

Fostering Global Citizenship and Sustainable Development through Olympism in Action: A Case Study Analysis of a *weltwärts* Youth Exchange between Germany and Botswana

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Introduction

- In 2016, Germany has initiated the *weltwärts* youth exchange in response to the UN Agenda 2030 for Sustainable Development
- The policy aims to promote the Sustainable Development Goals (SDGs), establish partnerships with the Global South and foster the participants' intercultural learning and global citizenship skills (BMZ, 2016)
- Sport was identified as a mean for pursuing these objectives, which led to the realization of a sports-based *weltwärts* exchange between Germany and Botswana as a teamer qualification seminar in 2019
- However, sport needs to be embedded in a purposeful educational framework to have a positive impact (Binder, 2001; Lyras, 2007)
- Moreover, cross-cultural initiatives that are planned and conducted by Western countries bear the risk of representing new forces of neo-colonialism (Coalter, 2010)

Purpose of the Study

The purpose of this study is threefold:

1. To evaluate the perceived impact of the *weltwärts* exchange on the participants from both countries. **RQ1** → What are the outcomes and the perceived impact of the *weltwärts* exchange between Germany and Botswana?
2. To identify the elements and characteristics of the program that increased or limited this impact. **RQ2** → What are the program components of the *weltwärts* exchange that affected the potential impact?
3. Third, to give suggestions for the improvement of future exchange programming. **RQ3** → What are other program components and characteristics that can further optimize the impact and lasting effect?

Literature Review



- 2015: UN Agenda 2030 for Sustainable Development with 17 corresponding Sustainable Development Goals (SDGs); Recognition of sport as an important enabler of sustainable development (UN, 2015)
- Olympism as a philosophical framework to blend sport with culture and education for the development of socially responsible human beings (Parry, 2006)
- International youth exchange as an approach for intercultural learning (Jiang, 2010)
- Sport as a means to foster international understanding and friendship (Binder, 2001)
- *weltwärts* as a two-way youth exchange with the Global South in response to the Agenda 2030 (BMZ, 2016)
- Sport for Development Theory (SFDT) as interdisciplinary theoretical framework for program evaluation and analysis (Lyras, 2007; Lyras & Welty Peachey, 2011)
 - Comprises principles for effective cross-cultural sport initiatives;
 - Incorporation of global citizenship and change agency for the promotion of social change and development
- German Sustainable Development Strategy (GSDS) for national implementation of the UN Agenda 2030 (The Federal Government, 2017); acknowledging its international responsibility and cooperation
- The German Sports Youth (dsj): International exchanges and youth camps based on global learning approaches (DSJ, 2015)
- Botswana Vision 2036: National long-term strategy in alignment with the UN Agenda 2030 for Sustainable Development and Africa's Agenda 2063 (Government of Botswana, 2016)
- National Development Plan (NDP) 11: action plan for 2017-2023 to address socio-economic development challenges (Government of Botswana, 2017)

Methodology

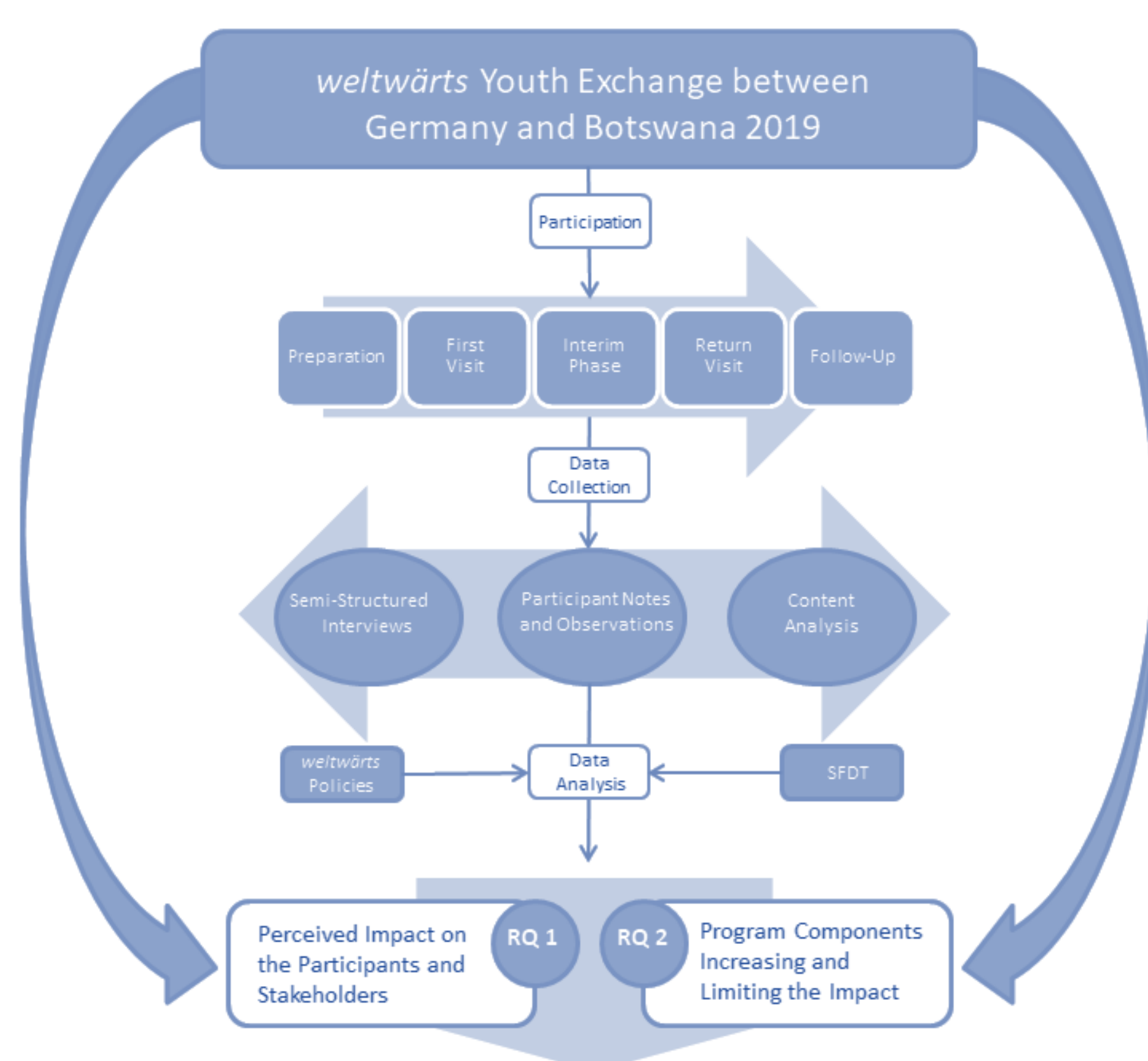


Figure 1. Research Design and Process

Research Design

This case study approach uses qualitative research methodology based on extensive empirical investigation of the case to provide detailed understanding of the context, program and outcomes. It is inductive and seeks to explore themes emerging from the collected data.

Data Collection

The researcher's involvement as a participant in the case enabled the collection of various sources of primary data, comprising participant observations, notes from the field and semi-structured interviews that will be conducted with a purposeful sample of participants, instructors, and engaged stakeholders. The primary sources will be triangulated with secondary data of official and internal documents and relevant literature.

Data Analysis

Content analysis will be used to analyze the collected data. Semi-structured interviews will be categorized into different codes and the SFDT serves as a theoretical framework to compare and contrast the findings and draw conclusions.

Preliminary Results

- Preliminary analysis of the *weltwärts* exchange between Germany and Botswana has been conducted based on researcher observation, document analysis and a priori coding in alignment with the theoretical framework of the SFDT
- Sport, education, cultural enrichment, organizational and impact assessment components have been assessed and compared to the SFDT
- Various traditional and non-traditional sport activities were included in the exchange program and linked to educational objectives
- The educational orientation of the exchange combined education for sustainable development, intercultural education and project management and leadership skills, to foster personal development, intercultural dialogue and understanding, teambuilding and global learning
- The sport-based education curriculum of the *weltwärts* exchange was enriched with several cultural activities, embracing sustainable development, community engagement and creative problem-solving
- Ongoing impact assessment was conducted during the different exchange phases, including regular feedback, reflection and evaluation, however structural improvement was limited by the policy and organizational design
- A lack of transparency and common goals was identified between the two national groups and requires further impact assessment

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