prior to implementing OVEP with the students. The information gathered from these interviews gave us valuable insight and informed us on the needs of the children and some outside factors that may have impacted our rollout at that school. We then used this data to adapt the OVEP curriculum to the school or program based on these pre-existing circumstances.

2.3 OBSERVATIONS

During each rollout session, our team conducted a series of observations and created a template visible in Figure 11 to monitor our implementation of the OVEP in different environments. We utilized this rubric to tailor the curriculum to schools and programs with similar circumstances. Our team accompanied this rubric with a detailed guide of what each grade means for that respective theme, see Figure 12. We chose to

Figure 10
NNOC Project Team with Playtime instructors
after a successful rollout



use observations as our main method of research as it allowed us to test out the implementation and see the immediate successes and failures that came with it (George, 2023). Observations also allowed us to gather data in a natural setting as the students were able to behave and play in their usual environment. We categorized our observations based on the school's external and internal environment as well as the student's prior knowledge of the Olympics and their engagement. We then rated these categories on a scale of one to five in order to standardize the process. Grading the OVEP rollout experience in this way allowed us to better fit the data collected to schools with similar circumstances of later implementations (Peters, 2015). This template will also be provided to the NNOC to promote the sustainability and longevity of this project.

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Figure 11
Empty School Grading Rubric

Logistics				School Grading Rubric (*Scale 1 to 5 with 1 being poor and 5 being excellent*)						
School Name and Location	# of Kids	Ages	Rollout Schedule	Access to Equipment & Facilities	Teaching Staff Qualifications in PE	Prior Knowledge of Olympic Games	Pre-existing Value of Physical Education	Student Eagerness to Learn/Engagement	Community and Home Environment	Roll-out Efficiency
<i>Playtime Sports Academy</i>										
<i>De Duine Secondary School</i>										
<i>Tamariska Primary School</i>										
<i>Swakopmund Secondary School</i>										
<i>Omaruru Primary School</i>										
<i>Shifidi Secondary School</i>										
<i>Delta Secondary School</i>										

Figure 12
Rubric Scoring Definitions

School Grading Rubric Definitions					
Theme	5 (excellent)	4 (good)	3 (adequate)	2 (unsatisfactory)	1 (poor)
Access to Equipment & Facilities	Has fully functional facilities and lots of equipment.	Decent Facilities and decent amounts of equipment.	Some facilities and some equipment.	Little to no facilities and little to no equipment.	No facilities and no/broken equipment.
Qualified PE Teaching Staff	High qualified PE teacher to student ratio & available training programs & resources.	Decent number of teachers understand physical education.	Some teachers have some understanding of physical education.	Low amounts of teachers know about physical education.	Only one to two teachers care or know about physical education.
Prior Knowledge of Olympic Games	Students hold a foundational understanding about the Olympic Games.	Students have a good understanding of the Olympic Games.	Students have some understanding of the Olympic Games.	Students have minimal understanding of the Olympic Games.	Students have little to no understanding of the Olympic Games
Pre-existing Value of Physical Education	Students realize and understand the importance of physical activity for their development.	Students have a good understanding of the importance of physical activity for their development.	Students have some understanding of the importance of physical activity for their development.	Students have little understanding of the importance of physical activity for their development.	Students have no understanding of the importance of physical activity for their development.
Student Eagerness to Learn/ Engagement	Students are actively eager to participate in conversation and sport activities.	Students are able to maintain attention and adhere to most rules.	Students have some difficulty to focus and stay engaged.	Students struggle to focus and stay engaged.	Students are disengaged and distracted.
Community and Home Environment	Majority of students go home to a safe supportive household and have their basic needs met.	Most students have some safety within homelife, but some issues exist within the larger community.	Some level of social and economic problems exist within the community.	Most students go home to social and economic problems.	Extensive sociocultural and economic problems exist and are enduring.
Roll-out Efficiency	Implementing the OVEP was without hassle and the coordination & planning was seamless.	Implementing the OVEP had very few issues and coordination was successful.	Implementing the OVEP had some issues and complications but was still productive.	Implementing the OVEP had multiple difficulties throughout.	Implementing OVEP was largely unproductive.

ANALYSIS OF FINDINGS & RESULTS

The following chapter outlines our team's implementation schedules along with the findings of this project. We have highlighted key themes that allowed us to create a cohesive rubric to guide the NNOC in their future endeavors to implement the OVEP curriculum in schools and programs across Namibia. These themes emerged from our analysis of the consistent patterns that were observed during our discussions with Namibian teachers and coaches, as well as from our observations of OVEP rollouts.

3.1 CREATING AN IMPLEMENTATION SCHEDULE

In our initial project orientation interviews with the NNOC members, we obtained crucial insights into the unique characteristics of each school environment. To ensure effective implementation of the OVEP curriculum in schools, we created tailored roll-outs based on various logistical factors, including the age groups of the children involved, class size, as well as the time frame and environment for the program. This was necessary as the OVEP was too large for the time allotted at each school. Our team created time break-down schedules for 40, 60, and 90-minute time intervals for indoor and outdoor sessions, see Figure 1. Each session began with dividing the children into groups then a discussion and info session about the Olympics and topics discussed in the OVEP toolkits. Then depending on the school environment, we either played a soccer game or played a series of different hand games.

Figure 13
Roll-out Schedules for 40, 60, and 90 minute sessions



FINDINGS & RESULTS

3.2 PULLING THEMES FROM INTERVIEWS AND OBSERVATIONS

Our team conducted a total of seven interviews with teachers and coaches from a wide range of schools in different areas of Namibia. We also carried out a series of participant observations during the OVEP sessions at each school. Our team carefully documented and analyzed the patterns and themes that emerged from our time in these different school environments. By integrating the themes from both interviews and observations, we were able to create a comprehensive guide for adapting the OVEP curriculum to different types of schools, see Figure 1. We based this rubric on several factors, including the school's access to equipment and facilities, the availability of PE teaching staff, the pre-existing value placed on physical education, the community and home environment experienced by the students, students' prior knowledge of the Olympic Games, and their eagerness to learn and engage. Lastly, we found the average of these values to give the school a total score based on the efficiency of the curriculum rollout. This guide is intended to aid the NNOC, PE teachers, and future volunteers in promoting the sustainability of this project by providing guidance on how to effectively implement the curriculum across different school environments.

Figure 14
Completed School Grading Rubric

Logistics			School Grading Rubric (*Scale 1 to 5 with 1 being poor and 5 being excellent*)							
School Name and Location	# of kids	Ages	Rollout Schedule	Access to Equipment & Facilities	Teaching Staff Qualifications in PE	Prior Knowledge of Olympic Games	Pre-existing Value of Physical Education	Student Eagerness to Learn/Engagement	Community and Home Environment	Roll-out Efficiency
<i>Playtime Sports Academy</i>	83	8-14	90 Outdoor	5	5	4	5	5	3	4.5
<i>De Duine Secondary School</i>	38	14-17	60 outdoor	2	2	2	3	4	2	2.5
<i>Tamariska Primary School</i>	36	10-12	40 indoor	1	1	2	2	4	1	1.8
<i>Swakopmund Secondary School</i>	67	14-17	60 indoor	2	2	3	2	3	3	2.5
<i>Omaruru Primary School</i>	90	10-14	40 indoor	1	2	3	2	2	3	2.2
<i>Shifidi Secondary School</i>	58	14-17	40 outdoor	3	3	3	3	5	4	3.5
<i>Delta Secondary School</i>	72	14-17	40 outdoor	5	5	4	5	4	5	4.7

3.2.1 THEME 1: ACCESS TO EQUIPMENT AND FACILITIES

Our team discovered a significant gap in access to equipment and facilities when we implemented OVEP, which first became apparent through our initial interview process. We observed that schools such as Playtime Sports and Delta Secondary School, which is better resourced as a private school, provided their students with access to fields and equipment (see Figure 2). In contrast, schools such as De Duine Secondary, which is a government funded school had limited resources, with only a soccer ball and a small play area (see Figure 3). We also found that some schools, such as Tamariska Primary School and Omaruru Primary School, did not have safe outdoor spaces for their students to play. Our team recognized that access to equipment and facilities was a critical factor in deciding on the appropriate implementation schedule and curriculum customization. Therefore, for schools without access to sports fields and equipment, we employed the indoor variation of the roll-out. These rollouts prioritized an elongated discussion about the Olympics, its core values, and what it means to be an Olympian, followed by hand games that supported teamwork and friendship. We found that in school environments with fewer resources, this was the best way to keep children engaged and inspire eagerness in the topics being discussed.

Figure 15
Playtime Sports: Scored a five in access to equipment & facilities



Figure 16
De Duine Secondary School: Scored a two in access to equipment & facilities



3.2.2 THEME 2: QUALIFIED PE TEACHING STAFF

The interviews conducted by our team led us to realize the importance of qualified physical education teaching staff in schools. From the interviews, we found it may be beneficial for the NNOC to provide additional training and resources to public school teachers to help them better understand the value of physical education. This could include workshops or online courses. In some schools, there were only one or two teachers that were passionate about physical education and who went above and beyond to provide students with PE sessions or sports coaching. In school where this was the case, we prioritized teaching the importance of physical education and included as much physical activity as possible. An example of this

Figure 17
FIFA instructors at Delta Secondary School



type of roll-out was our experience with Tamariska Primary School. According to Esperanza Diergaardt, an English teacher at the school, the Physical Education (PE) program there mainly consisted of students running around and playing soccer with minimal supervision. We also found that private schools like Delta Secondary, have the ability to hire qualified teachers and staff that can adequately teach the importance of sports for youth. Rolling out OVEP in environments like this was more seamless and efficient as children already had a strong understanding of the values and games we were trying to teach.

3.2.3 THEME 3: PRE-EXISTING VALUE OF EDUCATION

Physical education is an essential part of a well-rounded education that promotes physical health, mental health, teamwork, leadership, and lifelong learning. In order to ensure that we met the needs of the students and the school, assessing the PE background at each school was necessary. Our interviews revealed varying degrees of support for this mode of learning across different schools. Many schools have acknowledged the significant impact of sports education, particularly in underprivileged communities. De Wet Mauton from De Duine Secondary School explained that “the sky isn't even the limit for these kids, they know what happens if you don't follow your passion. If you stay on the right track you can make it out of poverty”. While many schools understood the significance of sports education, there were some that struggled with a lack of funding and motivation to provide this type of education to their students. To address this issue, we modified our roll-out approach by emphasizing the values upheld by Olympians and providing further clarification when necessary. This helped to ensure that the program was effective and provided meaningful learning experiences, especially for students attending schools that do not prioritize physical education.

Figure 18

Slogan in Delta Secondary School Gym



3.2.4 THEME 4: COMMUNITY AND HOME ENVIRONMENT

Students' community and home environment have a significant impact on their learning and engagement in schools and sports programs. Many different teachers spoke about this topic and shared similar concerns. For example, Esperanza Diergaardt from Tamariskia Primary School explained, “You'd be teaching a child sitting in front of you not knowing what was happening at home. It's different backgrounds, it's different upbringings, but everyone sitting in front of me is facing something”. By gaining insight into the prevailing characteristics of the learners' home environment prior to implementing OVEP,

Figure 19

De Wet Mauton, De Duine Secondary School



our team customized our teaching approach to meet these unique needs and learning preferences. During the initial phase of implementing the curriculum, we conducted an OVEP trial run with Basketball Artist School in Katutura. During this roll-out, we allocated time to provide the children with a snack and a cold drink to replenish them after playing. However, we eventually determined this was not feasible at every roll-out due to the limited time frame we were given at each school. A suggestion our team has for the NNOC is to create to-go bags with healthy food items for the children to bring home or eat throughout the school day.

3.2.5 THEME 5: PRIOR KNOWLEDGE OF THE OLYMPIC GAMES

After observing the OVEP rollouts, we discovered a significant disparity in students' familiarity with the Olympic Games across different schools and age groups. While some had a deep understanding of the games, others had little to no knowledge. Despite this, our team successfully customized the discussion section of the OVEP rollout to accommodate these varying age ranges and levels of familiarity with the Olympics. For example, with older students who were more familiar with the Olympics, the lesson was more focused on Olympic-level role models and inspiring future careers in sports. While in primary schools we focused on the history of the Olympic Games and the values that Olympians embody.

3.2.6 THEME 6: EAGERNESS TO LEARN AND ENGAGEMENT

Student's eagerness to learn and their engagement during a lesson proved to hold significant importance because it had a strong impact on the effectiveness of the learning experience and was an important observation to make to review what adjustments our team needed to make to improve the OVEP program. At Omaruru Primary School, we faced a significant challenge in keeping students engaged due to the large class size of around 90 students. We gave this rollout a low score of one for access to equipment and facilities, which proved to have a significant impact on the delivery of the curriculum. Our teaching space was limited to an indoor cafeteria, which presented communication difficulties as most learners had trouble

hearing us speak. To improve the teaching experience for the OVEP, we strongly recommend dividing students into smaller groups. This approach would allow for more focused and personalized instruction. With smaller groups, communication between the instructor and learners was more effective as there were no interruptions or distractions.

Figure 20

NNOC team creating the Namibian map with hands with principal at Shifidi Secondary School



3.3 EFFICIENCY OF THE CURRICULUM ROLLOUT & RECOMMENDATIONS

Our team graded each of our experiences with the OVEP curriculum at each school on a level of efficiency. We averaged the themes explained above to create a final OVEP efficiency rating in each school environment, with scores of five being the most efficient and one being the least efficient. This grading system, along with a series of recommendations, will be provided to the NNOC to allow PE teachers and future volunteers to have a comprehensive guide for teaching the OVEP curriculum in different school environments.

Our first recommendation is to elongate the OVEP roll-out to encompass more than a single-day event with the school or program. Our team targeted many localities for a single-day event, however, we suggest a daily or weekly-recurring program. Throughout our implementation experience, we found that a single-day interaction with the beneficiaries limited the impact that the OVEP and its teachings can have. It was a common experience to have students request our team to come again, and it was disappointing for them

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each time we expressed it was our one and only visit. This in-depth approach will allow more time for a comprehensive roll-out of the curriculum and deeper relationships to be established. Individuals who have been trained in the OVEP toolkit can have the possibility to become positive role models for the children.

Further, an in-depth approach can provide better schedule flexibility for former or current Namibian Olympians to attend a session for the students, potentially planned as a school-wide event to accommodate all students. This opportunity will provide children with a tangible example that a profession in athletics is achievable. In formal interviews and casual conversations, the team was often reminded that parental discouragement towards competitive sports for youth was prevalent, and instead, academics and familial support should take precedence. Exposure to a professional athlete can provide new awareness for all beneficiaries, students, teachers, and parents alike, in the value of sports not only as a prospective professional athlete but as a professional in one's career of choice.

Third, for schools lacking PE teaching staff qualifications, it would be ideal to have the NNOC develop and lead teacher training programs in PE and the OVEP. This is a recommended attempt to readjust the OVEP from an external sports activity and values program at schools that are lacking in PE initiatives, to an integrated program that forms a proper, foundational curriculum surrounding sports and sports engagement, as well as provides a pipeline for prospective, competitive athletes.

It is our hope that these recommendations provide valuable insight into areas of potential growth that our team has identified while rolling out the OVEP. It is also our hope that they offer potential avenues for future project pursuits in collaboration with future academics and volunteers with the NNOC.

Finally, our team created a video to serve as a deliverable to go along with our rubric. This video can be used by the NNOC to promote the OVEP and it encapsulates the program and teachings we completed at each school over the course of our time in Namibia. The link to this video is provided in Appendix D.

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<i>Chapter</i>	<i>Section</i>	<i>Title</i>	<i>Drafted</i>	<i>Edited</i>
N/A	N/A	Cover Page	Maddy	Maddy
	N/A	Table of Contents	Kate	Maddy
	N/A	Table of Figures and Tables	Ethan	Kate
	N/A	Abstract	Ethan	Maddy
	N/A	Acknowledgements	Peter	ALL
1	1.0	Introduction & Background	Kate	Maddy
	1.1	A Profile of Namibia	Kate	Kate
	1.2	The Olympic Movement & Expansion in Namibia	ALL	Kate
	1.3	Using the OVEP to Elevate Youth	ALL	Kate
2	2.0	Methodology	Maddy	KS & EM
	2.0	Figure 8: Objectives and Methods Table	Ethan	ALL
	2.1	Preliminary Project Orientation	Maddy	Ethan
	2.2	Interviews	Maddy	Ethan
	2.3	Observations	Maddy	Ethan
	2.3	Figure 11: Empty School Grading Rubric	Kate	ALL
	2.3	Figure 12: Rubric Scoring Definitions	Ethan	ALL
3	3.0	Analysis of Findings & Results	Maddy	KS & EM
	3.1	Creating an implementation schedule	Maddy	KS & EM
	3.1	Figure 13: 40, 60, 90 Minute Rollout Schedule	Kate	ALL
	3.2	Pulling Themes From Interviews and Observations	Maddy	KS & EM
	3.2	Figure 14: Completed School Grading Rubric	Kate	KS & MG
	3.2.1	Theme 1: Access to Equipment and Facilities	Maddy	Ethan
	3.2.2	Theme 2: Qualified PE Teaching Staff	Maddy	Kate
	3.2.3	Theme 3: Pre-Existing Value of Physical Education	Maddy	Ethan
	3.2.4	Theme 4: Community and Home Environment	Maddy	Ethan

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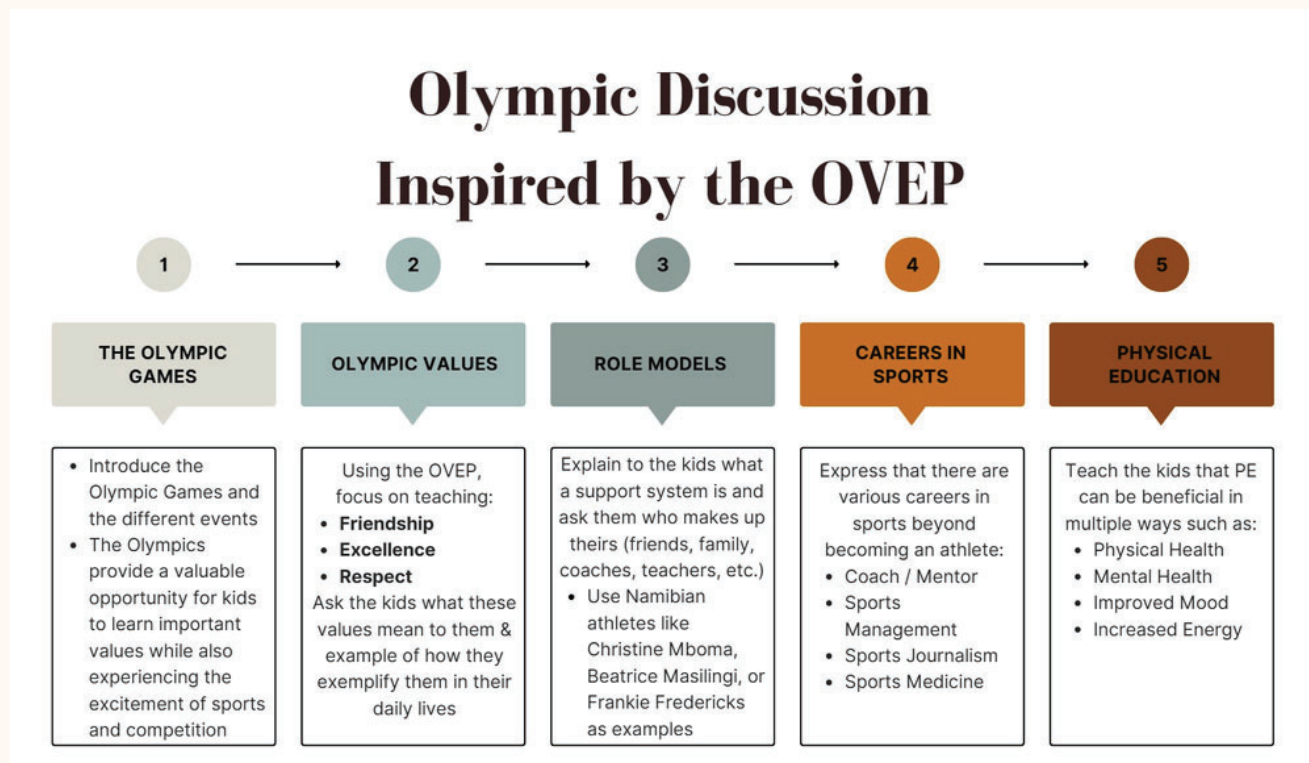
	3.2.5	Theme 5: Prior Knowledge of the Olympic Games	Maddy	Ethan
	3.2.6	Theme 6: Student Eagerness to Learn & Engagement	Maddy	Ethan
	3.3	Efficiency of the Curriculum Rollout & Recommendations	Peter	Maddy
N/A	N/A	References	Peter	Ethan
	N/A	Authorship Table	Kate	Ethan
	N/A	App A: Example Interview Guide For Teachers	Ethan	Kate
	N/A	App B: Olympic Discussion Guide	Kate	EM & MG
	N/A	Transcriptions and Coding Themes	ALL	Ethan

APPENDICES

*APPENDIX A:
EXAMPLE INTERVIEW GUIDE FOR TEACHERS AND SCHOOL FACULTY*

Question Topics	Sample Questions
<i>Physical School Logistics</i>	<ol style="list-style-type: none"> 1. How many students attend the school? Please break down by gender (Female/Male/Other) 2. How many teachers and faculty members are employed at the school? 3. What is the typical student population of a class? 4. How many classrooms are there inside of the school? 5. What is the graduation/completion rate? 6. What are the hours of the school day?
<i>Resources</i>	<ol style="list-style-type: none"> 1. What kinds of learning supplies do you have access to? (i.e., desks, pencils, paper etc.) 2. IF REASONABLE: What type of internet and digital learning tools can be accessed? 3. Are the students required to bring their own source of food or is there some sort of cafeteria system? 4. How do the students get to school? What is the typical transportation time?
<i>Student Life</i>	<ol style="list-style-type: none"> 1. Is there recess or some sort of break during the day? If so, what is the length of this break? 2. What subjects are taught to students? 3. Is homework assigned? If so, how frequent? (i.e., daily, weekly, biweekly) 4. Are there extracurricular activities offered by the school? If so, please elaborate.

APPENDIX B:
OLYMPIC DISCUSSION GUIDE - INSPIRED BY THE OVEP



*APPENDIX C:
INTERVIEW TRANSCRIPTIONS AND CODING THEMES*

Coding Themes

Tamariskia Primary School Interview Transcription

Swakopmund Secondary School Transcription

S.I. !Gobs Secondary School Transcription

Playtime Interview Transcription

Immanuel Shifidi Secondary School Transcription

Delta Secondary School Transcription

De Duine Secondary School Interview Transcription

APPENDIX D: DELIVERABLE - VIDEO

This video serves as our deliverable for our project and for the use of the NNOC

[The Olympic Values Education Program Namibia: A WPI IQP - YouTube](#)