

**UNIVERSITY OF NAIROBI**

**INSTITUTE OF DIPLOMACY AND INTERNATIONAL STUDIES**

**THE ROLE OF UNIVERSITY SPORTS IN THE PROMOTION OF REGIONAL PEACE**

**AND INTEGRATION IN EAST AFRICA.**

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THE AWARD OF MASTERS OF ARTS DEGREE IN INTERNATIONAL STUDIES OF  
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**2016**

**DECLARATION**

**DECLARATION BY CANDIDATE**

I, LUIS NDIWA, hereby declare that this research project is my original work and has not been presented for a degree in any other University.

Signed..... Date.....

**DECLARATION BY UNIVERSITY SUPERVISOR**

This project has been submitted for examination with my approval as University Supervisor;

Signed..... Date.....

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## **DEDICATION**

Dedicated with gratitude to my whole family.

## **ACKNOWLEDGEMENTS**

First and foremost, am thankful to the Almighty God, my creator for the gift of life and for whom all this work would never materialize had it not been for his grace, strength and wisdom. To you O God I ascribe all the greatness and glory.

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## LIST OF ABBREVIATION

ACCORD	-	African Centre for the Constructive Resolution of Disputes
CBO	-	Community Based Organization
CCPA	-	Cross Cultures Project Association
FIFA	-	Fédération Internationale de Football Association
F4P	-	Football for Peace
GPF	-	Global Peace Festival
IPA	-	International Peace Academy
IYSPE	-	International Year of Sport for Physical Education
KESOFO	-	Kenya Community Sports Foundation
KFF	-	Kenya Football Federation
MYSA	-	Mathare Youth Sports Association
NGO	-	Non Governmental Organisation
RTP	-	Right to Play
SDP	-	Sport for Development and Peace
SDPIWG	-	Sport for Development and Peace International Working Group
SOS	-	Spirit of Soccer
SPLM	-	Sudan People's Liberation Movement
UN	-	United Nations
UNESCO	-	United Nations Educational, Scientific and Cultural Organization
UNHCR	-	United Nation High Commissioner for Refugees
VAP	-	Vijana Amani Pamoja
YDF	-	Youth Development through Football
YRTEP	-	Youth Reintegration Training and Education for Peace Project



## **CHAPTER ONE**

### **INTRODUCTION AND BACKGROUND**

#### **1.1 INTRODUCTION**

Sport in peace building has arisen over recent years as peace building organizations look to new and innovative methods for introducing their programs. It includes diverse stakeholders, with grassroots insight from multilateral and Non Governmental Organizations (NGOs) and endorsement from the United Nations. The number of such programs has increased significantly since the UN International Year of Sport for Physical Education (IYSPE) in 2005. However, this increase has not resulted in significant academic literature on the topic, prompting the questioning and analysis of sport as a vehicle for peace building.

This study will explore the contribution of sports in the promotion of regional peace and integration in East Africa. More specifically, the tools of sport and play are complementarily applied to other programs, providing opportunities for differing populations with varying interests.

Efforts to build peace exist on a myriad of levels, but the programs examined within this study are solely grassroots initiatives in East Africa, more specifically in Kenya that use sport as a method of peace building. A common aim of such programs has been to utilize the convening power of team sports, with the hope of creating friendship that change stereotypes and produce lasting positive change in the region

This study shall therefore focus on two main objectives. The first objective is an analysis on the type of sports used in the promotion of regional peace and integration in East Africa. The second objective will examine the contribution of university sports in promoting regional peace.

## 1.2 BACKGROUND OF THE STUDY

Conflicts involve struggle between two or more people over values or competition for scarce resources.<sup>1</sup> Conflicts take place between neighbors, communities, states, regions and other nations.<sup>2</sup> International commitments to peace and conflict resolution are widespread and clearly articulated in the Millennium Declaration adopted by the United Nations on September 8, 2000 which states that no effort will be spared to free our peoples from the scourge of war, whether within or between States, which has claimed more than five million lives in the past decade.<sup>3</sup> The United Nation General Assembly resolution acknowledges that governments have an essential role in promoting and strengthening a culture of peace.<sup>4</sup>

Recent years have seen many regions of Africa involved in war and internal or external conflict, from the seven or so countries directly involved in the Democratic Republic of Congo (DRC) to the Sierra Leone crisis and the war in Ethiopia/Eritrea and various other civil wars for example the Xenophobia attacks in South Africa, the 2005 conflicts in Togo, 1994 Rwandan crisis, and the Guinea crisis in 2009. Conflict death tolls between 1990 and 2007 where the square area of continents/regions corresponds to their proportion of conflict death tolls. The African continent represents 88% of the conflict death toll.<sup>5</sup>

Sport has the potential to promote community identity, coherence and integration, and that people actively involved in sport are more likely to play an active role in the community in other ways.

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<sup>1</sup> COSER, LEWIS A.(1967), *Continuities in the study of social conflict*, Free Press, University of Michigan

<sup>2</sup> ROBINSON, P MITCHELE, NYE E.J, R.M. and ISAACS, J.E., 1997. When speech conflicts with seeing: Young children's understanding of informational priority. *Journal of Experimental Child Psychology*, 64(2), pp.276-294.

<sup>3</sup> UNITED NATIONS MILLENNIUM DECLARATION, (2000) 6-8 September , New York

<sup>4</sup> GENERAL ASSEMBLY RESOLUTION ON A CULTURE OF PEACE, (1999) Article 5, October

<sup>5</sup> VIRGIL HAWKINS (2008), *Stealth Conflicts: How the World's Worst Violence is Ignored*, Ash gate Publishing ltd.

At the regional level, the National Republic of Tanzania's Sport Development Department has been particularly successful in using sport to address conflict among Tanzania's refugee population. The Tanzanian government has also declared September 21 to be National Sports Day. In addition to a broad range of sport activities, celebrations include World Harmony Run organized to promote peace and understanding and reduce conflict. Approximately 2,000 Tanzanians participated in the 2006 run, and even more in 2007.<sup>6</sup>

Within the borders, our country Kenya was thrown to the verge of disintegration as a result of the post election violence which sparked off in most parts of the country during the recently concluded 2008 elections.

### **1.3 PROBLEM STATEMENT**

There has been an upsurge of violent conflicts not only within Kenya but also in the neighboring countries within Eastern Africa namely Burundi, Somalia, Uganda and South Sudan. Sport for peace initiatives are not new and have been advocated and taken up by not only governments , local bodies but also international organizations and other key stakeholders in the peace-building process.

Over the past few years the United Nations General Assembly has adopted a series of resolutions on Sport for Development and Peace. UN resolution 58/5 is entitled sports as a means to promote education, health, development and peace. It calls on governments, sports organization, UN agencies, development agencies, sports associations and academic community to cooperate to

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<sup>6</sup> National Republic of Tanzania's Sport Development Department

promote greater awareness and action to foster peace and accelerate attainment of Millennium Development Goals using sports-based initiatives.<sup>7</sup>

Universities and other institutions of higher learning are charged with the responsibility of disseminating knowledge and education to give off products that are more enlightened and capable of thinking rationally and making wise decisions. In promotion of peace, Universities have put more emphasis on developing syllabus based on peace.

In 1993 the African Centre for the Constructive Resolution of Disputes (ACCORD) started a series of circulars to 83 universities in 23 countries of Africa with the purpose of promoting the academic development of conflict resolution. In 2001, ACCORD sent its 5th circular to 145 universities. Thus, other avenues like sports that can be utilized to promote peace have been under looked yet the universities host the youth who are same who mostly engage in conflicts.

Therefore, this research problem seeks to use sports activities and initiatives at the tertiary level to act as the foundation for regional integration given the youth are the custodians of peace and the future leaders of tomorrow.

## **1.4 RESEARCH OBJECTIVES**

### **1.4.1 Overall Objective**

The overall objective of this study is to examine the role of university sports in the promotion of regional peace and integration in East Africa.

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<sup>7</sup> UNITED NATION: Sport as a Means to Promote Education, Health, Development and Peace, Resolution 58/5 adopted by the General Assembly on 3 November 2004

### **1.4.2 Specific objectives**

- i. To identify the types of sports used in promoting regional peace and integration
- ii. To examine the contribution of university sports in promoting regional peace and integration

## **1.5 LITERATURE REVIEW**

### **1.5.1 Sports as a Concept**

The Right to Play defines sport as all forms of physical activity that contribute to physical fitness, mental well-being and social interaction, such as play, recreation, organized or competitive sport and indigenous sports and games. This is a slightly abbreviated version of the definition given in the European Sports Charter which states that Sport means all forms of physical activity which, through casual or organized participation, aim at expressing or improving physical fitness and mental well-being, forming relationships or obtaining results in competitions at all levels.<sup>8</sup>

Rather than seeing sport as a social construction that is given meaning by the participants and by more powerful defining agents (e.g., the media, sport organizations, etc.), sport is far too often presented as an essential positive. For example, Nelson Mandela said, “Sport has the power to unite people in a way little else can. Sport can create hope where there was once only despair. It breaks down racial barriers. It laughs in the face of discrimination. Sport speaks to people in a language they can understand.

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<sup>8</sup> EUROPEAN SPORTS CHARTER, 2001, Revised Edition, Pg. 36.

In a recent reference to the Olympic Truce, International Olympic Committee President Jacques Rogge said Sport fosters understanding between individuals, facilitates dialogue between divergent communities and breeds tolerance between nations.<sup>9</sup>

By naming 2005 The International Year of Sport and Physical Education, the United Nations did much to broaden the analysis of sport, globally, and to increase the acceptance of sport as both an end and a means to aspects of international development, such as the Millennium Development Goals.<sup>10</sup>

Sport-based programs focused on children and youth in areas of conflict which therefore offers a means of both resolution and, in turn, reconciliation. Richards for example, found that sport can facilitate positive social opportunities in post-war Africa, where violence and child-soldiering have severely restricted or foreclosed the health and welfare of children and youth.<sup>11</sup> Similarly, Gasser and Levinsen documented the success of Open Fun Football Schools in reintegrating ethnic communities in the post-war.<sup>12</sup>

Keim calls for sport to be put back on the agenda for national transformation with regard to children and youth by pointing out there is the potential in South Africa for major and professional and spectator sporting events e.g., the soccer World Cup to act as a powerful tool for community-building and peace building.<sup>13</sup>

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<sup>9</sup> BARNEY, R.K., WENN, S.R. AND MARTYN, S.G., 2002. *The International Olympic Committee and the Rise of Olympic Commercialism*. Salt Lake City, UT: University of Utah Press.

<sup>10</sup> VAN EEKEREN, F. (2006), *Sport and development: Challenges in a new arena*, Tiel: Lannoo.

<sup>11</sup> RICHARDS, P. S, & BERGIN, A. E.(1997), *A Spiritual Strategy for Counseling and Psychotherapy*.

<sup>12</sup> GASSER, PATRICK K., AND ANDERS LEVINSEN (2004). "Breaking post-war ice: Open fun football schools in Bosnia and Herzegovina." *Sport in Society* 7, no. 3: pg 457-472

<sup>13</sup> KEIM, M., (2006) *Sport as opportunity for community development and peace building in South Africa*, Leuven, Belgium: Lannoo Campus, pp.97-106.

There is also evidence to support the link between sport participation and educational achievement for college and university students. University students who use recreational sports facilities persist in their studies at a higher rate than non-sport participants, since recreational and intramural sport offers an important opportunity for interaction among students and the building of student satisfaction.<sup>14</sup>

Papacharisis et al states that evidence supports not only the educational benefits of sport participation, but also the utility of sport programs as educational catalysts to implement interventions and teach life skills such as goal setting, problem solving and positive thinking inculcating a culture of peaceful co- existence.<sup>15</sup>

### **1.5.2 Types of Sports**

Sport is an international language. Its ability to cross cultures enables sport-related programmes to bridge social and ethnic divides. As a result, sport can be a powerful tool to promote peace, both symbolically on the global level and very practically within communities.

On the global level, sport can serve as a compelling symbol for peace. The United Nations General Assembly recognizes the potential of sport to support the building of a peaceful and better world and since 1993 has endorsed the Olympic Truce in advance of the Olympic Games. Worldwide, there is increasing recognition of the power of sport as an international messenger for peace.

There exists a diverse variety of sports in the world today. Some are classified as indoors and outdoors while others as the winter and summer sports. Most of these sports are particular to

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<sup>14</sup> BELCH, H.A., Gebel, M. and Maas, G.M., (2001) Relationship between student recreation complex use, academic performance, and persistence of first-time freshmen, NASPA journal, 38(2), pp.254-268.

<sup>15</sup> PAPACHARISIS, V., Goudas, M., Danish, S.J. and Theodorakis, Y., (2005)The effectiveness of teaching a life skills program in a sport context. Journal of applied sport psychology, No. 17(3), pp.247-254.

specific geographical regions and subsequently are only popular within those areas. There are however some types of sports which have worldwide popularity and have as result been utilized as instruments to propagate peace.

Without doubt football is the most popular sport in Africa. Indeed, football is probably the most popular sport in every African country, although rugby and cricket are also very popular in South Africa.<sup>16</sup>

Football was introduced into Africa more than 100 years ago by the British, Belgian, French, and Portuguese colonialists. Football is also the most popular sport in most of Europe. Apart from football being an exciting game, part of its popularity in Africa is also as a result of its accessibility. That is, unlike many team sports, it does not take much money or great resources to play football. All you need is a somewhat flat field cleared of rocks, four poles to serve as goalposts and a ball which can also include homemade ball made of local materials. Football is accessible because it can be played almost anywhere in Africa, and by almost any healthy young person.

One of the major events is the annual National Accord Peace Soccer tournament started in 2008 after the PEV of 2007/2008 in Nairobi and Kisumu, targeting communities that were worst hit by the post election violence. This aims at promoting peace and development through sports and also provides an avenue for young people to promote their talent.<sup>17</sup>

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<sup>16</sup> WILLIS, O., (2000) Sport and development: the significance of Mathare Youth Sports Association. Canadian Journal of Development Studies, 21(3), pp.825-849

<sup>17</sup> Ufadhili Trust Peace Activities (2009)



### **1.5.3 Sports as a Platform to Promote Peace**

The power of sport can be used as a tool for preventing conflict as well as an element for building sustainable peace. When applied effectively, sports programmes promote social integration and foster tolerance.<sup>18</sup> These core values are the same as those necessary for lasting peace. In post-conflict environments in particular, this can work to reduce tensions and generate dialogue.

The use of sport to promote peace is extremely effective in programmes at the community level, since they directly involve those affected by conflict and social tension. Sport is often denied in times of instability and yet it offers a sense of normality, especially for young people. Sports programmes provide structure in an unstructured and destabilizing environment and serve as a means to channel energies away from aggression or self-destruction. Concurrently, they help build the individual skills and values necessary to avoid conflict and to ensure peace. Various groups benefit particularly from sport for-peace programmes.

The potential links between sport and peace are also powerful. From international events to the grass roots, sport brings people together in a way that can cross boundaries and break down barriers, making the playing field a simple and often apolitical site for initiating contact between antagonistic groups.<sup>19</sup>

Consequently, sport can be an ideal forum for resuming social dialogue and bridging divides, highlighting the similarities between people and breaking down prejudice. The popularity of sport and its convening power further contribute to sport being a powerful voice for communicating messages of peace and a site for symbolic public acts on the global and local

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<sup>18</sup><http://www.sgiquarterly.org/feature2006Jly-7.html> Retrieved on 15<sup>th</sup> October 2016

<sup>19</sup> IOSR Journal of Sports and Physical Education (Jan - Feb. 2015), Volume 2, Issue 1, PP 17-19  
[www.iosrjournals.or](http://www.iosrjournals.or)

levels. Sport is an effective element in community-based initiatives that aim to create sustainable peace.

The skills and values learned through sport are many of the same skills and values taught in peace education to resolve and prevent conflict and create conditions conducive to peace, from the interpersonal to the international. Well-crafted sports activities teach respect, honesty, communication, cooperation, empathy, and how and why to adhere to rules. Sport is a powerful way to communicate these values, especially to young people, in a way that is fun and participatory.<sup>20</sup>

#### **1.5.4 The Effectiveness of Sports in Promoting Peace**

Sports do, and have great potential for bringing people together, fostering unity, understanding, tolerance and love among people, which are essential ingredients in the promotion of peace. Sporting activities bring individuals and groups from different races, social classes, religious creeds, nationalities and ethnic backgrounds together to interact at tournaments or sports festivals, to get them acquainted with each other in order to promote peace, love and harmony.

Athletes, officials and spectators from different cultural backgrounds commingle and tend to learn more about each other's culture and values during sports festivities. This results in attitudinal change, which ultimately impinges positively on social behavior.<sup>21</sup> Athletes develop friendships, on the pitch, off the pitch and in game villages at festivals such as the Olympics, the

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<sup>20</sup> HEDSTROM, R. AND GOULD, D., 2004. Research in youth sports: Critical issues status. Michigan: Michigan State University, pp.1-42.

<sup>21</sup> Ibid

All Africa Games, the World Athletics Championships and the Commonwealth Games which many a time become life-long relationships.<sup>22</sup>

The exposure to other perspectives gained during socialization at such sports festivals or during tournaments makes the participants become more understanding, empathetic and tolerant of other people's views and interests. The eventual impact on society is that people learn to peacefully co-exist and resolve their differences more amicably rather than through violent or militant means.

Team sports by their very nature require a lot of cooperation and collaboration among individual members of a team in order to be effective. Thus athletes in a team sport need to communicate effectively with each other and understand each other to achieve good results. This necessity creates esprit de corps among members of a team.

Generally, team players tend to be less selfish, are more tolerant towards other people and are more likely to adopt a pacifist approach to resolving disputes in society. Sports also enable athletes, particularly the youth, who possess effervescing with energy to find vents for their violent energies and emotions that could prove detrimental to society if allowed to go undirected towards productive avenues.<sup>23</sup>

It is said that the devil finds work for the idle hand. In societies where unemployment and lack of jobs exist, there are great chances of people turning into other ways to make a living. This includes robbery, as well as violence, and other criminal acts.

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<sup>22</sup> SIAW, K. E. (2015). Change And Continuity in Ghana's Foreign Policy: Focus on Economic Diplomacy and Good Neighbourliness under Rawlings and Kufuor (Doctoral dissertation, University of Ghana).

<sup>23</sup> Ibid

By packaging sports as a commercial product – hence entertainment for the audience and a source of livelihood, our neighborhoods become much safer places to live in. One can only imagine the impact a local sports league can have on a community.

Sports also provide entertainment and vicarious experience to spectators and these serve as escape from everyday routine and drudgery. The interaction among sports fans before, during and after a game and the honorable acceptance of defeat creates a culture of tolerance and fairness in society, which strongly contributes to the culture of peace in the human family.<sup>24</sup>

The rules and regulations that govern most sports disciplines and games stress fair competition and abhor cheating, particularly the use of performance enhancing drugs. This requirement helps to develop more disciplined sports-persons and engender the sense of equity in the youth that are the heartbeat of sports in society.

Sports may be used to promote peace and friendship as their themes. Peace and friendship seem to be the themes of many existing sports festivals even if particular sports events have not been explicitly dubbed so. Therefore, all modern sporting activities, including games and festivals fundamentally and implicitly promote friendship.

At the end of a game, athletes from both the victorious and the vanquished sides could be publicly seen shaking hands, exchanging shirts, hugging each other or consoling one another. This happens even at the end of martial sports such as boxing and wrestling. Such gestures epitomize empathy, tolerance, acceptance and love- all constituting a good recipe for peace.<sup>25</sup>

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<sup>24</sup> AUGUSTINE YAO DZATHOR, (2003) Sports for Peace and Development: A paper presented at the second african conference on Peace through tourism, Dar es Salaam

<sup>25</sup> Ibid

### **1.5.5 University's sports contribution towards Peace and Integration**

Institutions of higher education are encouraged to expand their participation in the development of a worldwide Culture of Peace. The proclamation by the United Nations in November, 1997 naming the year 2000 as the International Year for the Culture of Peace and the Declaration and Program of Action on the Culture of Peace to be submitted to the UN General Assembly in 1998 can serve as a catalyst for institutions of higher education to promote the development of curriculum, research and service devoted to an international Culture of Peace.<sup>26</sup>

Universities have several distinctive and related responsibilities, chief among them being to discover and impart knowledge through research and teaching and to educate professionals to use the knowledge. In the past, the universities have not been immune from involvement in the culture of conflict.

Students, historically, have been indoctrinated with their nations rhetoric for war, indeed trained in many nations at war colleges, but at civilian universities as well, in the techniques of war. Also, the university has been party to the development of knowledge for the purposes of war by conducting military research.

Dorina et al informs us that the Faculty of Social Sciences of Forum (Kenya), the International Peace Academy (IPA) hosted a seminar in Entebbe, Uganda, from 16 to 18 December 2002, to assess the challenges and opportunities for building peace in Eastern Africa.<sup>27</sup>

From the foregoing literature, it is observed that there exists a thin veil between peace and violence and hence it takes hard work and continual effort to maintain and sustain peace which

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<sup>26</sup> UNITED NATIONS MILLENNIUM DECLARATION, (1997) , New York

<sup>27</sup> GODFREY ET AL (2002), Technical assistance and capacity development in an aid-dependent economy: The experience of Cambodia, World Development 30, No. 3, Pg. 355-373.

results to overall integration through cooperation. Peace has been defined as the absence of war, presence of harmony, state of calm and quiet among so many adjectives. As such, it is characterized by free and increased cross-cultural exchange, existence of law and order and where human rights upheld, equitable distribution and access to national or regional resources as well as economic growth and development.

The literature has shown that Sports and peace belong within the society and hence are not separate entities on themselves. Therefore, there exists other external influence which impact on them and thus determines their effectiveness. Therefore it is important to examine the role of university sports in the promotion of regional peace and integration in East Africa.

## **1.6 JUSTIFICATION OF THE RESEARCH PROBLEM**

This thesis will contribute to existing literature in a number of areas. First, it seeks to enlarge the academic consciousness of SDP programs both with regards the content and style of programs, and to the work of organizations within East Africa. Second, it adds to Woodhouse's assertion that sports' potential to contribute to cultures of peace and the practice of conflict resolution is greater than realised. Nevertheless, it adds to Wilson and Levermore's caution on the sustainability of these programs, and provides further evidence of the difficulties of monitoring and evaluation.

The outcome of this research will lead to the realization of sports as a powerful tool to promote peace, tolerance and understanding by bringing people together across boundaries, cultures and religion. This will have resultant effect of promoting growth and development of especially third world countries economies even in their bid of achieving the Millennium Development Goals.

## **1.7 THEORETICAL FRAMEWORK**

The intergroup contact theory was selected as a framework to apply to this analysis of SDP programs for a number of reasons. First, because sports programs researched in East Africa believe that contact or bringing people together to play sports will result in a positive achievement. Second, because its condition of super ordinate goals can be seen as an excellent fit with SDP programs, which use sports as the means for participants to work together in a broader context of achieving development and peace objectives.

The theory holds that positive intergroup contact can be used to promote better intergroup relations and thereby reduce prejudice. If one has the opportunity to communicate with others, they are able to understand and appreciate different points of views involving their way of life.

The contact hypothesis was made famous by social psychologist Gordon Allport in 1954.<sup>28</sup> Allport held that positive effects of intergroup contact occur in contexts where four essential conditions are present: equal group status within the situation; super ordinate goals; intergroup cooperation, and the support of the authorities, law and custom.<sup>29</sup> Therefore the contact hypothesis highlights the ability of positive contact to change perceptions, thereby reducing stereotypes.

## **1.8 METHODOLOGY**

### **Research Design**

This study will utilize the cross sectional survey research design. This type of design is adopted when the purpose of the study is to compare many different variables at the same time.

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<sup>28</sup> DOVIDIO, J. F.; ELLER, A.; HEWSTONE, M. (2011). "Improving intergroup relations through direct, extended and other forms of indirect contact". *Group Processes & Intergroup Relations*. 14: 147–160.

<sup>29</sup> ALLPORT, G. W. (1954). *The nature of prejudice*. Cambridge, MA: Perseus Books

According to Polonsky and Weller, a research design is a plan and structure of investigation conceived so as to obtain answers to a research question or problem.

### **1.8.1 Population and Sample**

The researcher intends to interview 100 students involved in sports drawn from sampled universities in East Africa as well as representatives from the Sports departments, student governing bodies and sports associations.

### **1.8.2 Data Collection Procedures**

The research will use both primary and secondary data. The study shall incorporate use of questionnaires, interviews and observational checklist to aid in data collection.

#### **i. Interviews**

The interviews shall be conducted on the KUSA officials the University's sports director and student's sports representatives by filling in the questionnaires. Tools to be used will include Focus group discussions and questionnaires which will be distributed to the students as well as the community members.

#### **ii. Observation**

The researcher intends to use an observational checklist to aid in data collection.

#### **iii. Library searches**

The study shall also obtain secondary data from journals, annual reports, internet, publications, books and other written materials to supplement the primary data collected.

### **1.8.3 Data Analysis**

Data will be analyzed descriptively by use of measures of central tendencies and variation and the results presented using frequency distribution tables, graphs bar charts and pie charts. This



will help in describing the emerging relationships between variables. The qualitative data will be grouped into themes and reported.

## **1.9 CHAPTER OUTLINE**

This is a research study on the role of university sports in the promotion of regional peace and integration in East Africa. The first chapter covers a background to the study, the research objectives, literature review, justification and research methodology.

The second chapter shall focus deeply on the concept of sports, sport and reconciliation in the world and also sports to prevent conflict and build peace as well as the modes of conflict resolution and peace building mechanisms.

Chapter three shall be an analysis of the case study of the young peace makers in the Kakuma refugee camp and the Mathare slums on their participation on sport for peace and reconciliation in Kenya with relation to the study.

Chapter four shall discuss the findings by analyzing the data while Chapter five shall include the conclusion and way forward based on the data collected.

## **CHAPTER TWO**

### **SPORT AND CONFLICT RESOLUTION**

#### **2.0 INTRODUCTION**

The practice of sport is a recognized instrument for promoting peace, as it disregards both geographical borders and social classes. It plays a significant role as a promoter of social integration and economic development in different geographical, cultural and political contexts. Sport is a powerful tool to strengthen social ties and networks, and to promote ideals of peace, fraternity, solidarity, non-violence, tolerance and justice. Tackling problems in post conflict situations can be eased as sport has the ability to bring people together.

The use of sport to bring about social change has been recently promoted by a variety of international actors notably the UN, International Development Agencies, FIFA, International Olympic Committee who working conjunctly with non-governmental organizations, sport federations, and the private sector under a strategy referred to as Sport for Development and Peace (SDP), have become supportive of the idea that sport is indeed a valuable means to address issues related to human justice and equality.

#### **2.1 THE ROLE OF SPORTS**

The international community has acknowledged the potential of sport and physical activity to support peace building efforts. The UNESCO for example, has indicated that in order to achieve the goals of peace and development, it is paramount to recognize the cultural dimensions of sport, which in its view has not sufficiently been analyzed through academic work.<sup>30</sup> Within the UN system, several agencies (e.g. UNOSDP, UNDP, WHO, ILO, IOM) advance their

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<sup>30</sup> UNESCO (2009), “Sport for Development & Peace Proceedings”. Zanzibar regional ministerial roundtable United Republic of Tanzania, 8-10 September 2008.

development and peace work through sport as a component.<sup>31</sup> Beyond the global popularity of sport and its alleged capacity to break through cultural barriers, Sport Development and Peace advocates contend that sport possesses unique features that allow it to strengthen development and peace processes.<sup>32</sup>

### **2.1.1 Sports is a catalyst of peace**

Sports as a peace catalyst began with the establishment of an Olympian Truce, intended to temporarily stop the war between the Peloponnesian city-states during the celebration of the Olympic Games. During the truce period, spectators, athletes, artists and their families were guaranteed to travel to the Olympic Games and return to their places of origin in total safety.<sup>33</sup>

The famous Christmas Truce of 1914 provides another example of the conciliatory character of sport when German and English troops stopped hostilities during World War I to exchange gifts and play a game of football.<sup>34</sup> In doing so, the rival troops validated the potential of sport as an agent of transformation and change as a match of football provided temporary relief to combatants and granted provisional cease-fire between enemies in times of war.

Hostility commonly referred to as *Hooliganism*, took control of football venues in England in the 70s and 80s, sinking football in the worst crisis ever experienced by this sport. Following the Heysel disaster of 1985 which resulted in the deaths of 96 football fans as a consequence of a combination of unfortunate events including football violence and poor stadium maintenance, the

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<sup>31</sup> UNITED NATIONS OFFICE ON SPORT FOR DEVELOPMENT AND PEACE, Sport for development and peace: the UN system in action [online article]. [Retrieved 12 October 2016].

<<http://www.un.org/wcm/content/site/sport/>>

<sup>32</sup> SPORT FOR DEVELOPMENT AND PEACE INTERNATIONAL WORKING GROUP (SDP IWG) (2008). Harnessing the power of sport for development and peace, Toronto: Right to Play.

<sup>33</sup> INTERNATIONAL OLYMPIC COMMITTEE (2009). Fact sheets on Olympic Truce. [online article]. [Retrieved 4 August 2016].

<sup>34</sup> WOODHOUSE, TOM (2009), "Building a Global Peace Culture". Conflict and culture roundtable, cultural initiatives in peace building. Tokyo: Joint Research Institute for International Peace and Culture.

Football Supporters Association was established in the United Kingdom to educate “wild fans” and to encourage spectators to express their concerns with regards to football violence.<sup>35</sup>

Denmark replicated this campaign when a group of football enthusiasts found a movement called *the Rooligans* or peaceful fans. Moreover, joining several European awareness-through-sport initiatives from grassroots, professional football clubs in Germany and Italy dedicated a game in 1992 to protest against violence and racism in sport.<sup>36</sup>

### **2.2.2 Sports is Universal**

The popularity of sport transcends political, national and ideological frontiers and is an activity enjoyed by spectators and participants alike. Football for instance, the most popular game in the world, is estimated by FIFA to be played by 265 million people while other global games such as cricket, basketball and baseball, captivate the interest of millions of spectators and participants worldwide. The idea behind the use of sport as an intervention strategy is supported by the belief that the popularity of sport provides a hook to engage multiple stakeholders.<sup>37</sup>

### **2.2.3 Sport Connects People**

One important attribute of sport is its capacity to connect peoples and communities in an extremely effective manner. When they are inclusive, these communities turn into important sources of social networking fostering their capacity to work in a cooperative manner.<sup>38</sup> The Open fun schools project illustrates one example of the capacity of sport to encourage the development of social networks between former antagonistic communities in Bosnia and Herzegovina. Since its inception in 1998, this grassroots youth football program has brought

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<sup>35</sup> HUGHSON, John and SPAAIJ, Ramón. (2011). “You are always on our mind: the Hillsborough tragedy as cultural trauma”. *Acta Sociological*, Vol. 54, Issue. 3, Pp. 283-295

<sup>36</sup> MURRAY, Bill (1996). *The world’s game: a history of soccer*. Chicago: University of Illinois Press, Pg 170.

<sup>37</sup> FIFA, *Football for hope: football’s commitment to social development*, Retrieved 17 August 2016].

<sup>38</sup> SPORT FOR DEVELOPMENT AND PEACE INTERNATIONAL WORKING GROUP, (2008), *Harnessing the power of sport for development and peace*, Toronto: Right to Play

together tens of thousands of children from once opposing communities to play football together.<sup>39</sup>

#### **2.2.4 Sport diverts violent behaviour**

According to the Swiss Agency for Development and Cooperation, Sport for Development and Peace programs implemented in the Slums of Medellin, Colombia have resulted in a drop of criminality while in Brazil, programs such as *Segundo Tempo* are expected to show children a way out of misery and violence.<sup>40</sup>

#### **2.2.5 Sport fosters peace building**

There are many examples where different sports and sports people have explicitly worked in a conflict- resolving manner, and where sport has been seen as a bridge-building activity and an alternative to violence and destructive conflict.<sup>41</sup> A football festival in the Bo region during the civil war in Sierra Leone was one of the few activities that could provide a sense of normality during the conflict.<sup>42</sup> Football apparently had, the power to literally stop the war, albeit only momentarily.

The festival provided a “safe space” for conflicting sides to interact as football matches were occasionally held between the military, civilians and the fighting group, indicating that sport-based peacemaking facilitates reconciliation efforts in affected communities.

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<sup>39</sup> GASSER, Patrick; LEVINSEN, Anders (2004), Breaking Post-War Ice: Open Fun Football Schools in Bosnia and Herzegovina”. Sport in Society, Vol.7, Iss. 3, Pg. 457-472.

<sup>40</sup> SWISS AGENCY FOR DEVELOPMENT AND COOPERATION (2005). Sport for development and peace. Berne.Pg 8.

<sup>41</sup> WOODHOUSE, Tom (2010). “Peace keeping, peace culture and conflict resolution”. International Peace keeping. Vol. 17, iss. 4, pp. 486-498.

<sup>42</sup> VAN DER NIET, Anneke (2010), Football in post-conflict Sierra Leone: African Historical Review, Vol.42, Iss. 2, Pg. 48-60.

Moreover, peace building through sport presents the military institution with a new way to create positive connections with civilian populations in conflict zones.<sup>43</sup>

### **2.2.6 Sports creates dialogue**

The famous “ping pong diplomacy” between the People’s Republic of China and the United States was launched in 1971 when an American national table tennis player missed his bus after a practice and was invited onto the Chinese team’s bus. One of the Chinese players offered a silkscreen portrait to his American counterpart in greeting. The American later presented the Chinese player with a T-shirt containing the peace symbol and the words “Let it be.” The media attention that followed this incident led to an invitation for an American government delegation to visit China.

More recently, the term “cricket diplomacy” has been used to describe the improvement of relations between India and Pakistan resulting from an informal invitation from Prime Minister Singh to General Musharraf to watch an international cricket match between the two nations. In 1993, the United Nations restored the ancient tradition of the Olympic Truce, under which athletes from warring nations are granted safe passage to participate in Olympic Games. Since 1993, prior to every Olympics, the Olympic Truce has been reaffirmed by the United Nations General Assembly through a symbolic Resolution entitled Building a Peaceful and Better World Through Sport and the Olympic Ideal.

The most recent, Resolution 61/10 invites Member States, the United Nations system (including the governing bodies of United Nations agencies), sport-related organizations, the media, civil society and the private sector to collaborate to promote greater awareness and action to foster

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<sup>43</sup> GIULIANOTTI, Richard and ARMSTRONG, Gary (2011), Sport, the Military and Peacemaking: History and Possibilities, *Third World Quarterly*, Vol. 32, Issue. 3, Pg. 379-394.

peace.<sup>44</sup> Building on the spirit of the UN General Assembly resolutions, in 2007 the International Olympic Committee, the Association of National Olympic Committees of Africa, and the African Union issued the Brazzaville Declaration, proposing to join their efforts with those of governments, NGOs and private partners to create a fund for sport for peace initiatives.<sup>45</sup>

## **2.2 SPORT AND CONFLICT RESOLUTION**

Sport for Development and Peace is a relatively new social intervention strategy and an emerging interdisciplinary research field. However, in spite of the growing body of SDP literature, the academic community has stressed the lack of research analyzing the interplay between sport and peace from a perspective of peace and conflict resolution studies. Although an important number of studies examining the role of SDP programs have been produced, Sugden and Haasner affirm that only a few interventions and studies are grounded in conflict resolution theories.<sup>46</sup>

### **2.2.1 THE 3R APPROACH TO PEACE**

Galtung's 3Rs approach to peace building illustrates some of the ways in which sport may support conflict resolution initiatives. For Galtung, the holistic process of peace building includes 3 Rs or key factors: reconstruction of peoples and places after violence, reconciliation of the parties in conflict and resolution of animosities.<sup>47</sup>

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<sup>44</sup> UNITED NATIONS GENERAL ASSEMBLY, Sport as a Means to Promote Education, Health, Development and Peace, 3 November 2006, A/ Res/61/10

<sup>45</sup> BRAZZAVILLE DECLARATION, 11 January 2007,

<sup>46</sup> SUDGEN, John; HAASNER, Adrian (2009). *Sport interventions in divided societies*. <<http://www.football4peace.eu/Downloads/Publications/sugdenhaasner2009.pdf>> Retrieved on 6th August 2016

<sup>47</sup> GALTUNG, JOHAN (1998). *Peace by peaceful means: peace and conflict, development and Civilization*. New York: Sage. Pg. 8

### **2.2.2 Reconstruction**

Galtung further divides reconstruction into four subcategories: rehabilitation, rebuilding, restructuration and reculturation. SDP programs can provide rehabilitation and healing through psycho-social programs. One example of this comes from Sri Lanka, where cricket, the country's most popular game, is used to rehabilitate hundreds of child victims of the internal conflict through the Cricket for Change program.

Furthermore, FIFA has played a central role in rebuilding sports facilities in regions affected by conflict and violence. For instance, they promised funds to rebuild a football pitch in Gaza which had been bombed. In Afghanistan, the national stadium, the site of executions, was also repaired and reopened with the support of this organization.<sup>48</sup>

In restructuration, sport-for-peace programs can facilitate the building of relationships and thereby social inclusion.<sup>49</sup> In reculturation, SDP programs can serve as hooks, getting people involved in sport and establishing sports clubs and leagues based on accepted cultural rules, so strengthening civil society and democratic processes.

In several African countries, such as Sierra Leone, football tournaments have been established with different ethnic groups playing together as teams, to reduce inter-tribal conflict by fostering a sense of national identity as opposed to tribal rivalry.

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<sup>48</sup> LEA-HOWARTH, JONATHAN (2006). Sport and conflict: is football an appropriate tool to utilize in conflict resolution, reconciliation or reconstruction? Contemporary War and Peace Studies, MA Dissertation, University of Sussex, Pg 16

<sup>49</sup> KVALSUND, PELLE (2005), "Sport as a tool for peace-building and reconciliation". Input Paper for the Break-Out Session. 2nd Magglingen Conference. Magglingen, Switzerland.



### **2.2.3 Reconciliation**

This stage aims at (re)building positive relations between former enemies who were both victims and perpetrators. Sport can contribute to building a more positive environment by helping people to regain a sense of security and normality, thus, facilitating reconciliation between opposing parties.<sup>50</sup>

Hoglund and Sundberg identify instances in which sport has contributed to reconciliation in South Africa at three different levels:<sup>51</sup>

#### **a) Reconciliation at the national level through symbols**

Sport provided a space to represent the idea of the country being a multicultural nation or 'rainbow nation'. South Africa's first Olympic appearance since the 1960's, when international anti-apartheid protests led to its exclusion from the event, was at the 1992 Olympics.

The Olympic team, with both black and white athletes, flew in an airplane with the country's flag painted on it. This provided an opportunity to use sport as a way to portray the political and social shift of the nation.

#### **b) Reconciliation through communal activities**

A direct use of sport can be found in military demobilization and integration processes, rehabilitation of child soldiers and games of football in refugee camps. In addition, through football tournaments and competitions, people have a chance to interact with members of other communities. Sport constitutes an easy, low-cost opportunity for people to socialize and strengthen community ties.

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<sup>50</sup> BORSANI, Serena (2009). The contribution of sport with the process of peace and reconciliation. Human rights and conflict management, MA Dissertation, Santa Anna School of Advanced Studies. Pg 11

<sup>51</sup> HOGLUND, Kristine; SUNDBERG, Ralph (2008). "Reconciliation through sports? The case of South Africa". Third World Quarterly, Vol. 29, iss. 4, pp. 805-818.

### c) **Reconciliation through individual development**

The use of sport for individual development rests on the idea that, in order to be at peace with society, one has to first be at peace with oneself. To achieve this, a number of SDP programs in the country use life skills training, gender empowerment and HIV awareness seeking to create a positive impact on the personal development of participants.<sup>52</sup>

#### **2.2.4 Resolution**

A potential contribution of sport to conflict resolution processes is that it provides a sub-systemic nucleus around which social networks can be formed and where members can be taught about resolving conflict. The organization Football for Peace (F4P) with ongoing projects in Israel, Jordan and Northern Ireland, for example, has been using sport to encourage social contact across community boundaries while teaching participants about peaceful coexistence and resolution of conflicts.

By using ‘disagreements’ that may arise among participants during sport activities, Football for Peace coaches have introduced the concept of ‘teachable moments’, a space to encourage children to learn how to solve disputes in a constructive way.<sup>53</sup>

Another example of the use of sport to foster peaceful resolution of conflicts comes from Colombia where the Football for Peace Methodology has been instrumental in creating opportunities for dialogue via sport, among at-risk youth in disadvantaged communities.

Other approaches to examine the validity of sport as a tool for social transformation and change include Lederach’s web-approach to peace building which emphasizes the creation of strategic

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<sup>52</sup> Ibid

<sup>53</sup> Ibid

networks. These networks (web-making processes) are particularly relevant for NGOs.<sup>54</sup> As they are middle level actors, they are strategically placed to get people together and promote dialogue and to bring community needs as well as grassroots efforts to promote social change to the attention of regional and national authorities.<sup>55</sup>

Additionally, use of rituals may provide a framework to assess the validity of sport as a peace building tool. This approach emphasizes the use of rituals to ‘humanize’ victims and aggressors who, through violence, have dehumanized others or been dehumanized.<sup>56</sup> In this context, a ritual can take the form of physical activity or a sporting event.

### **2.3 USING SPORT TO PREVENT CONFLICT AND BUILD PEACE**

In El Salvador, for example, where communities are struggling with a legacy of gang violence in the aftermath of a prolonged civil war, the *Scotiabank Salud Escolar* Integral program uses sport, play and physical activity to teach life skills — especially conflict prevention and non-violent conflict resolution — to primary and secondary school children, equipping them to make healthy choices later in their lives.<sup>57</sup>

Sport can play an important role in reducing social tensions and conflicts at the community and national level by addressing the sources of this exclusion and providing an alternative entry point into the social and economic life of communities. At the individual level, sport can aid fitness, foster health, and enhance mental health and well-being by reducing stress, anxiety, and

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<sup>54</sup> LEDERACH, John (2005). *The moral imagination: the art and soul of building peace*. New York: Oxford University Press.

<sup>55</sup> Ibid

<sup>56</sup> SCHIRCH, Lisa (2005). *Ritual and symbol in peace building*. Bloomfield, CT: Kumarian Press.

<sup>57</sup> Ibid.

depression. There is also evidence that sport participation can enhance self-concept, self-esteem and self-confidence.

The Derby Bosnia-Herzegovina Community Association and the Zimbabwean Association football team both provide opportunities for members of their national community to participate in regular team sports and, in so doing, to build stronger bonds within their own communities and greater opportunities for mutual social support.<sup>58</sup> Stakeholders in both programs indicated that bonding had overcome some of the ethnic, political and religious divides which were endemic in their country of origin.

The Madeley Youth and Community Centre Project in the UK uses sport to build bridges between the local “host” British Asian community and Kurdish refugees and asylum seekers who recently moved into the area. Similarly, the Swansea World Stars football team, made up of refugees and asylum seekers, constituted itself as a competitive sporting team in a formal domestic league in Swansea with a plan to build links with other local teams in the Swansea area, rather than simply playing football within the group.<sup>59</sup>

The Sport Link project in Charnwood, UK uses sport to develop links between refugee and asylum seeker groups and other institutions. Referral services for women link with medical institutions (doctors’ medical practices and health centres) and local government institutions and give access to sports facilities in the local university, with the goal of fostering educational aspirations in youth participants.<sup>60</sup>

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<sup>58</sup> SAMANTHA NANAYAKKARA1 and IAN CULPAN, *New Zealand Journal of Asian Studies* 14, 1 (June 2012):Pg 78

<sup>59</sup> AMARA, MAHFOUD, ET AL. (2008) "The roles of sport and education in the social inclusion of asylum seekers and refugees: An evaluation of policy and practice in the UK..

<sup>60</sup> Ibid.

Similarly, the Kingsway Court Health and Well-Being Centre links the provision of sport and physical recreation opportunities to other services for refugee and asylum seeker groups, including information and advice on men's and women's health, community development, English as a Second Language classes, and child care.<sup>61</sup>

The National Republic of Tanzania's Sport Development Department has been particularly successful in using sport to address conflict among Tanzania's refugee population. Projects begin by mixing refugee children from different groups in supervised sport and play activities, encouraging them to form friendships across ethnic and cultural boundaries, and building in conflict prevention messages and skill building. Parents are encouraged to become involved and participate as well. The government feels these programs have been very successful in building bridges between the various refugee communities and reducing incidents of conflict. The Tanzanian government has also declared September 21 to be National Sports Day.

The Bakuria Peace Camp in Georgia and Summer Peace Camp in Bulgaria were established to promote tolerance and encourage the establishment of new relationships among children and teenagers from different conflict zones. Both programs use sport and recreation to develop team spirit in participating children and teenagers.<sup>62</sup>

Developing team spirit helps to remove the psychological barriers that hinder the creation of relationships among them. International humanitarian organization Right to Play's Sport Works

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<sup>61</sup> Ibid.

<sup>62</sup> INTERNATIONAL PLATFORM ON SPORT AND DEVELOPMENT

Chad program uses sport and play programs to improve health and build life skills among children in participating refugee camps and host communities.<sup>63</sup>

Games and activities promote peace-building and community cohesion and teach conflict resolution skills, focusing on teamwork, fair play, and inclusion and integration of different ethnic groups.

## **2.4 USING SPORTS DURING CONFLICT**

During the 1994 Lillehammer Olympic Games, conflict in Bosnia ceased long enough to permit the inoculation of 10,000 Bosnian children and a ceasefire between the Sudanese government and an armed opposition group was secured. Most recently, an Asian Cup football victory brought momentary social cohesion in the midst of widespread factional violence in Iraq.

To successfully reduce inter-group prejudices, sport for peace initiatives must promote equal status, cooperation and common goals, and reward moments of cross-community intimacy. For example, Football for Peace is a sport-based project for Jewish and Arab children in Northern Israel, which operates under a framework of neutrality, equity and inclusion, respect, trust, and responsibility.<sup>64</sup>

The Cross Cultures Project Association (CCPA) is a humanitarian organization which develops and implements cross-cultural projects to promote reconciliation and integration through dialogue and collaboration. One of its projects, Open Fun Football Schools, brought together teachers, instructors, trainers and children from different ethnic and social backgrounds in

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<sup>63</sup> MARTINEK T & HELLISON D (1997), *Fostering Resiliency in Underserved Youth Through Physical Activity*, National Association for Physical Education in Higher Education , Pg. 34-49.

<sup>64</sup> SUGDEN J, (2006) *Teaching and Playing Sport for Conflict Resolution and Co-existence in Israel*, International Review for the Sociology of Sport, Pg 221-228.

Bosnia-Herzegovina to promote social unity and democratic behaviour through grassroots football.<sup>65</sup>

In 2006, CCPA trained seven Iraqi coaches in the principles and methods of its Open Fun Football Schools. These coaches have since organized five football schools, reaching a total of 1,000 boys of mixed ethnicity in Baghdad neighborhoods. They have also trained 16 more coaches to build on their initial effort.<sup>66</sup> By fostering relationships between children of different ethnicities and religious communities the projects are also helping to build bridges between these communities at the individual level.

Sporting events naturally attract media and public attention where High-profile athletes from conflict zones can bring international attention to raging conflicts and provide examples of working together across the divide, as part of their own sporting activities or through specially organized events. For example, leading international football club Real Madrid was brought to Israel by the Peres Centre for Peace to play a match against a mixed Israeli-Palestinian squad. The goal was to focus attention on local peace efforts and communicate a strong peace message.

In August 2004, when the Brazilian National soccer team travelled to Port au Prince to play a game against the Haitian National soccer team, Brazilian peace-keepers stationed on the island handed out tickets to the match in exchange for firearms. The effort to disarm local factions in the country garnered the attention of the United Nations Educational, Scientific and Cultural Organization, who applauded the act as one of the most important initiatives of the International Decade for a Culture of Peace and Non-Violence for the Children of the World, 2001–2010.<sup>67</sup>

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<sup>65</sup> Cross Cultures Project Association

<sup>66</sup> Ibid.

<sup>67</sup> Ibid.

For example, in the midst of the Gaza crisis in the summer of 2007, an 85-year-old Jewish surfer from Hawaii who introduced surfing to Israel in the 1950s, delivered 12 surfboards to the small, but committed, surfing community in Gaza. One Voice, an Israeli/Palestinian conflict resolution organization, made contact with the Palestinian surfers and negotiated the transfer of the boards with the Israeli military authorities responsible for border control.

This project attracted significant media coverage in the United States and in the Middle East and led to the creation of Surfers for Peace, a joint Palestinian/Israeli initiative to mobilize the surfing community, including its elite athletes, to unite one million Palestinians and Israelis in support of a peace settlement in the region. The Surfers for Peace initiative is an example of how sport can be used to give a human face to those on opposing sides of a conflict.

## **2.5 USING SPORTS AS A MECHANISM OF PEACE BUILDING**

Sport for peace initiatives are particularly effective in helping to build confidence and trust between opposing parties and advancing the healing process. Healing comprises strategies, processes and activities aimed at improving the psychological health of individuals or rehabilitating and reconstructing local and national communities.<sup>68</sup>

In this respect, sport has been particularly important to emerging nations trying to forge a new identity internally and with the rest of the world. In the context of peace-building, sport offers a means to create positive new shared identities among formerly opposing groups in order to build a solid foundation for a peaceful future. The successful use of sport as a ritual for this shared

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<sup>68</sup> Ibid



identity-building relies on cultural sensitivity and the use of symbols that are meaningful to those involved in the reconciliation process.<sup>69</sup>

In South Africa, apartheid has ended but its effects are still felt in a society that remains heavily divided by race and social class. Peace Players International-South Africa (PPI-SA) established the Bridging Divides Program to break down race barriers, educate children about health issues, and provide alternatives to crime in the KwaZulu-Natal province.<sup>70</sup> The program brings together children and youth from different backgrounds to play basketball and forge positive relationships that transcend race, culture and religion.

Since 2000, PPI-SA has taught basketball to over 25,000 children; involved 7,000 boys and girls in inter-community leagues, life skills clinics, court launches, tournaments and clubs; and trained and employed 2,000 young South African adults as coaches and mentors. An external evaluation of this program concluded that it contributed noticeably to breaking down racial stereotypes and divides and that school and sport contexts provided the most favorable environments for multicultural mixing.<sup>71</sup>

Building empathy is an essential stage in the reconciliation process. Empathy comes with the willingness of victims to listen to offenders' reasons for causing them pain, and with offenders' listening to and understanding the anger and bitterness of those they have hurt.<sup>72</sup>

In 1996, the Youth Sports Association in Kigali established the Espérance community sports club to foster healing and reconstruction following the 1994 Rwandan genocide. Espérance uses

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<sup>69</sup> SCHRICH L, (2005) *Ritual and Symbol in Peace-Building*, Kumarian Press, USA.

<sup>70</sup> PEACE PLAYERS INTERNATIONAL, online: Peace Players International <<http://www.peaceplayersintl.org>>.

<sup>71</sup> BOTES L & PELSER A, (2005) *The Impact of Playing for Peace's 'Bridging Divides' Program: South Africa*, University of the Free State, Bloemfontein.

<sup>72</sup> IIIDEA

football to develop young people's capacity to resolve conflict peacefully and as a forum for education on peace, health, and human rights issues. In addition to other activities, sport events are used to publicize the Gacaca, a community justice process instituted by the government in 2001 to reconstruct what happened during the genocide; speed up legal proceedings; and aid the process of reconciliation. Espérance uses its outreach activities to raise awareness of the system and its benefits to communities. Sport can be used to build empathy and as an information platform to inform people of, and promote, truth telling processes.

In Rwanda, the annual Great Lakes Region Invitational Basketball Tournament is hosted in memory of Giséme Ntarugera Emmanuel, a well-known basketball player killed during the 1994 genocide.<sup>73</sup> The tournament attracts men's and women's teams from neighbouring Burundi and the Democratic Republic of Congo, and serves as a remembrance activity with community theatre performances, visits to genocide museums, and public speeches. The tournament brings together inter-ethnic teams, using competition in a friendly environment to reinforce the shared identity of former opposing groups. It engages all sides in commemorating the Rwandan genocide in an effort to ensure it is never repeated. Therefore, Remembrance is an essential process because it publicly acknowledges the pain of victims, invites offenders to take responsibility for their actions, and offers a means to understand, learn from the past, and build a lasting reconciliation.<sup>74</sup>

Sports for peace initiatives are used for demobilization and disarmament, but most frequently for reintegration. In periods of demobilization, sport is particularly useful when soldiers are in camps, especially for long periods, because it offers a healthy and entertaining way to pass the

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<sup>73</sup> ALSA BASKETBALL <<http://www.alsabasketball.com>>. Retrieved on 29<sup>th</sup> July 2016

<sup>74</sup> Ibid

time during long periods of inactivity.<sup>75</sup> This helps to prevent fights and other disruptions from breaking out. With respect to disarmament, sport is used along with other incentives — such as car raffles and livestock — to induce former combatants to turn in their weapons in post-conflict zones.

The famous Brazil-Haiti soccer match in Port au Prince in August 2004 — where prized tickets were exchanged for firearms as part of an effort to disarm rival factions in the country. Reintegration requires that ex-combatants relinquish their military identity as their primary identity and learn to build a new identity linked to qualities and accomplishments valued in civilian life. Sport for peace initiatives can be helpful in this process. By mixing ex-combatants and non-combatants on the same teams, sport-based initiatives can help to replace military affiliations with new team-based bonds and relationships.

Sport also provides an important means for community members, once subjugated by armed combatants, to establish peer-to-peer relationships with ex-combatants based on equality instead of force. This is an important process for community members and ex-combatants alike. Where respect was formerly commanded at the point of a gun, it must now be earned on the playing field with everyone on an equal footing.

World Vision International's Youth Reintegration Training and Education for Peace Project (YRTEP) in Sierra Leone uses football, in addition to dances and a confession process, to help ex-combatant youth reintegrate into their communities.<sup>76</sup> The project was designed to provide non-formal education activities to 45,000 youth affected by the war — approximately half of

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<sup>75</sup> OECD DAC, (1997), Guidelines on Conflict, Peace and Development Cooperation, Pg. 243.

<sup>76</sup> RELIEF WEB <<http://www.reliefweb.int/library/documents/2002/care-sle-31aug.pdf>>. Retrieved on 31<sup>st</sup> August 2016

whom are ex-combatants.<sup>77</sup> This is followed by a three-month comprehensive training program for ex-combatants and non-combatants in areas such as: reintegration and sensitization for ex-combatants; vocational and life skills counseling; livelihood skills development; environmental protection; health; peace and conflict prevention education; and functional literacy and numeracy.<sup>78</sup>

The International Red Cross uses high-profile soccer celebrities to raise awareness and resources for the removal of land mines, as does UNICEF's Spirit of Soccer (SOS) campaign in the former Yugoslavia, which combines football games with education on the dangers of land mines. Spirit of Soccer, now in its tenth year of programming, uses coaching clinics (mainly soccer), physical education teacher-training programs, sport celebrity posters and a sport re-equipping campaign to spread its messages about mine risks and mine-safe behavior.<sup>79</sup>

In Liberia for example, after a devastating 15-year civil war that left people and communities in physical, economic and social disarray, Liberia is a country on the mend. While the country works hard to rebuild villages, roads, and communications infrastructure, the children of Liberia are learning that inclusion, teamwork, and trust can play a crucial role in their own development. Joining millions around the world in celebration of International Day of Peace, Right To Play Liberia kicked-off its second annual Peace Dream Cup on September 21, 2008 in Lofa County, Liberia.

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<sup>77</sup> HOWARTH LEA-J, (2006) Sport and Conflict: Is Football an Appropriate Tool to Utilize in Conflict Resolution, Pg. 35-37.

<sup>78</sup> FAUTH G & BONNIE DANIELS, (2000-2001) Youth Reintegration Training and Education for Peace (YRTEP) Program: Sierra Leone. (Washington D.C.: USAID Office of Transition Initiatives, 2001).

<sup>79</sup> MARSHALL, J & LEE S, (2005), Spirit of Soccer: Enriching and Saving Lives Through the Beautiful Game, Journal of Mine Action

A two-week football tournament was organized for children under 14 and demonstrated how sport initiatives can play an important role and contribute toward national peace-building initiatives by having youth come together and play cooperatively as part of a team.

In Ivory Coast, Civil war in 2002 split the country between rebel-held north and government controlled south. Political Agreement was signed on 4 March 2007 and the country is now in a post-conflict phase. Football, volleyball and basketball programs (along with local sports, games and artistic activities), have been implemented in the Ivory Coast, in order help children, youth and adult community overcome their traumatic experiences rooted in the civil conflicts of that country.

### **Conclusion**

In a nutshell, the vicious cycle of conflict and violence can be broken to and turned into a virtuous cycle with a joint action of the reconstruction of people and places, reconciliation of relationships, and resolution of issues and animosities. Among the peace building initiatives carried out in a post conflict situation sport is a very powerful, neutral, simple, universal and useful means that can contribute, under certain conditions, to speed up each stage of the long process of reconciliation.

The power of sport in the process of peace and reconciliation is given by the individuals involved in the process behavior. The difference between doing sport in its simply form and using sport to achieve reconciliation and a peaceful coexistence can only be represented by a well-structured and planned implementation.

## **CHAPTER THREE**

### **A CASE STUDY OF THE YOUNG PEACEMAKERS IN THE KAKUMA REFUGEE CAMP AND MATHARE SLUMS**

#### **3.0 INTRODUCTION**

This chapter describes two cases studies of the Mathare Youth Sports Association and the Kakuma refugee camp. Both case studies focus on the work of the MYSA youth in the Kakuma refugee camp in north western Kenya and in the Mathare area in Nairobi, one of Africa's largest and poorest slums. This chapter is based on the two case studies as well as similar examples highlighted in United Nations. Both examples demonstrate in two quite different situations the crucial role played by youth and sport in reducing communal tensions and contributing to peace and reconciliation.

#### **3.1 YOUNG PEACEMAKERS IN THE KAKUMA REFUGEE CAMP**

##### **3.1.1 Background of the Kakuma refugee camp**

The Kakuma refugee camp was established in 1992 under the management of the United Nations High Commissioner for Refugees (UNHCR) in cooperation with the World Lutheran Federation (WLF). By 1999 the camp was home to over 70,000 refugees. Nearly 70% of the refugees were from southern Sudan. The remaining 30% were from seven other countries: Somalia, Ethiopia, Democratic Republic of Congo, Uganda, Rwanda, Burundi and Eritrea. The different nationalities, as well as the different clans among the southern Sudanese, largely lived together in their own distinct parts of the camp. Over two-thirds of the 70,000 refugees were youth under 25 years old. Nearly one in three was unaccompanied minors. In the early 1990s the camp managers initiated a basic sports programme for the parentless kids and other youth. By 1998 there were

200 teams playing football, basketball and volleyball. However, those teams were largely ethnically-based teams and, as there were no organized leagues, less than a third of the teams actually played frequent matches. Although there were over 20,000 girls under 25 years old in the camp, there were no organized sports activities for them.<sup>80</sup>

### **3.1.2 Start of the new sport and development programme**

At the request of the UNHCR and WLF and with the financial support of the Dutch government through the Netherlands National Olympic Committee/National Sports Federation and Royal Netherlands Football Association (KNVB), in early 1999 some MYSA youth leaders and two Dutch volunteers went to the camp to help start new self-help youth sports and community development programmes similar to those pioneered by MYSA over the previous decade in the Mathare slums. As an indication of the priority MYSA attached to this new initiative, the MYSA Executive Council appointed a founding member of MYSA who was also a previous top striker for Mathare United FC and a former MYSA Director, 26-year old Peter Serry, who moved to the camp to launch and head the new programme.

By mid-2000, only 18 months later, there were over 12,000 youth playing on 940 basketball, football, netball and volleyball teams, including over 1,800 girls on 184 teams. Also included for the first time were sports activities in the primary and secondary schools in the camp as well as the neighboring town of Kakuma and also for over 400 disabled youth who played volleyball, wheelchair basketball, table tennis, darts and other more sedentary games such as dominoes and chess.

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<sup>80</sup> KESSELS, P. (2000). Mid-Term Review of the Kakuma Sports Development Project: Report for the Netherlands National Olympic Committee/National Sports Confederation, The Hague, Netherlands: NOC-NSF

### **3.1.3 Breaking ethnic barriers**

The first major challenge and key aim of the new Kakuma sports programme was to break through the ethnic barriers which divided the camp and dominated the previous sports activities. Despite resistance by some elders in a few ethnic groups, that was achieved by dividing the camp into eight zones which cut across the different nationalities and ethnic areas plus Kakuma town as a ninth zone. Each zone had its own ethnically diverse Sports Council and also appointed ethnically diverse representatives to the overall Supreme Sports Council.

The Technical Committees for each sport also consisted of representatives of the different ethnic groups. All teams in the under-16 years and older age categories had to be multi-ethnic but, for reasons of language and transportation, exceptions to this requirement were allowed for the under 14 and younger teams.

### **3.1.4 Breaking gender barriers**

A second major challenge was to break through the gender barriers as there was initially a lot of cultural resistance to allowing girls to participate in sports activities, including objections to allowing girls to wear the usual playing uniforms for matches. Consequently, in some sports the girls wore trousers rather than shorts.<sup>81</sup> But even the girls themselves did not believe they could play a traditional boys sport like football until a team of top MYSA girls football players were flown to the camp, formed mix teams of both MYSA and Kakuma camp girls and then played a special tournament together.

There was also some reluctance from some boys and parents even to allow girls in the sports programme committees. However, that was also a basic requirement from the outset of the new

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<sup>81</sup>BROERE, M, and HOUWEN, PIETER VANDER, (2001), *Unlikely Heroes: The Dynamics of African Sports*, Amsterdam, Netherlands.



sports programme. For example, in the nine zones at least three of the eleven members of each Sports Council had to be girls. On the overall Supreme Sports Council, at least one girl also had to be included among the three representatives from each of the nine zones.<sup>82</sup>

### **3.1.5 Breaking the dependency syndrome**

A third major challenge was breaking through the dependency syndrome which is easy to adopt when you have spent a decade or more of your life as a dependent refugee living in a camp in a foreign country. But the founding principle of MYSA was also applied from the beginning of the new sports programme that if you do something, then MYSA does something; but if you do nothing then MYSA does nothing. Like MYSA, the new Kakuma Sports Association and programme was not done for the youth but was done with and largely by the youth in the camp and nearby Kakuma town.

In the new sports programme and structure there were only two paid coordinators in each of the nine zones. All except three of the paid staff were refugees. In addition there were over 600 volunteer youth leaders, coaches, trainers and referees who were all refugees from all the different countries and ethnic groups. During the first 18 months, those volunteers received special training in a series of over 20 workshops in the different sports and functions lasting 1-2 weeks each.

The first external evaluation in mid-2000 concluded that a strong organizational structure for the sports programme has been established, people have been trained according to their tasks and functions in the system and decentralization of responsibilities and tasks did take place.

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<sup>82</sup> Ibid

An administrative system and computer database are in place to register information. Training of sports facilitators is on-going and has to continue as the programme is still expanding and the level of play is increasing.<sup>83</sup>

In sum, within 18 months one of the major objectives had already been achieved as the new sports programme was largely owned, staffed, led and managed by the young refugees themselves.

### **3.1.6 Linking sport with community and environmental improvements**

Another challenge in breaking the dependency syndrome was to implement another MYSA principle that if you get something from the community than you must put something back into the community. As in the Mathare slums a decade earlier, that was achieved by linking all sports activities and teams to new community and environmental improvement projects in the camp and nearby Kakuma town.<sup>84</sup>

Some of the new community service activities were directly linked to the sports programme (e.g. washing and repairing sports uniforms and equipment, clearing rubbish and bushes on and near sports fields, etc.). But more importantly, the community service included a new Youth for Environment Programme which, with the support of the German Technical Cooperation Programme (GTZ), focused on involving all teams in the creation of new “greenbelts” in the area, including the building of small dams to provide water for tree-planting projects in and around the camp, as well as the clearing of garbage throughout the camp and parts of the nearby town.<sup>85</sup>

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<sup>83</sup> Ibid

<sup>84</sup> Ibid

<sup>85</sup> ibid

Over 150 members of sports teams received special training for organizing and implementing the community service activities. Like in MYSA, the community service activities were fully integrated with the sports leagues. The community and environmental improvement activities were included in the same schedule as the match fixtures and all teams received extra points in the league standings for completing their community service projects.

### **3.1.7 Tackling social and health threats to youth**

A fifth challenge, in the Mathare slums, was to link the sports activities to social and health risks facing the young refugees and especially to new initiatives on reproductive health issues such as family planning plus AIDS awareness and prevention. Initially, over 30 supervisors and volunteers were trained as a core group of peer educators and leaders for the new information and awareness campaigns on these issues. The first group were all males but the training later extended to include female peer educators and leaders as well. The programme also included the distribution of free condoms.<sup>86</sup>

### **3.1.8 Integrating the disabled in the sports activities**

A sixth challenge was to integrate youth with physical and mental disabilities into the sports activities as they had been neglected and largely ignored previously. New sports activities, facilities and equipment such as crutches and wheelchairs were included in the programme from the beginning. For example, within 18 months over 400 disabled youth, including 51 females, participated in over 300 official matches in different sports every month in addition to their training sessions and friendly matches. To ensure their views and interests would continue to be respected; representatives of the disabled boys and girls were also added to the overall Supreme Sports Council.

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<sup>86</sup> Ibid

The evaluation in mid-2000 concluded that “the sports programme is much appreciated by the disabled. They are excited about the fact that they are given the same opportunities as the non-disabled people. They regard sport as very important as it makes them focus on what they are still able to do and on improving this ability....It changes the view of the disabled about themselves and by the outside world of the disabled. It makes them happy and proud.”<sup>87</sup>

### **3.1.9 Sport, peace and reconciliation in the Kakuma refugee camp**

In only 18 months, the new self-help youth sport and community development programme in the Kakuma refugee camp and town succeeded in breaking down barriers and prejudices between the different nationalities and ethnic groups, between boys and girls, between the disabled and non disabled youth and between the refugees and Kenyan youth in the nearby town. An evaluation report in mid-2000 concluded that the new programme played a role in changing the mentality of society members.

According to many people, including the UNHCR head of sub-office, the community leaders and police officers, the project has a very positive influence on the Kakuma society, especially on the young people in the camp and in Kakuma town. Sport keeps the youth busy so they are less bored and have less time for wantonness. It is obvious there are less tensions since the programme started. And if problems occur, they will be solved in a less violent way. People know each other from the sports field and, secondly, they have learned to respect each other and to solve problems other than by fighting as people are brought together and get familiar, there is more understanding for each other’s problems.<sup>88</sup>

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<sup>87</sup> Ibid

<sup>88</sup> Ibid

The evaluation also reported that the UNHCR head of the Kakuma refugee camp stated that he considers the programme as the most cost-effective project in the camp. With a relatively modest budget the impact is enormous in the sense that there is less violence and destruction, this less protection and restoration is needed. The programme makes people aware of their responsibilities and opportunities. The community service done by sports volunteers such as the cleaning of living areas and tree planting would otherwise be very costly or not done. There is also some income generating for the population as part of the sports materials are locally produced.<sup>89</sup>

A later and separate evaluation concluded that “multi-tribal and multi-national teams are competing in the Kakuma Sports Association leagues. Before teams were competing on tribal and national lines. Sport has helped to reduce crowd and opponent violence during matches. It has provided a unifying forum. The Kakuma all-star team is also a multi-national team. The local Turkana Community and the refugees also now interact freely.

The supreme Sports Council is multi-national with members elected from all the nationalities living in Kakuma. The stepping up of sports activities in the camp has kept a lot of youths very active helping to reduce the tension in the camp. Given stable conditions, sports have gone a long way in promoting peace and harmony in the camp.”<sup>90</sup>

The Kakuma sports programme also helped raise the self-esteem and confidence of many young refugees. For example, David Bai, a 23-year old Sudanese who had been a refugee half his life and had not seen his family since he was 8 years old, was the best volley baller in the camp and was also a top leader, referee and coach for six volleyball teams and twelve football teams.

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<sup>89</sup> Ibid

<sup>90</sup> LINDOE, P. (2001). Making Dreams Come True: Sport and Community Development in the Mathare Valley Slums, Oslo, Norway.

David spoke for many when he said “I’ve become an important person in the camp. I notice that I am respected by everyone. If you have been a refugee for as long as I have and you’re a part from your family, that respect is incredibly important.”<sup>91</sup>

Peter Serry, the MYSA leader and overall head of the new Kakuma sport and community development programme, added one of the more compelling anecdotes on its immediate impact and early success: “The most important thing is that the tensions in the camp have lessened. People have something good to do since we set up these sporting activities. From four o’clock in the afternoon you hear match whistles going off across the camp. The atmosphere has become more lively and pleasant. The director of the camp recently said jokingly to me “If there’s ever an uprising against the UN personnel, the sports development workers would be spared”.<sup>92</sup>

The importance of sport in promoting peace and also helping achieve the Millennium Development Goals is highlighted in the 2003 report of the United Nations Inter-Agency Task Force of Sport for Development and Peace. “The chief finding” of the Task Force was that “well-designed sport based initiatives are practical and cost-effective tools to achieve objectives in development and peace”. The Task Force then concluded and recommended that “sport is a powerful vehicle that should be increasingly considered by the United Nations as complementary to existing activities.”<sup>93</sup>

The validity of that conclusion and recommendation is certainly demonstrated and reinforced by the achievements of the Kakuma sport and community development programme as well as in

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<sup>91</sup>Ibid

<sup>92</sup> Ibid

<sup>93</sup> SPORT FOR DEVELOPMENT AND PEACE: Towards Achieving the Millennium Development Goals, Report of the United Nations Inter-Agency Task Force of Sport for Development and Peace, August 2003, Executive Summary, v.

many other similar projects since then in refugee camps and in post-civil war and even post-disaster situations around the world.<sup>94</sup>

### **3.1.10 Following the refugees home**

Many of those who benefited and excelled in the sport and community development training programmes in the Kakuma camp were refugees from southern Sudan. As an extension of that programme in the camp, it was agreed that when they returned home, they would provide a nucleus and network of trained expertise for starting similar self-help youth sports and community development projects in southern Sudan.

It was also agreed that MYSA would try to help them get the funding needed to start and expand such projects when they returned home. In 2005, after the successful peace talks and signing of eight protocols earlier that year, MYSA started a pilot project in the town of Rumbek in southern Sudan which was then the administrative capital. Some of the key youth leaders involved in the Kakuma sport and development programme were from Rumbek and they as well as SPLM leaders wanted to test the MYSA approach in a pilot project which could then be adapted and expanded to other communities in southern Sudan.

Another reason for focusing on Rumbek was that it was at the centre of the Child Soldiers Demobilisation Programme in 2001 that saw over 3,000 children demobilized and placed in a child care centre in Rumbek for orientation and reintegration into civil society. The child soldiers underwent a programme aimed at reintegrating them into civil society through education,

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<sup>94</sup> SWISS AGENCY FOR DEVELOPMENT AND COOPERATION (2005), report on “Sport for Peace and Development” and the United Nations (2006), Sport for a Better World: Report of the International Year of Sport and Physical Education, New York, USA: United Nations.

psycho-social support and vocational training”.<sup>95</sup> Those youth were part of defending their communities in southern Sudan and deserved the chance to help re-build them.

## **3.2 YOUNG PEACEMAKERS IN THE MATHARE SLUMS**

### **3.2.1 Background**

The Mathare and neighboring areas constitute one of the largest and poorest slums in Africa and are home to well over half a million people from different ethnic groups. From the outset in 1987, the MYSA leaders, committees, teams and staff have always been ethnically neutral and been composed of youth from all ethnic groups.

Today MYSA is likely the largest self-help youth sports and community development organization in the world. MYSA now has over 21,000 boys and girls actively participating in its over 120 leagues in 16 zones as well as its linked slum garbage/environmental clean-up, AIDS prevention, drama, music, dance, photography, jailed kids, slum libraries and study halls, leadership awards and other community service activities. The MYSA leaders are elected by the youth from the zonal right up to the top decision-making body: the Executive Council.

On the Executive Council, the average age of the elected member is 17 years old and the oldest member is 21 years old. Of the several hundred elected leaders and decision makers in the 16 zonal committees and overall Sports, Community Service and Executive Councils, 49.3% are girls. That governance structure is the main reason why MYSA has been so successful over the last two decades. MYSA is really owned and run by the youth themselves and conforms to the

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<sup>95</sup> SUDAN TRANSITION AND RECOVERY DATABASE (2004), Rumbek County, UN Office of the Resident and Humanitarian Coordinator for the Sudan, March , 4.



classic democratic prescription for good governance “of the people, by the people and for the people”<sup>96</sup>

But in the case of MYSA “the people” are the youth in the Mathare and neighbouring slums. During the first two decades of MYSA’s existence, it was a source of comfort and pride that when there were periodic outbreaks of inter-ethnic violence in other slums and areas in the country, that inter-ethnic violence did not occur in the slum areas where MYSA was working.

Sadly, that illusion of inter-ethnic harmony and peace in the Mathare slums was tragically shattered twice, first with the Mungiki vs. Taliban clashes in the Mathare slums in early November 2006 and again during the post-election violence which erupted throughout the country in January 2008.

### **3.2.2 Mungiki versus the Taliban clashes in the Mathare slums**

The first outbreak of violence was in early November 2006 and was initiated by two ethnically-based gangs, the Mungiki consisting of Kikuyus, and the Taliban consisting of Luos, who started fighting over territory and the right to collect protection and other fees from the poor families and small businesses in the Mathare slums.<sup>97</sup> As the inter-gang clashes escalated with serious injuries and deaths on both sides, Mungiki members were also accused of the gruesome murders of two policemen. In retaliation, the police flooded into the Mathare slums and killed 22 youths

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<sup>96</sup> HILL, D (2008), *The Salvation of Soccer*, Epilogue in *The Fix: Soccer and Organized Crime*, Toronto, Canada: McClelland & Stewart Ltd, pp. 302-314.

<sup>97</sup> KIPKOECH TANUI, “Gangs take over but official Dom isn’t moved”, *Standard*, November 10, 2006, p.12.

who allegedly were Mungiki members.<sup>98</sup> Two days later, another major police operation was carried out and 11 more allegedly Mungiki members were killed.<sup>99</sup>

As the death toll and looting and burning of homes and small businesses escalated, that triggered an exodus of thousands from the Mathare slums consisting largely of innocent mothers and their children.<sup>100</sup> Some found refuge with family or friends in other slum areas. But several hundred of the poorest families had no option except to flee and camp on small pieces of open ground outside the nearby Chief's Camp and the Kenyan Air Force base near the MYSA Eastleigh Zone office.

In most cases the displaced mothers and children only had the clothes they fled in and lacked shelter, blankets and food. As these were reported largely as local clashes between two rival gangs against each other and the police, the innocent women and children forced to camp in the few open spaces were largely ignored by the United Nations and other humanitarian aid agencies except for UN/Habitat which stepped in a few days later and provided financial support for the Mathare youth efforts.

### **3.2.3 Inter-ethnic post-election violence in early 2008**

For the first few months of 2008, in Kenya the whole country was divided and convulsed by inter-ethnic conflict and violence after the disputed presidential elections in late December. Sadly, the Mathare slums were no exception. However, this time the international community and donor focused on the problems and responded from the outset to the shelter, food and other

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<sup>98</sup> "Massacre in the slums", front page headline and feature in the Daily Nation, November 6, 2006.

<sup>99</sup> "Eleven more killed in hunt for Mungiki", front page headline and feature in the Daily Nation, November 8, 2006.

<sup>100</sup> "Thousands flee their homes as slum death toll goes up: Women and children spend night in the cold", Daily Nation, November 9, 2006.

basic needs of the several hundred thousand internally displaced people (IDPs) countrywide, including hundreds of displaced families in the Mathare slums.

In mid-January 2008 while widespread rioting and inter-ethnic clashes were still rampant, the ethnically diverse MYSA leaders and staff remained united and quietly started organizing regular friendly matches among the youngest kids who, by playing together on the same ethnically diverse teams, sent a clear message of tolerance to their older brothers and fathers.

MYSA also changed its sports programme plans for 2008 and reallocated its funds to support more inter-zonal friendly matches and sports events in order to promote greater MYSA-wide solidarity in support of peace and reconciliation.

#### **3.2.4 Sport as part of the healing process for national unity**

During the post-election violence period, sport also played a major role in reinforcing the healing process and national unity. In early May 2008 the Kenyan Ministry of Youth Affairs and Sport indicated that with the emergency reallocation of government funds to help the hundreds of thousands of displaced people in camps throughout the country, there were no funds for the upcoming campaign starting in late May of the national Harambee Stars for the initial series of qualifying matches for the 2010 FIFA World Cup and African Cup of Nations.

Soon afterwards, officials of the Kenya Football Federation (KFF) also announced they lacked the funds needed to support the national team. In one of my proudest moments in Kenyan football, the clubs then also decided unanimously to risk the grants needed to ensure their own financial survival later that year and instead use those funds to finance the national team.

At the start of that campaign, Kenya was ranked 120th in the world. Within a few months, the whole nation was excited as the Harambee Stars kept winning points against higher ranked national teams such as Guinea and Zimbabwe.

Kenya then raised a remarkable 52 places in the FIFA World Ranking, achieved the highest ranking worldwide in Kenyan football history (68th) and qualified for the final round for the 2010 FIFA World Cup and African Cup of Nations. That national Harambee Stars team included 11 former or existing MUYA/ Mathare United players.

### **3.2.5 Lessons learned at the two case studies**

Some of the lessons learned in these two case studies, especially regarding youth and sport for peace and reconciliation is that sport provides healthy challenges and lessons for kids which help them cope better with life, even in the tough social, psychological and physical conditions in slums and refugee camps;

Sport helps keep kids away from drugs and out of trouble and helps them learn lessons in self-discipline, teamwork and respect for rules which then helps stay them out of trouble and in times of peace, the participation of kids in team sports is a significant factor in helping maintain peace and prevent new ethnic tensions and communal violence;

Also, the laws of the game, like the rule of law in society, help promote fair play, justice and peace on and off the field when applied to all equally.<sup>101</sup>

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<sup>101</sup> HENLEY, R. (2005), *Helping Children Overcome Disaster Trauma through Post-Emergency Psycho-social Sports Programs*, Biel, Switzerland: Swiss Academy for Development (SAD).

## **Conclusion**

In a nutshell, basing on the two case studies, no other social activity has the same potential and power as ethnically-diverse team sports for kids in reducing ethnic prejudices and tensions, promoting reconciliation and maintaining peace.

After playing with your neighbors on the field, it simply becomes harder for kids to develop or sustain ethnic and other prejudices off the field. It also becomes harder for their parents to sustain their ethnic and other prejudices off the field after cheering their own kids and their ethnically diverse teammates and friends on the field.

## **CHAPTER FOUR**

### **ROLE OF UNIVERSITY SPORTS IN PROMOTING PEACE IN EAST AFRICA**

#### **4.0 INTRODUCTION**

The overall objective of the study was to assess the role of university sports in the promotion of regional integration in East Africa and will therefore take a critical analysis on the findings in relation to chapter two and three.

Studies have been undertaken on the role of sports in peace but little work has been done in the recent past to identify the gaps in promotion of peace especially in the context of an institution of higher learning.

Data was collected, sorted, cleaned and analyzed using document analysis and thematic analysis techniques based on emerging issues. This chapter presented the outcome of the analysis of data collected during the research study.

#### **4.1 SOCIAL DEMOGRAPHIC FACTORS**

This study sought to establish the ratio between the men and the female so as to capture the levels of spread or deviation between them. This was important because in situations of conflict, the females comprise the most vulnerable population and hence it should be expected for them to be at the forefront to champion for peace through whichever means.

From the results, the male respondents comprised 62% while female respondents comprised 38%. This was carried out through tallying of the respondents' gender. Therefore it can be deduced that a higher percentage of male students participant in sports that do female students.

These results are consistent with as per KNBS 2009; there is a higher female population of female than male.<sup>102</sup> Other statistics have indicated that the number of female students in higher learning institutions is less than the counterpart male population.

#### **4.2 POPULAR TYPES OF SPORTS**

There exist diverse types of sports worldwide some of which are geographic specific and peculiar to given peoples. However, there exists sports which are renowned worldwide and fetch an enormous fan base globally. Football which is known as soccer in some parts of the world is arguably one such sport.

As per Wikipedia, football is the most popular sports in the world and this is evidenced by bodies such as FIFA, ACP, English premier leagues all which hold high membership from different nations of the world.

The study aimed at establishing the students' opinions of the popular types of sports especially in East Africa. This was necessary so as to indentify the common types of sports that can attract huge fan base and hence facilitating the promotion of peace to a wide audience as possible.

The study revealed that the frequencies for each type of sport were carried out through tallying included football 55, rugby 16, and basketball 15 while athletics and volleyball each scored 7.

The study therefore revealed that the most popular sport is football which is true as compared to Wikipedia statement. This implies that football is the best sport to be used especially as an instrument to promote peace.

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<sup>102</sup> Kenya National Bureau of Statistics 2009

### **4.3 ROLE OF SPORTS IN PROMOTION OF PEACE**

In establishing this role, a number of factors were considered to help lead to the determination of extent of role or part played by university sports in promotion of peace.

#### **4.3.1 Sports as a universal language**

The researcher aimed to find out the number of people that confer with the belief that actually sports is a universal language which can be understood by all hence can cut across cultural, political, ethnical, religious, racial, economic as well as tribal barriers to foster peace and subsequent regional integration in East Africa.

The opinions of the people were captured on the scale ranging from those who strongly agreed to those that strongly disagreed. From the results, 56% strongly agreed, 40% agreed, 3% were not sure and 1% disagreed. These percentages were arrived at by dividing frequencies of each factor over the total frequencies and multiplying by 100%

From the results, it can be deduced that more than 96% of the students are in agreement that sports is a viable instrument to promote peace. This by implication means that sports has been endorsed and accepted as an instrument to propagate peace and only a minor group of people are of different opinion who maybe with time could be convinced otherwise.

These results agree with Herbling who in his discussion stated that sports have on the several occasion been referred to as the universal language as it is common in most cultures hence understood by the majority. All sports have rules of conduct which are respected by all and which incase of any faults the penalties are gladly accepted by the participants.<sup>103</sup>

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<sup>103</sup> Herbling 2009



Further calculations on the measures of dispersion as well as central tendency were also calculated. This included the mean, and the standard deviation which stood at values of 1.49, 0.611 respectively.

#### **4.3.2 Extent of University Sports Contribution to Peace**

Views were sought on the extent to which students thought that universities sports contributed to peace. This was important to provide an in depth view on the level of awareness of operations of sports activities by students in their departments. It was crucial to get their assessments on effectiveness or utility of sports departments to promote peace so as to determine whether universities were playing a role or not in fostering peace through use of sports.

From the results, 4% did not respond, 6% of opinion not extensive, 9% of view remotely extensive, 35% fairly extensive, 38% quite extensive and 8% of view very extensive. These percentages were arrived at by first of all tallying of frequencies for each response. After this, each frequency for each response was divided by total frequencies which were then multiplied by 100%.

It can be therefore be drawn from the results that a substantial percentage of students more than 80% are at least in agreement that university sports do play a role in peace propagation though at different levels of contribution.

Tumaini players and fans rush for the Tanzanian flag to celebrate after holding hosts Kenyatta University to a 1-1 draw in their Pool B men's football match during the East Africa University Games 2010 at the University grounds on December 18, 2010.

### **4.3.3 Awareness of Existent Peace Themed Sports Initiatives**

There are a number of initiatives undertaken to address diverse socio- economic aspects of our society. This study aimed to find out the number of people who were aware of any sports themed initiatives that were happening in their communities or other parts of the East African region. This was important as it would reflect on the awareness levels as well as the exposure that is accorded to sports to as tool for promoting peace and integration.

From the results, it shows that 18% of the respondents were aware of the existence of any peace themed sporting activities in the region while 82% were not aware of such activities. This was despite the fact that majority of the respondents had supported the fact that sports is universal language and that university sports have contributed to promotion of peace.

From the findings it can be deduced that universities have yet to stand out strongly as peace promoters through the use of sports given the small percentage of people who are aware of peace themed sports activities. It can also be concluded that there is a gap in the area of awareness campaigns. The results coincide with the ACCORD which in its statement noted that in promotion of peace, Universities have put more emphasis on developing syllabus based on peace. The overemphasis on peace based curricula by universities can be blamed for overshadowing of peace themed sporting activities that are held in the region including the East Africa Sports University games held in view of promoting peace.

## **4.4 CONTEXTUAL FACTORS**

### **4.4.1 Impact of Availability of Sports Facility on Success of University to Promote Peace**

Sports require facilities and equipments to facilitate people engaging in them. These include fields, nets, balls, and swimming pools among a many more depending on the sport activity. The

study sought to find out how the availability or unavailability of these facilities influenced the successful use of sports as a tool to promote peace in the East Africa region.

From the results, they indicate that 17% of the respondents thought it did not contribute much, 15% responded a bit much, 27% responded much, 16% quite much and 25% replied very much. From these it can be concluded that quite a majority of respondents thought that availability of sports facilities was an important factor in enhancing the use of university sports as tool to promote regional peace.

These results are in line with Doll- Tepper (2006) who identified the widening gap between poor and the rich as linked to a shortage of physical education and sport for all programmes, a lack of financing for sport, few sport facilities and little equipment all which negatively affect peace.<sup>104</sup>

#### **4.4.2 Impact of government policy on university sports to promote peace**

Government policy has to do with the rules and procedures guiding public conduct in the diverse economic, social as well as political spheres. The research purposed to find out from the respondents the extent to which government policy among the east Africa nations had influenced on the success of utility of sports as an instrument to propagate peace in the region that would lead to subsequent integration in the region.

From the results, it showed that 6% of respondents strongly agree, 43% agree, 32% not sure, 15% disagree and the remaining 3% strongly disagree that the government policy in East Africa favors promotion of university sports to promote peace.

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<sup>104</sup> Doll, Tepper 2006

The large percentage of respondents who were not sure can be attributed to lack of information and awareness of what the government policy is as concerns sports in the East Africa Region. However, a majority of the respondents contend that indeed the current government policy in east Africa does promote the use of University sports in promoting peace in the region.

These agrees with Donnelly (2004) who pointed out that the African Union Commission put in place a draft policy framework for sport in Africa with intent to harmonize the strategic development of sport in Africa meant to address challenges with regard to sport for all, economic development, environment, youth and peace among others.<sup>105</sup>

#### **4.4.3 Impact of Awareness on success of university sports to promote peace**

Information is power and an informed society is a progressive society. Therefore awareness is important as it informs people of what is happening and what is expected of them as well as understand the goals and objectives that are targeted. Awareness can be accomplished through use of notices, posters, radio and television announcements or publicity through the media. This will serve the purpose of keeping people abreast on events as they unfold.

From the research, it was established that 6% of the respondents were of the opinion not much, 18% a bit much, 29% much, 25% quite much and 18% very much. This shows that a majority of the respondents were of the view that level of awareness does play a crucial role in determining the success of university sports of a tool for promoting peace.

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<sup>105</sup> Donnelly 2004

The research results are in line with Malcolm (2006) when he stated limited access to sport services, sports information and the issues of doping are becoming increasingly problematic.<sup>106</sup>

#### **4.4.4 Impact of political stability on success of university sports as tool to promote peace**

Political stability refers to a state of peace and cooperation and smooth working in the government operations creating a conducive environment for social and economic development. Most states in Africa have for centuries been plagued with civil wars and coup de tats which bring about turmoil and insecurity which hampers normal socio-economic activities from taking.

The study sought to determine the extent to which the political stability was important for successful utilization of university sports as a tool to promote peace. From the research results, 14% of the respondents not much, 26% a bit much, 35% much, 15% quite much and 10% were of the stand very much.

It can be drawn from these results, that a majority 60% of the respondents were in support of the view that political stability is essential for successful use of university sports as a tool for peace. This facilitates a secure atmosphere that fosters interaction and socialization that leads to integration and peace. This reinforces Bekoe (2002) observation that the sub-region's weak conflict management mechanisms, and the subsequent lack of peacekeeping experience, seem to place Eastern Africa at a disadvantage for regional economic and political integration in Eastern Africa as a way of preventing and managing regional conflicts.<sup>107</sup>

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<sup>106</sup> Malcolm 2006

<sup>107</sup> Bekoe 2002

#### **4.4.5 Impact of cultural beliefs**

East Africa comprises a population made up of diverse people from different ethnic and tribal backgrounds characterized by a multicultural beliefs and traditions that shape their values and behaviors.

The research study aimed at finding out the extent to which these factors inhibited the extent to which university sports was successfully applied as a tool for peace. Therefore, respondents were asked their opinions on the subject and the responses were as follows whereby 26% of respondents replied not much, 24% a bit much, 21% much, 13% quite much and 16 % very much.

From the results, it can be drawn that a majority of the respondents were of the opinion that cultural beliefs were not much of a barrier to utilization of university sports to promote peace.

This is different from Coalter (2005) who lists a range of social and cultural barriers that impact on sport participation including: religion, culture, language, and the lingering influence of colonialism in many parts of the world.<sup>108</sup>

#### **4.4.6 Impact of resources / funds**

Financial resources are the life blood that runs many projects and programs. The research study therefore sought to find out the respondents opinion on the role or the part that availability of financial resources played in successful utilization of university sports as tool to promote peace in the East Africa.

The researcher established that 12% responded not much, 5% a bit much, 19% much, 19% quite much and 45% very much.

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<sup>108</sup> Coalter 2005

From this it can be concluded that availability of financial resources plays a major role in the successful utilization of university sports as a tool in promoting peace. This is because the logistical operations involved during organization and coordination of these sports activities would require financial resources to run them.

These matches with Doll - Tepper (2006) who identified the widening gap between poor and the rich as linked to a shortage of physical education and sport for all programmes, a lack of financing for sport, few sport facilities and little equipment all which negatively affect peace.<sup>109</sup>

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<sup>109</sup> Doll Tepper 2006

## **CHAPTER FIVE**

### **CONCLUSIONS AND RECOMMENDATIONS**

#### **5.0 INTRODUCTION**

The study was set to determine the contribution of university sports in the promotion of regional peace and integration. This was meant to establish whether universities played a role in the promotion of peace and if so whether they used sports as an instrument through their departments and to what extent.

#### **5.1 SUMMARY OF FINDINGS**

The findings of the research indicated that all universities had sports departments which were active and participated in intervarsity sports within the different countries. Further through, East Africa Sports University Federation, they participated in annual games which are aimed at promoting peace.

The research study also established that a higher percentage of male students participant in sports that do female students. The findings showed 62% of the respondents to be male while 38% were female.

The research findings also showed that among the many sports, the most popular was football with 55% of the respondents conceding this. Other games that were quite popular included athletics, rugby, volleyball and basketball.

The researcher was able to determine that more than 96% of the students were in agreement that sports is a viable instrument to promote peace as they supported the view that it was a universal language through which all people of the world understand.



The findings also revealed that a substantial percentage of students more than 80% were at least in agreement that university sports do play a role in peace propagation though at different levels of contribution with most rating it at a quite extensive level.

The research findings also indicated that universities have yet to stand out strongly as peace promoters through the use of sports given the small percentage of people who are aware of peace themed sports activities.

The researcher was able to determine that quite a majority of respondents thought that availability of sports facilities was an important factor in enhancing the use of university sports as tool to promote regional peace with more than 60% of respondents consenting to this.

It was also established through the study that a majority of the respondents contended that indeed the current government policy in east Africa does promote the use of University sports in promoting peace in the region with an over 60% of respondents confirming this.

The findings further revealed that a majority of the respondents totaling over 70% were of the view that level of awareness does play a crucial role in determining the success of university sports of a tool for promoting peace.

The researcher also determined, that a majority 60% of the respondents were in support of the view that political stability is essential for successful use of university sports as a tool for peace.

The study also established that a majority of the respondents were of the opinion that cultural beliefs were not much of a barrier to utilization of university sports to promote peace.

The study determined that availability of financial resources plays a major role in the successful utilization of university sports as a tool in promoting peace.

## **5.2 CONCLUSIONS**

The research indicated that more than half of the respondents considered football to be the most popular among other sports including rugby, basketball, volleyball and athletics. These can be concluded to be the most popular games in the East Africa region hence most appropriate to use for promotion of peace.

The research also showed that a majority of the people considered sports as an effective instrument with which to promote peace and further expressed that university sports had contributed peace promotion though it was quite unclear in the exact ways it accomplished this. It can then be concluded that university sports has contributed to peace promotion to only a rather limited extent.

## **5.3 RECOMMENDATIONS**

The research study extends the following recommendations for consideration:

- i) The university administration should put more effort and develop their sports departments through hiring of trained coaches as well as endeavoring to equip them fully as they present opportune avenues in which to participate more actively in the peace promotion process.
- ii) The university administration should create more awareness on the sports departments and its activities such as peace promotion both within it and outside to their neighboring communities as well as to the larger public.

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