The contribution of sport within the process of peace and reconciliation.

From trauma healing toward social integration.

Case study: The impact of sports in Rift Valley-Kenya, after post election violence

"Sport can play a role in improving the lives of individuals, not only individuals, I might add, but whole communities. I am convinced that the time is right to build on that understanding, to encourage governments, development agencies and communities to think how sport can be included more systematically in the plans to help children, particularly those living in the midst of poverty, disease and conflict."

- Kofi Annan, UN Secretary General

"Sport has the power to change the world, the power to inspire, the power to unite people in a way that little else can... sport can create hope... it is an instrument for Peace."

- Nelson Mandela

ORSANI SERENA    February 2009

Master in human rights and Conflict management
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ABSTRACT

Reconciliation is about bringing people together, re-building relationships and create the necessary dialogue to generate empathy to getting understanding the roots of conflict. Reconciliation is also about healing, truth and justice, is about forgiveness and about looking en route for a shared and peaceful future.

In this dissertation is shown how sport can play an important role in the complex and long process of peace and reconciliation analyzing the necessary conditions to make it happen.

Galtung’s “3R’s” conflict transformation theory of Resolution, Reconciliation and Reconstruction, gives a just theoretical framework to analyze where and how sport can be fit in the process of peace and reconciliation, empathizing the idea on how synergy is important to achieve a lasting peace. Building positive social networks through relationships is central to many of the processes underpinning each of the “3Rs”.

An holistic approach must be used also in sport for peace programs. Sport alone can not reach any reconciliation, on the contrary the nature of sport is exactly the opposite if seen as win at all costs. Sport programs, to be effectives for reconciliation, should be part of a wider and comprehensive peace building strategies, focusing the attention on the process of implementation. In that case Sport can be a low entry and high impact point for a social change.

The case study analyzes different typologies of sport interventions undertaken in the Rift Valley, Kenya, since the post election violence early last year expanding on personal experience in psychosocial support project with IOM (International Organization of migration). A small-scale survey has been done to analyze the impact of a sport league as well as sport activities implemented in Child Friendly Spaces.
ACKNOWLEDGEMENTS

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To all these and to all the not mentioned, I offer my sincere gratitude and appreciation.
INTRODUCTION

A growing number of sports persons and sport organizations have sought to intervene in conflict zones in recent years to contribute to encourage reconciliation between the opposite sides, to bring support and benefits of sport to victims of conflict. In 2005 with the *International Year of sport and physical education* the added value of sport as peace building factor was given almost unanimous recognition by the international community. The fundamental values of sport and play have been acknowledged as very important factors in the building of a stronger civil society where tolerance and good relationships are being built.

Sport for reconciliation projects can be used to promote social inclusion breaking down barriers and creating bridges between opposing groups. Sport can help the process of reconciliation building confidence and trust among diversity advancing healing process, encouraging resiliency, and giving a sense of normalcy. But Sport itself is not good or bad, it is just an empty and neutral box to be filled in and a tool to be used with values, ideas, meaning, dependent on the cultural context in which takes place and people who take part.

What can be done to raise the possibility of success in sport programs? To strengthen the impact of sport activities is important to give programs a structure developing best practices through logical models in order to illustrate the presumed relationships between project resources, goals, outputs and various outcomes activities. Logical models provide also a frame of reference for monitoring and evaluation of all stages of the programme helping and improving the implementation of it maximizing the possibility to achieve the desired outcomes.

Divulging best practices through manuals and successful structured stories should be easier to manage the challenge that sport for peace programs are coping with. Donors, seeing the impact became more willing to give money.

Another important question is: how can the negative aspect of sport such as extreme competition, social exclusion and extreme nationalism be contained and addressed?

The process is crucial and it’s the key for success. The win at all costs mentality must leave the floor to a “sport for all” approach in which the inner bad aspects of the nature of sport are contained and re-addressed by well prepared coaches. Only in this way
Sport can be a low entry and high impact point for a social change.

The case study refers to different typologies of sport activities carried out by several actors from CBO’s to INGO’s in Rift Valley, Kenya, after the post election violence early last year. For sure sport was not a priority when 300,000 affected people where waiting for basic needs such as food and shelter. Other priorities were present in the field, like resettlement, rebuilding a new life and livelihood, but sport activities, as part of wider programs have been playing an important role in the process of peace and reconciliation.
CHAPTER 1: THEORETICAL APPROACH TO CONFLICT AND CONFLICT MANAGEMENT

1.1 DEFINITION OF CONFLICT

A conflict can be defined as a form of competitive behaviour between people or groups. It occurs when two or more people compete over perceived or actual incompatible goals or limited resources. Conflicts are an essential ingredient of social change and do not need to be negative. But if conflicts are destructive or violent they need to be transformed or managed.

For centuries people attributed the constant presence of conflict to human nature. "People are just that way," they would say, and retire to avoid conflict or begin calculating new ways to defeat their opponent the next time. As long as conflict was attributed to human nature, people had little reason or hope for ever changing the disputes that oppressed them.

Recently there has been a renewed belief that destructive conflict is not inevitable or an uncontrollable aspect of human nature. People are discovering that different means of disputing and managing conflicts can produce more satisfactory outcomes. There has been a growth of interest in negotiation, mediation, and facilitated problem solving as alternative means of dispute resolution. If these procedures are to be effective and are to promote the "evolution of cooperation" (Axelrod, 1984), then more sophisticated analyses of what causes conflicts, as well as new tools for resolving them, will need to be developed.

1.2 DIFFERENT APPROACHES TO CONFLICT

Scholars use to classify conflict in different schools: conflict management, conflict prevention, conflict mitigation, conflict resolution and conflict transformation. According to conflict management approach, not all conflicts can be resolved; some of them can just be managed. This approach aims at trying to contain a conflict.
Conflict Prevention is the best way to prevent conflicts, is for them not to happen therefore this approach attempts to tackle the erupting conflict through early warning signs.

Conflict Mitigation aims at reducing the conflicts. It’s the one used the most by humanitarian operators.

Conflict Resolution is normally referred to as the Rational or Harvard Approach with the famous book “Getting to Yes”. It does not consider not negotiable needs. Everything can be negotiated. This approach is based on interests that can be discussed and negotiated. The outcome could be:
- Coercion (use of force) W/L;
- Litigation (courts) W/L;
- Win/Win solutions.

Finally, conflict transformation is based on the basic human needs theory, unless you satisfy all these needs conflicts will erupt. Transformation of norms, society and social relationship more in general in order to satisfy all those needs aiming at reaching peace and stability. It’s also a peace-building approach. Galtung suggests the 3 R of peace-building theory:
- Resolution;
- Reconstruction;
- Reconciliation;

1.3 CONFLICT TRANSFORMATION AND CONFLICT PREVENTION

The attention of this paper will follow the approach of conflict transformation and conflict prevention focusing the attention on reconciliation.

The ending of overt violence via a peace agreement or military victory does not mean the achievement of peace. Rather, the ending of violence or a so-called ‘post-conflict’ situation provides “a new set of opportunities that can be grasped or thrown away”. The international community can play a significant role in either nurturing or undermining this fragile peace-building process. The United Nations, individual states and international non-government organizations (INGOs), have become increasingly involved in trying to rebuild peaceful societies in the aftermath of violent conflict.
This dissertation adopts Galtung’s (1998) framework for understanding the holistic process after violence, in which there are three key processes called ‘the 3Rs’; ‘The problem of reconstruction after the direct violence; The problem of reconciliation of the conflict parties; The problem of resolution of the underlying, root conflict; If you do only one of these three without the other two you will not even get that one’ (Galtung, 1998, p8).¹

Galtung, proposed in the 1960s a way of looking at conflict which identifies three basic 'aspects' of conflict. His 'conflict triangle' has been refined and modified by many other conflict analysts since then, and much of the current thinking on conflict does not refer to this model. Nevertheless, Galtung's original conception remains highly relevant to the task of trying to define different kinds of work required for the handling of conflict and the different kinds of skills and personalities required to do that work.

**Figure 1 - Conflict triangle**

![Conflict Triangle Diagram]

Galtung suggested that all conflicts have three major aspects, or components. First of all there are the attitudes (A) of the conflicting parties, which tend to become more and more hostile towards each other as the conflict escalates. In order to finally reach some sort of settlement of the conflict, the parties must first change their attitudes and perceptions of each other.

---

¹ Galtung, Johan “After Violence: 3R, Reconstruction, Reconciliation, Resolution: Coping with Visible and Invisible Effects of War and Violence” 1998
Attitudes in conflict situations are very much affected by the behaviour (B) of the belligerents. Escalating degrees of violence make it more and more difficult to see the mutual benefit of ending a conflict. Galtung defined this as the task of peacekeeping. Finally, there is the matter, or matters, over which the conflict is being waged, or the contradiction (C) underlying the conflict, causes of the conflict.

The focus in Conflict Transformation By Peaceful Means was on how to transform the root conflict so that the parties can handle it, the thesis being that “it is the failure to transform conflict that leads to violence”. But then there was also another thesis, that conflict mobilizes a reservoir of energy that can be used for constructive, not only destructive purposes. In other words, violence in general, and war in particular is not only a monument over the failure to transform the conflict so as to avoid violence, but also the failure to use the conflict energy for more constructive purposes. (Galtung, 1998, p4).

At the same time, Galtung’s conflict triangle works on the assumption that the best way to define peace is to define violence, its antithesis. It reflects the normative aim of preventing, managing, limiting and overcoming violence. The first task dealing with the root conflict is to map the conflict formation, the parties, the goals, the clashes/issues. The corresponding task after violence is to map the violence formation, to understand better how the meta-conflict has run its diabolic course, wreaking havoc within and between humans, groups, societies, producing war-torn people, war-torn societies, a war- torn world (Galtung, 1998, p5).

**Figure 2 - Violence triangle**
Galtung has distinguished between direct violence, structural violence and cultural violence.

The cultural violence is the sum of all the myths, of glory and trauma, and so on that serve to justify direct violence. The structural violence is the sum total of all the clashes built into the social and world structures and cemented, solidified so that unjust, inequitable outcomes are almost unchangeable. The direct violence described above grows out of this, of some elements, or out of the total syndrome.

People involved in violent conflict, and those trying to transform it, often focus more on ending or preventing direct violence, and less on structural and cultural violence. However, structural and cultural violence are very often the underlying two roots of direct violence, and therefore to reduce the chances of relapse into war one should pay sufficient attention to all three. In practice, this means striving for a more equitable society where people feel safe, respected and represented.

The absence of physical and direct violence, used to be called peace, but this is now often called ‘negative peace’. The ultimate aim of a wider approach of peace, known as ‘positive peace’, is the eradication of direct, structural and cultural violence.

Conflict and violence triangle run in a vicious cycle that can be turned into virtuous cycle, in a prospective of conflict transformation for a social change to prevent conflicts.

1.4 “3R’s”: RECONSTRUCTION, RECONCILIATION, RESOLUTION

For Galtung (1998), the vicious cycle of conflict/violence triangle can be broken to and turned into a virtuous cycle with a joint action of the ‘3R’s’: reconstruction of people and places, reconciliation of relationships, and resolution of issues and animosities.

If you do only one of these three without the other two you will not even get that one’ (Galtung, 1998, p8).

According to Galtung (1998, p.53-61) there is not limit to work under the heading of reconstruction and he divides reconstruction in 4 subcategories: rehabilitation, rebuilding, restructuration, reculturation.
Rehabilitation mainly refers to trauma healing through psycho-social support project, rebuilding (e.g. infrastructure, buildings, networks, institutions) corresponds to the recreation of pre-war entities which are seen as desirable to keep, restructuration corresponds to a democratization, in other hand to the modification or elimination of pre-war structures which have been determined to undermine the search for positive peace and the creation of new entities that will contribute to building positive peace. Reculturation is the transformation of a culture of violence into a culture of peace. One way in which reculturation can be pursued is by training people at all levels of society in subjects such as human rights and conflict knowledge.

The second R, reconciliation, is a long process, which includes healing and closure of hostilities. Truth and justice through both international criminal court or special local tribunal and truth and reconciliation commissions are central to these processes, but alone are not sufficient for reconciliation. What is also required is to rebuild psychologically healthy environment between parties involved in the conflict, to break the vicious cycle of hate, deep suspicion, resentment, and revenge. Reconciliation therefore refers to the new relationship created, which is based on the healing of deep emotional scars or, using Galtung terminology, rehabilitation.

The last R refers to resolution. Conflict scholars draw different meaning to this term. Traditional scholars consider resolution as a short-term solution to conflict, through achievement of a cease-fire. This can include for example the use of force with a military intervention and the use of a third party as mediator. In this case direct and visible violence are over but peace is not there. According to Galtung resolution means to eradicate the roots of conflict looking for a lasting peace.

Conflict transformation and prevention are based on the fusion of “3R” working together; reconciliation can best take place when the parties cooperate in resolution and reconstruction. In other words it is based on the basic human needs theory, unless you satisfy all these needs conflicts will erupt. Transformation of norms, society and social relationship more in general in order to satisfy all those needs aiming at reaching peace and stability as well as at preventing a reoccurrence of war. This definition well matches with the concept of peacebuilding. Peace-building, according to the United Nations (UN) document “An Agenda for Peace” is a long-term process that facilitates the establishment of durable peace and tries to prevent the recurrence of violence by addressing root causes and effects of conflict through reconciliation, institution building, and political as well as economic transformation.
This consists of a set of physical, social, and structural initiatives that are often an integral part of post-conflict reconstruction and rehabilitation.  

CHAPTER 2: THE CONTRIBUTION OF SPORT IN THE PROCESS OF PEACE AND RECONCILIATION

As written above, peace-building is defined as a long-term process that facilitates the establishment of durable peace and tries to prevent the recurrence of violence by addressing root causes and effects of conflict through reconciliation, institution building, and political as well as economic transformation. This consists of a set of physical, social, and structural initiatives that are often an integral part of post-conflict reconstruction and rehabilitation. Among these initiatives sport is a very powerful, neutral, simple, universal and useful means for a precise end, a social change for a lasting peace.

2.1 DEFINITION OF SPORT

In 2003, the UN Inter-Agency Task Force on Sport for Development and Peace defined 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 (2001): “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.”

As indicated in “Harnessing the power of sport for development and peace: recommendations to governments summary” prepared by Right to Play,

“... sport possesses unique attributes that enable it to contribute to development and peace processes. Sport’s universal popularity, its capacity as one of the most powerful global communications platforms, and its profound ability to connect people and to build their capacities make it one of the most cross-cutting of all development and peace tools.

---

These attributes also make sport an effective, low-cost means of preventing and addressing a broad range of social and economic challenges. Sport can also be used as an important means of advancing human rights. The explicit mention of sport, play and physical activity in many international human rights instruments underscores the centrality of these activities to human health, development and well-being and establishes a strong and compelling foundation for Sport for Development and Peace.

Building on the international human rights framework and sport’s unique attributes, sport represents a significant, yet largely untapped, source of potential for enhancing and accelerating development and peace efforts worldwide.3

### 2.2 SPORT AND 3R

In the table below is indicate what sport can do in each aspect of the 3R analysed by Galtung:

<table>
<thead>
<tr>
<th>3R AFTER VIOLENCE</th>
<th>FEATURES</th>
<th>CONTRIBUTION OF SPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td>RESOLUTION</td>
<td>HOLISTIC APPROACH, WIDE AND COMPREHENSIVE</td>
<td>• Building relationships</td>
</tr>
<tr>
<td>Of the underlying, root conflict</td>
<td>The time to start is always and the time to end is never.</td>
<td>• Creating favourable condition for peaceful solution</td>
</tr>
<tr>
<td>RECONCILIATION</td>
<td>CLOSURE+HEALING</td>
<td>• Increasing possibilities of success trough building relationship</td>
</tr>
<tr>
<td>Of the parties</td>
<td>Establish reasonable working relations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(TRUST AND JUSTICE)</td>
<td>• Mental and physical rehabilitation, trauma healing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Building relationships</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Helping people to break the vicious circle of hate and revenge</td>
</tr>
<tr>
<td>RECONSTRUCTION</td>
<td>REHABILITATION</td>
<td>• Healing trauma and building relationships among “others” projects</td>
</tr>
<tr>
<td>After the violence</td>
<td>Healing of trauma</td>
<td></td>
</tr>
<tr>
<td></td>
<td>REBUILDING</td>
<td>• Building Sport infrastructure</td>
</tr>
<tr>
<td></td>
<td>Physically repairing or making new building</td>
<td></td>
</tr>
<tr>
<td></td>
<td>RECULTURATION</td>
<td>• Bridge to approach youth involved in sport activities</td>
</tr>
<tr>
<td></td>
<td>introducing practical conflict knowledge and skills</td>
<td>encouraging them to attend training about HR and conflict knowledge</td>
</tr>
<tr>
<td></td>
<td>RESTRUCTURATION</td>
<td>Building relationship facilitating social inclusion</td>
</tr>
<tr>
<td></td>
<td>Democratization</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Eliminating social exclusion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>strengthening the local community</td>
<td></td>
</tr>
</tbody>
</table>

---

3 Right to Play SDP IWG: “Harnessing the power of sport for development and peace: recommendations to governments. Summary” 2008
In each side of peace-building and 3R approach sport can give a strong contribution in building positive relationship and promoting social inclusion, fostering tolerance, reducing tension and generating dialogue. For sure, sport alone cannot do much, rather can even worsen the situation. It should be used in an holistic approach, in a broader and comprehensive effort, associated to wider programs of peace and reconciliation, reconstruction and development.

In Resolution, intended as the narrow meaning of stop direct violence, sport can help to create a better environment increasing the possibilities of success for other initiatives of conflict resolution. Having the opportunity to meet each other, the communities can begun to re-establish new contact, finding common ground and reducing the hunger.

Reconstruction can have benefits from sport in each of the 4 sub-categories: in Rehabilitation trough psycho-social program to heal trauma and rebuild relationship among diversity, in Reculturation as a hook to get youth involved in sport activities encouraging them to attend training about HR and conflict knowledge; sport can, by establishing self governing clubs, leagues and structures based on democratic principles and culturally accepted regulation, actively participate in the democratization process by strengthen civil society and thus become one of the building block for a more stable and peaceful state. In Restructuration sport for peace interventions can facilitate the process of building relationship facilitating social inclusion, while in Rebuilding trough new sport infrastructure where people can meet and play.4

Finally, in Reconciliation sport can still play a key role in building a more positive and healthy environment to regain a sense of security and normalcy. Sport can be used as an important pedagogical forum for peace-building. Regular sport activities are being used to promote healing, re-establishing good relationship among different ethnicity breaking the vicious circle of hate and bringing a social change that will prevent further conflict for a durable peace. During or after playing participants can engage in talks or educational programmes regarding the benefit of social integration, reconciliation and peaceful co-existence.

To have a lasting peace a “positive peace” is needed where positive peace refers to the absence of the roots of conflict with a consequent absence of violent and

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visible conflict. It's a peace building process with the involvement of several actors working on multiple levels, from grassroots and grass elite, to local governments and local communities, from international and local NGO's, to Community Based Organizations and international organizations. This process includes different types of activities like providing security reducing direct violence, building capacity creating the socio-economic foundations for long-term peace, waging conflict non violently, establishing the political framework for long-term peace, and fostering reconciliation transforming relationship trough trauma healing and justice.

The achievement of a cease-fire and stop of violent conflict only, defined as “negative peace”, can not assure the ending of structural and cultural violence, with the risk sooner or later of a new escalation of intolerance, fear, discrimination and injustice and subsequent direct violence. This concept is well represented in figure 3. Within the conflict/violence triangle, as a personal interpretation, it’s possible to identify a small circle representing positive connectors and local capacities for peace that bring people together tending to reduce tension like common experiences, shared values and interests. It is important to remember that more countries do not go to war than do and more people, even in war zones, do not fight than do. In contrast dividers, represented by red arrows, are those factors that people are fighting about or cause tension increasing the dimension of the triangle pushing the three angles far away from the centre.

The several actors and stakeholders involved in the peace building process have to cooperate in an holistic and synergic approach in order to reduce the violence at all levels using the right means and the right way to achieve that goal of lasting peace. Green arrows represent these means, in contraposition to the red ones where sport is all over present but never alone, just to highlight the importance of a cluster approach.
Figure 3 - Peace and conflict triangle: contribution of sport

DIRECT VIOLENCE
BEHAVIOUR
Killing, beating, intimidating, torture…

CULTURAL VIOLENCE
ATTITUDES
Hatred, fear, racism, intolerance, distrust

STRUCTURAL VIOLENCE
CONTRADICTION
Root of conflict
Political, economic, societal mechanisms that influence the distribution and satisfaction of basic needs and interests of people, blockages and stereotypes

2.3 WHY SPORT - MENS SANA IN CORPORE SANNO (A SOUND MIND IN A SOUND BODY)

Figure 4 – Report from the UN Inter-Agency Task Force on SDP

Sport is an incredible tool of education; it’s an ideal school for life especially but not only for kids. Decades of research have documented that both play and sports have
a crucial role in the optimal growth, learning and development of children from infancy through adolescence.

They offer a dynamic process that develops and changes as it becomes increasingly more varied and complex through the aging process. It addresses the development of children on these levels: physical, cognitive, emotional, and social. According to Jordan D. Metzl, M.D in his book “The Benefits of Youth Sports - The Young Athlete: A Sports Doctor's Complete Guide for Parents” Sports are for fun, but they also offer benefits and lessons that carry over into all aspects of life.

In his book he does not analyse sport effects in children in a phase of post conflict but most of these benefits can be considered to be successful also in an after violence situation as shown in the next paragraph. Furthermore, here sport is meant in the narrower approach of physical activities.

He considers kids who regularly practise sports almost every day, in a west context. Still, since sport is a universal language, personal and social benefits achieved doing sport in a rich country can be well developed also with different circumstances. It is essential to consider the power of sport as a tool of education, growth and development of a child in a peaceful environment, to make the necessary steps of analyzing its positive or negative impact in a post conflict situation during the process of peace and reconciliation especially in trauma healing and re-building relationship.

In refugee camps sport programmes are more and more utilized as a part of wider interventions aimed to bring a sense of normalcy, attracting to school new groups of youth that otherwise do not attend. By providing the opportunity to play, those programmes aim to improve the education in the camps, while also helping victims to heal the psychological trauma of violence. Sport is used also as peace and reconciliation tool between refugees/IDP’s and host communities creating opportunity for dialogue.

The author found that when kids are asked why they play sports, the most common answers were to have fun, to improve their skill, to stay with their friends and to make new friends, to succeed or win, to become physically fit.

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5 C. Colliard, B. Henley “Overcoming Trauma through Sport”, Input Paper for the Break-Out Session, 2nd Magglingen Conference on Sport and Development
Then, in his book, as summarized below, he analyzed positive and negative aspects where the positives are divided in physical, personal and social. Most of the benefits are compatible with the principles necessary to have peace: fair play, cooperation, self-esteem, respect, psychosocial well-being, increased resiliency and connection with others.

Among the physical benefit he identify fitness, stress relief, mastery. Personal benefits include resilience, crucial for trauma relief in post conflict zone, “...Sports provide an unparalleled model for dealing with disappointment and misfortune. Young athletes learn to handle adversity, whether it's picking themselves up after losing a big game or not getting as many minutes as they wanted. They find ways to deal with losing and go on, because there's another big game next week or next year. They figure out what to do to get what they want for themselves. They put in extra time on fitness or work on specific weaknesses in their game (long-ball trapping, hitting to the opposite field, looking the ball into their hands).”

Attitude control, leadership opportunities, identity and balance being part of a group, productively time management, long-term thinking (sacrificing immediate gratification for long-term gain) are among the others personal benefits.

Social benefits recognized by the author can be fully transferred in a post emergency situation. Sport is a social activity and social ramifications are many. First of all can build relationships with other youth, teammates and adversary helping players to cross socio-economic and ethnic lines. The genuinely multicultural environment is of tremendous importance in polarized society. Participating in a community as well give both participants and spectators the experience of belonging to something larger than themselves.

A win at all costs mentality can unfortunately bring negative aspects as extreme nationalism, racism, and social exclusion of minority groups. Fair play disappear and racism, social exclusion, extreme nationalism, use of doping can easily reverse the benefits of sport. It is necessary to follow the principle “sport for all” empathizing sport in a way that is accessible to everyone.

Health Personality Development, increased physical fitness, self-concept/self esteem, self-confidence improved mental health, experience of personal control/achievement psychological well-being, social skills, reduced anxiety/stress empathy and tolerance, cooperation, reduced sense of social isolation and team work are all benefits that can

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be achieved doing sport if sport programmes are part of a wider and holistic approach oriented to create the conditions for a lasting peace.

2.4 WHY SPORT IN RECONCILIATION

Reconciliation is a complex term with different definitions and meanings. It’s a long process of social change, of rebuilding relationships, of finding a way to live with hope for a peaceful future, of forgiveness and achievement of justice.

In “Reconciliation after violence conflict” handbook, “… Ideally reconciliation prevents, once and for all, the use of the past as the seed of renewed conflict. It consolidates peace, breaks the cycle of violence and strengthens newly established or reintroduced democratic institutions. As a backward-looking operation, reconciliation brings about the personal healing of survivors, the reparation of past injustices, the building or rebuilding of non-violent relationships between individuals and communities, and the acceptance by the former parties to a conflict of a common vision and understanding of the past. In its forward-looking dimension, reconciliation means enabling victims and perpetrators to get on with life and, at the level of society, the establishment of a civilized political dialogue and an adequate sharing of power”.  

In the same handbook the process of reconciliation is divided in three steps or stages: replacing fear with non-violent coexistence between the antagonist individuals and groups, building confidence and trust, and moving toward empathy with the work of a truth commissions, truth telling and recognition of a common ground, all accompanied by the introduction of Democracy and a just socio economic order.

Four are the main and strongly inter-related instruments to be run in a short term: healing the wounds of the survivors, some form of retributive or restorative justice, historical accounting via truth-telling; and reparation of the material and psychological damage inflicted on the victims.

Sport can be very effective especially in trauma healing, in building empathy and in rebuilding confidence and trust between enemies breaking down barriers. It can help bridge division between groups and create unity and tolerance. Sport and game activities can create the necessary space through confidence to discuss about problems emerging from the war. The coach can become a confident of children and youth and therefore empowering them. During and after playing of sport, participants

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can be involved in open discussions, in educational programmes about the benefits of social cohesion, in trainings about conflict management and conflict resolution. Nonetheless sport based projects can have the opposite effect to worsen the situation. Sport is full of discrimination, it can be racist, and can breed intolerance and misunderstanding. As Keim points out “…we need to be cautious of making false claims for sport or raising expectations that cannot be met. On its own sport cannot reverse poverty or prevent crime or violence, solve unemployment, stop corruption and respect human rights”

2.5 HOW TO USE SPORT IN RECONCILIATION

2.5.1 THE IMPORTANCE OF THE PROCESS

In sport for reconciliation projects it is essential to define the outcome, what success looks like, to be able to decide how to use sport in the best possible way. Normalization of life, tolerance, social cohesion and integration among children and adults from different communities can be considered as achievements. The process is crucial. It is not enough to put a ball in a middle of a football ground to get peace.

As Guest explain in his article “Thinking both critically and positively about development through sport”, borrowing the idea from the Olympic anthropologist John MacAlloon, Sport it self is not good or bad, it is just an empty and neutral box to be filled in and a tool to be used with values, ideas, meaning, dependent on the cultural context in which takes place and people who take part.

This has significant implications for the implementation of sport programs for reconciliation in a post conflict situation. First of all the effectiveness of sport entirely depends upon the manner in which sport is used. The understandings of sport employed by relief agencies using sport for post-Emergency and early recovery psychosocial interventions may be very different from the meaning of sport for the beneficiaries of these services. Furthermore any

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9 Guest, A.M., “Thinking both critically and positively about development through sport”, (2005)
characteristics that are developed through sport come through in the process of interacting with coaches, leaders, teammates, parents, friends, and organizations who are in their daily lives, all of whom can have either positive or negative influences. Finally sport interventions have the potential to develop antagonism or affection: the choice often depends upon the nature of the competition, and the care with which programs are designed and implemented.  

One of the most brutal examples of negative impact of sport was during a 1970 Football world cup qualifier. The so-called "Football" War, also known as the Soccer War or 100-hours War, was a five-day war fought by El Salvador and Honduras in 1969. It was caused by political conflicts between Hondurans and Salvadorans, namely issues concerning immigration from El Salvador to Honduras. The tensions between the two nations were reflected by rioting at a football match between them escalated in thousands of people killed.

In the end, both sides of the Football War suffered extensive casualties. Some 20,000 Hondurans and another 80,000 Salvadorans were displaced due to the battle. Many Salvadorans had been forcibly exiled or had fled from the war-torn Honduras, only to enter a Salvadoran country in which the government was not welcoming.

In Honduras, about 250 combat troops and around 2,000 civilians had been killed over a four day period due to the majority of the war being fought on Honduran soil.

10 C. Colliard, B. Henley “Overcoming Trauma through Sport”, Input Paper for the Break-Out Session, 2nd Magglingen Conference on Sport and Development

11 Pelle Kvalsund, “Sport as a tool for peace-building and reconciliation”, (2005) Input Paper for the Break-Out Session. 2nd Magglingen Conference. “One might say that all the football war needed was a real kick-off. The relationship between the two neighbours El Salvador and Honduras had long been tense. The borderer between the countries was unclear and people from the small and overpopulated El Salvador had been crossing the boarders since early 1900. Tensions soared when the two countries met for the qualifying matches for the 1970 Football World Cup. The first match was played in Tegucigalpa, Honduras capital in June 1969. Honduras won the match 1-0. An 18 years old girl who had followed the match at her home in El Salvador committed suicide with her fathers’ gun as a result of the loss. This was given much attention in the media in El Salvador, and many blamed the Honduran national team for the young girl’s death. San Salvador hosted match two. The national stadium was packed to the full capacity by fans chairing for revenge from the first match. The match ended 3-0 to El Salvador, and the home crowd went crazy celebrating the victory by attacking the visiting Hondurans fans. The celebrations continued in streets where they burned flags, trampled about 150 of the visitor’s cars and attacked the Hondurans fans. The violence ended with two Honduran killed and many injured. Honduras responded by deporting 130 000 Salvadorians living in the Honduras along the boarder. Both countries closed their boarders. The day after the El Salvadoran air-force dropped bombs on the Honduran capital, and military troops started attacking. Honduras responded by bombing El Salvador. About hundred hours later the war ended. By then between 3'000 and 6'000 people had been killed, and more than the double injured. 150 000 people had lost their homes. The total damage was estimated to over 50 million USD. A month later, 27th July 1969, the final match was played on neutral ground in Mexico. The fans were kept separate and over 5000 Mexican police officers controlled the finale.
Sport is practiced by individuals and individuals can react differently in a same context. At the recent Beijin Olympic games for example, two opposite stories can well illustrate this concept on how the process is the key factor to succeed and sport alone can not do anything.

Iran swimmer Mohammad Alirezaei withdrew from his 100-meter breaststroke heat on Aug. 9. He was supposedly sick, but the heat also included Israel's Tom Beeri. For Iran's Olympic delegation, this isn't an isolated incident. Since the Iranian Revolution in 1979, one athletic streak has been constant, no Israelis have competed against Iranians in the Olympics.

In the 2004 Athens Games one Iranian judoka, Arash Miresmaeili, failed to compete against an Israeli because he failed to make weight. On the other hand Georgia's Nino Salukvadze embraced and kissed her Russian foe Natalia Paderina, while their countries were fighting at home, after the two collected the bronze and silver, respectively, in the women's 10-meter pistol shooting competition on Aug. 10.

In the former Soviet Union the two had been teammates, but on the same day as the beauty of the Opening Ceremony filled National Stadium, war erupted between Georgia and Russia over Georgia's breakaway region of South Ossetia.

The power of sport in reconciliation hence comes with its popularity, but the effect and impact on reconciliation comes with the way of its implementation. Every sport for peace project should follow some guiding principle to be effective and successful:

- Understand the conflict and the culture where the conflict takes places
- Base the activities on commonalities and mutual interest/identity
- Base the activities on local premises, situation and resources
- Use of Peer educators to ensure openness and interaction rather than teacher-student and a top-down approach
- Be conscious of the distribution of services across conflicting lines. A one side support might spawn conflict rather than reduce it.
- Know how to handle immediate conflicts within the group
- Know how to handle differences in the groups and how to perceive them as an asset

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El Salvador won the match 3-2.
2.5.2 A LOGICAL MODEL

A best practice to better develop a sport for peace and reconciliation project is to start writing it down under a logical model to illustrate the presumed relationships between project resources, goals, expected results, outputs and various outcomes activities.

A logical model provide a frame of reference for monitoring and evaluation of all stages of the programme helping and improving the implementation of it maximizing the possibility to achieve the desired outcomes.

A more general benefit of this approach is that it increases greatly the ability to disseminate examples of ‘best practice’ and to explain how and why a programme did or did not work and identify the context/culturally-specific factors, which may limit transferability. An example of how the project can be developed is here reported:

- Identification of local community conditions and resources
- Formulation of programme aims and objectives
- Training of peer leaders/coaches
- Program content and provision
- Sporting inclusion and nature of participant
- Process of providing the programmes
- Measuring sporting outcomes trough indicators
- Assessing the personal and social impact on participants
- Assessing the non-sporting outcomes

The nature and quality of the experience of participation is central to the achievement of the objectives. The process of the implementation is crucial and the project should provide opportunities for skill development, ethical practice and leadership and involvement in decision-making, opportunities for sense of achievement of sport and non sport goals. It should provide also role models for desired behaviour and develop a sense of acceptance and belonging.

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Training for coaches are crucial in every sport for reconciliation programs. Training in sport and conflict management, peace-building techniques, understanding of emotion and interpersonal communications combined with appropriate role model behaviour, will help to ensure a positive impact on participants. Sport coaches, assisting and supporting community’s children can also benefit from their own activities in addressing possible unresolved trauma. The community families as well will benefit from sport activities, seeing their children more positive and having more time to re-organize their livelihood.

Well organized and well structured sport projects can trigger a virtuous circle of positive elements to contribute for a lasting peace.

2.5.3 MONITORING AND EVALUATION

Sport should be positioned as a low-cost, high-impact tool in the holistic approach to be used in peace and reconciliation process.

In the recent years there is being an encouraging increment of sport for peace projects and an efforts should be made to strengthen the monitoring and evaluation mechanism, to increase the current evidence base, and to enhance international and cross-sectoral coordination at the field and policy levels.

Donors are requiring monitoring and evaluation to provide outcome data to verify that the money being given is efficiently and effectively being used. Therefore there is a compelling need to improve existing monitoring and assessment tools and many international actors have been already involved in developing useful tools like the “Next Step Toolkit”, a practical resource for Sport for Development and Peace practitioners.14

The logical model, as in any other sort of project, can assist in giving a frame for thinking about and establishing programme aims, objectives and related performance objectively verifiable indicators (quantitative and qualitative) providing guidance for an evaluation of the processes outcomes and impacts of programmes.

Most of indicators analyze the impact in trauma healing, social integration and changing behaviour (degree of social functioning, improved school attendance, improved classroom behaviour, increased hope and positive attitude toward the

14 http://www.toolkitsportdevelopment.org
future…) both qualitative, and many scholars are sceptical about the value of qualitative and non tangible data, but fortunately the interest in these kind of psycho-social programs is rapidly increasing.

### 2.6 WHO - COMMON FRAMEWORK

The various actors involved with sport, including government (e.g. ministries for youth, sport, health, finance and others), sports organizations (e.g. sports federations, national football associations, sports clubs), sport-related NGOs, grassroots and elite, and the private sector should work together in a common framework. In this framework communication, consultation and coordination between the different actors would be facilitated, and strategic actions and partnerships would be better planned creating that necessary synergy to improve the impact of the objective.

A cluster approach is needed to coordinate different activities taken by different actors at grassroots, middle and top-level and a partnership is probably required to create interconnection with different level of society in a certain community.

As indicate in the recent document of the Sport for development and peace international working group (SDP IWG) “Sport for Development and Peace: Harnessing the Power of Sport for Development and Peace: Recommendations to Governments” (2008), social change processes in general are most effective when they link the “grassroots,” or community level, to the “grasstops,” or leadership and decision-making level. A dynamic exchange between the two is a necessary part of the process. For example, the association of many sports for peace programs with elite athletes creates a unique opportunity to mix “key people” with “more people.” Elite athletes not only attract a great deal of attention, but they also often have leverage with other key people in society. For example, key people have been incorporated into the Football4Peace program by bringing Arab and Jewish Israeli community leaders to the UK from Israel for training purposes. Similarly, Open Fun Football Schools in Bosnia-Herzegovina work with municipal leaders from opposing ethnic communities as a means of securing their commitment to administer and help fund joint children’s football programs that reach thousands of children and their families.¹⁵

2.7 WHAT SPORT CAN DO IN RECONCILIATION

2.7.1 SPORT IN TRAUMA HEALING – STRENGTHENING RESILIENCY

The life skills learned through sport help empower individuals and enhance psychosocial well-being, such as increased resiliency, self-esteem and connections with others. The use of sport and recreational activities as trauma rehabilitation tool in post conflict zones is more and more developing and a more structured methodology is being implemented by aid agencies to show short-term and long-term impact. The establishment of sport activities can assist victims socially and psychologically to come back to normalcy, providing a sense of safety and stability, temporarily removing them from the stressful family environment re-establishing a social network. Sport activities can easily activate resilience in children and youth that can naturally help to protect, strengthen, and heal them in times of extreme stress caused by conflict.

Resilience or resiliency is an individual normal coping mechanism, it is an internal process in which an individual is seen to adapt positively to particularly adverse circumstances and sometimes is enough to recover after a conflict. In the working paper “Helping children overcome disaster trauma through post-emergency Psycho-social sport programs” the author Robert Henley defines resilience as follow: “Resiliency can be described as an inner strength, responsiveness and flexibility that some individuals have more than others, that either enables them to withstand stress and trauma completely, or helps them to be able to recover to a healthy level of functioning more quickly after a traumatic event”. Other authors have been studied that resilient children who have better endured these circumstances have some characteristics:

- Strong attachment to caring adults and/or peer groups
- Encouraging role models
- Socially competent at interacting with adults and children
- Independent and requests help when necessary
- Curious and explores the environment
- Plays actively
Adapts to change
Likely to think before acting
Confident he or she can control some parts of his or her life
Involved in hobbies, activities, and has multiple talents

Resiliency can be enhanced by age-appropriate interventions, and bearing in mind culture and local circumstances.

Henley in the article “Trauma, Sport and Resilience” identify four key protective factors which serve to support and promote resilience in all youth:

- The presence of healthy, supportive relationships between adults and youth;
- Healthy peer to peer relationships;
- The ability of youth to develop and utilize internal and external problem-solving strategies, in order to affectively mediate adversity (including developing cognitive skills and understandings in order to better deal with stressful and uncertain situations); and
- Healthy involvement with and commitment to a broader community, which includes the encouragement to contribute to the common good of that community.

“...instead of a focus on negative symptoms and behaviours that are what define “mental illness” (which in many cultures carries great stigma, along with social resistance to dealing with it), a resilience focus offers an alternative emphasis on the strengths that support and promote a child’s emotional and mental health. The importance of this alternative strengths-focused perspective is that it can potentially help make mental health services more socially acceptable, and accessible in socio-cultural contexts that may otherwise consider trauma, stress or other mental health problems as taboo.”

Sport for reconciliation interventions, to be effective in trauma relief should include these protective factors in the program and strengthen resilience should be one of the outcomes to be monitored and evaluated.

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2.7.2 SPORT IN REBUILDING RELATIONSHIPS

Truth and justice are central to reconciliation, which is primarily aimed at (re)building positive relationships between former enemies, both of whom may have committed atrocities against the other, and both of who may see themselves as the victim\textsuperscript{17} (Kriesberg, 2003).

Sport and game activities can create the necessary space through confidence and trust to discuss after several months about problems in the family or school emerging from the war. Building trust requires that each party — victim and offender — gains renewed confidence in himself or herself and in each other. Building trust also entails seeing the humanity in every individual. This acknowledgement is the basis for the mutual trust required to build a lasting culture of peace.

Lederach (2005) has theorized a ‘web approach’ to peace-building. He encourages interventions that explicitly focus on strategic networking or ‘web-making,’ a term used to describe the building of relationships. Web-making is especially relevant for NGOs working in the field of sports and reconciliation. As they are middle-level actors, they are ideally located to bring people together and weave dialogue, ideas and programs across boundaries. By capitalizing on key social spaces, they are able to spin a web of sustainable relationships: “…The goal is to create a web that has a capacity to receive blows and even structural damage to one part without those points of damage destroying the rest of the web. The structure of the web combines interdependent connections with localized independence. Strength is built by creating coordination at the hub without centralization” (Lederach, 2005, p.83).\textsuperscript{18}

2.7.3 SPORT IN BUILDING EMPATHY

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. Truth-telling is one way to make this possible, creating


“objective opportunities for people to see the past in terms of shared suffering and collective responsibility.” It also helps victims and offenders to recognize their shared humanity and the reality that they all have to move forward by getting along with each other. Sport can be used to build empathy and as an information platform to inform people of, and promote, truth telling processes (SDP IWG)\(^{19}\)

Sport can be also used as an important pedagogical forum for peace-building and reconciliation engage in talks or educational programmes regarding the benefits of social integration, reconciliation and peaceful co-existence.

### 2.8 SPORT AS MECHANISM FOR A SOCIAL CHANGE

Combining as said above is possible to come out with a nested graph. The work of peace researcher and theorist Marie Dugan provides another helpful framework to understand the potential interventions of sport. Her ‘nested paradigm’ links the narrow challenges of conflict resolution to the broader necessity of peace-building.

Dugan suggests that addressing the problem at the sub-system level (the immediate system that the parties are located in, i.e. a school or work place) provides the best point to make positive change in the whole. The sub-system allows a framework for manipulating relationships, solving issues and contributing to wider systemic changes. Issues arise within relationships, which exist within the larger context of subsystems, and ultimately society-wide systems.

In this context the Who, the What and the How summarized in the graph can give a support in understanding the necessary dynamic to make a sport for reconciliation project a success.

Timing too is important but in this dissertation peace-building is seen as an endless process where as soon as reconciliation is considered to be achieved, activities do not end up in order to maintain the new social integration and prevent further conflicts.

The Where, not shown in the graph, is strictly linked to the How. At grassroots level a social space within an identified location will be the field to implement the project. Elite athletes, sport ambassadors, international and local NGO’s will play an

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important role in coordinate wider projects enlarging the targeted areas, creating a social network, spreading best practices with manuals and logical models to improve accountability and quality of sport interventions. In this way, at middle level will be also easier to cope with the challenge of lack of funds and lack of interest by donors.

Finally, at top level, governments, Ministers of youth education and sports should work with the right synergy to create national and international policies to favour and encourage the use of sport in the process of peace and reconciliation.

Social integration and social change are possible only trough an individual change of perception of the Other with a consequent different and more tolerant behaviour. Social change processes in general are most effective when they link the grassroots, or community level, to the middle and top level or leadership and decision-making level.

Figure 5 - Nested paradigm of sport in reconciliation
CHAPTER 3: SPORT AND RECONCILIATION IN THE WORLD – AT A GLANCE

3.1 BURUNDI AND SIERRA LEONE - SFCG’s Youth Projects

In early 1995, shortly following the genocide in Rwanda and in the midst of increasing ethnic tensions and violence in neighbouring Burundi, Search for Common Ground (SFCG) launched a series of media and community projects in Burundi aimed at reducing ethnic violence and supporting peacemaking efforts. Since 2000 it has been working also in Sierra Leone to strengthen the capacity of communities to participate in building a tolerant, inclusive society for sustainable peace. They apply a multi-dimensional approach, running four in-country programs aimed at ethnic reconciliation and decreasing levels of distrust and violence: a radio studio, a women’s peace centre, a youth project, and an integration initiative.

SFCG’s Youth Projects in Burundi and Sierra Leone

SFCG started ‘youth projects’ in Burundi in 1999 and in Sierra Leone in mid-2000, concentrating on groups at risk to engaging in violence like ex-combatants or street children. Through recreational activities on the one side and conflict resolution trainings on the other, the idea was to give youth with different ethnic and geographical backgrounds an opportunity to get to know each other away from their conflict-stricken environment. The ‘youth programs’ are multifaceted, following up on different initiatives, particularly sports and culture activities, media outreach, and election monitoring.

Toward the fulfilment of its goal, the Youth Project organized football tournaments with teams of youth from different ethnic and geographical backgrounds, workshops in conflict resolution techniques, facilitated dialogues, peace concerts, humanitarian relief work conducted by at-risk youth in cooperation with relief organizations, and retreats for former perpetrators of violence.

They were meeting for one weekend every four months. Through this interaction, they were supposed to change perceptions of the ‘others’ and realize the impact of political manipulations. But the program also wanted to raise awareness in the community for the concerns of youth. The organization received a lot of recognition for a cartoon book that was the result of the cooperation with JAMAA, a local youth organization.
“Le Meilleur Choix” (“The Best Choice”), told the real-life story of the reconciliation process of two young ex-combatants. A movie version was broadcast on Burundian national television in August 2002.

3.2 MIDDLE EAST - Football 4 Peace:

Football 4 Peace (F4P) is a sport-based coexistence project for Jewish and Arab children and adults in northern Galilee, Israel, organized by the University of Brighton in partnership with the British Council. Since 2001, Football 4 Peace (F4P) has been conducting sports programs for Jewish and Arab children in towns and villages of the Galilee region of Northern Israel. The work of F4P builds upon the experiences of South Africa and Northern Ireland in that it seeks to make grassroots interventions into the sport culture of Israel and Palestine while at the same time making a contribution to political debates and policy development around sport in the region.

F4P creates opportunities for social contact between divided communities. Strengths of the program include peace-building/conflict resolution training provided for local staff; training in cultural sensitivity and awareness for international volunteers; and the incorporation of ‘off pitch’ programming in community relations, led by local leaders.

The organization is based on five principles of neutrality, equity & inclusion, respect, trust and responsibility, which are called “fair play”. Fair play is present in all the projects activities where the five concepts are developed with practical exercises and discussions. It has been also drawn a F4P coaching manual in order to provide a framework for peace building activities in other contexts.

3.3 BOSNIA AND HERZEGOVINA - Open Fun Football Schools

Open Fun Football Schools in south eastern Europe are supported by the Danish NGO, Cross Cultures Project Association (CCPA) in co-operation with the Norwegian Football Association (NFF), and with administrative assistance from the Gerlev Sports Academy.

OFFS began in 1998 in Bosnia and Herzegovina and has since expanded into Macedonia, Serbia and Montenegro, Croatia, Armenia, Azerbaijan, Georgia, Lebanon, Jordan and Syria.

OFFS organizes grassroots children’s football programs during school vacations. It
aims to promote reconciliation, social cohesion and co-operation between otherwise antagonistic population groups and in Bosnia and Herzegovina has brought approximately 125,000 children aged 8-14 from across ethnic divides, to play football and have fun.

The success of this project, point to several key factors, such as the employment of all local staff, a strong relationship with their donor (where OFFS has decision-making power), and collaborative work with schools and parents, both stakeholders in child development. The inclusion of local and national groups, at all stages of planning and implementation, has fostered local ownership.

3.4 SOUTH AFRICA - PPI-SA

In South Africa, apartheid has ended but its effects are still felt in a society that remains heavily divided by race and social class. PeacePlayers 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. The program brings together children and youth from different backgrounds to play basketball and forge positive relationships that transcend race, culture and religion.

Young adults benefit from a Leadership Development Program that empowers them to make positive change in their communities and the lives of children they work with. 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 favourable environments for multicultural mixing. Parents and school principals understood that the program’s goals extended beyond sport delivery and rated the program as highly successful with regard to its objectives.
3.5 LIBERIA - Right to play

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. 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.

3.6 IVORY COAST - Droit au sport

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.

As indicated in the working paper “Helping children overcome disaster trauma trough post-emergency Psycho-social sport programs” by Robert Henley, a practitioner who was involved with these programs had reported some observations:

“…..this practitioner found sports to be a particularly important and useful tool because it gives people from different ethnic backgrounds a reason to gather and meet, as sports provides a safe and neutral ground to participate together.

Coach/monitors have been being trained in conflict resolution skills by local psychologists in a weeklong intensive training program, based on a cognitive behavioural approach. They then go to the villages to work with people through sports and the conflict resolution tools…..”
“...Program administrators and coaches of these programs have had to be especially
careful to create mixed ethnic teams, because otherwise unmixed teams could re-
create the divisions and could actually stimulate the strife and conflict to re-occur.
Sport facilitates communication and community, and she felt the particular sport
played really didn’t matter. It was less effective to use or emphasize trauma
vocabulary, but rather that more emphasis be placed on acknowledging and
supporting strengths....”20

3.7 UNITE FOR CHILDREN UNITE FOR PEACE: FIFA 2006 WORLD CUP

Playing for peace is an integral part of sport for development. In line with the
theme for the 2006 FIFA World Cup in Germany, UNITE FOR CHILDREN UNITE FOR
PEACE, the partnership between UNICEF and FIFA supported the idea that in times
of conflict, post-conflict and emergencies, sport can provide children with a sense of
hope and normalcy. It can help traumatized children integrate the experience of pain,
fear and loss.
The goal of the campaign, focused on global communication, was to demonstrate how
footballers can serve as role models, and how the game of football is one of the most
powerful ways through which the world can receive messages of non-violence,
tolerance and peace. It promoted peace not only internationally and nationally, but to
reach deep into local communities and communicate with people on an individual
level.

3.8 FIFA - Football for Hope

The Football for Hope movement is the key element of a strategic alliance, led
by FIFA in its capacity as world football's governing body and streetfootballworld as
the driving force behind a global network of non-governmental organisations,
developing projects on the ground, in which football is the common denominator.
The objective of the Football for Hope movement is to bring together, support, advise
and strengthen sustainable social and human development programmes in the areas

20 Henley, R. “Helping Children Overcome Disaster Trauma Through Post-Emergency
Psychosocial Sports Programs” (Biel: Swiss Academy for Development, 2005)
of peace promotion, children’s rights & education, health promotion, anti-discrimination & social integration, and the environment. These programmes must be aimed at children and young people, and use football as an instrument to promote participation and dialogue. The aim of Football for Hope is to create a better future through the medium of football.

A simple answer to some of the problems behind war and towards reconciliation is that people need to find a common ground, and they need to do it from a young and impressionable age. Encouraging participation in football for peace projects is one natural and viable way to steadily plant the seeds of peace. The Office of the United Nations High Commissioner for Refugees (UNHCR) has long been using the power of football, among other sports, in its programmes and policies to facilitate refugee reintegration and to ensure tolerance and understanding between and within war-conflicted communities.
CHAPTER 4: CASE STUDY - THE IMPACT OF SPORT INTERVENTIONS IN RIFT VALLEY-KENYA, AFTER POST ELECTION VIOLENCE

4.1 KENYA PROFILE – AT A GLANCE

Table 2 – Kenya profile

<table>
<thead>
<tr>
<th>Full name</th>
<th>The Republic of Kenya</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population</td>
<td>38.5 million (UN, 2008)</td>
</tr>
<tr>
<td>Capital</td>
<td>Nairobi</td>
</tr>
<tr>
<td>Government</td>
<td>Semi-presidential Republic</td>
</tr>
<tr>
<td>- President</td>
<td>Mwai Kibaki</td>
</tr>
<tr>
<td>- Prime Minister</td>
<td>Raila Odinga</td>
</tr>
<tr>
<td>Independence</td>
<td>From the United Kindom</td>
</tr>
<tr>
<td>- date</td>
<td>December 12, 1963</td>
</tr>
<tr>
<td>- Republic declared</td>
<td>December 12, 1964</td>
</tr>
<tr>
<td>Area</td>
<td>582,646 sq km (224,961 sq miles)</td>
</tr>
<tr>
<td>Major languages</td>
<td>Swahili, English</td>
</tr>
<tr>
<td>Major religion</td>
<td>Christianity</td>
</tr>
<tr>
<td>Life expectancy</td>
<td>53 years (men), 55 years (women) (UN)</td>
</tr>
<tr>
<td>Ethnicity</td>
<td>Majority of kikuyu, followed by luya, luo and kalenjin</td>
</tr>
<tr>
<td>Monetary unit</td>
<td>1 Kenya shilling = 100 cents</td>
</tr>
<tr>
<td>Main exports</td>
<td>Tea, coffee, horticultural products, petroleum products</td>
</tr>
<tr>
<td>GNI per capita</td>
<td>US $680 (World Bank, 2007)</td>
</tr>
</tbody>
</table>

Figure 7 - Ethnicity distribution

Figure 6 - Kenya map
At the start of 2008, Kenya was in the grip of its worst crisis since independence. The violence following the December 2007 election was unprecedented. For over two weeks the targeted ethnic violence resulted in alarming reports of killing, injuries, gender-based violence, extensive looting and destruction of property and mass displacement of the population. More than 1,000 people have been reported as killed and thousands injured and it posed a real threat to the unity of the nation.

On 7 January the Government of Kenya reported that 255,000 people were displaced, many thousands of who took shelter with relatives in situations that remain unclear. It was estimated that the total vulnerable population was thought to be about 500,000 people, including those displaced. Although the Government was reluctant to sanction
the establishment of IDP camps, one was set up in Eldoret which could accommodate up to 20,000 persons, mostly from the slums around the town, and at which some basic services was established such as food distribution and medical services.

Table 3 – IDP’s figures

<table>
<thead>
<tr>
<th>NUMBERS AT A GLANCE</th>
<th>SOURCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDPs</td>
<td>347,000</td>
</tr>
<tr>
<td>Deaths</td>
<td>1,001</td>
</tr>
<tr>
<td>Refugees in Uganda</td>
<td>12,000</td>
</tr>
</tbody>
</table>

The initial spark was the contested presidential result, where the incumbent Mwai Kibaki – candidate of the Party of National Unity (PNU) – claimed victory, and was swiftly sworn in, amid claims of widespread poll-rigging. But the unrest quickly took on an ethnic dimension.

The Kikuyus – the group, which has dominated Kenya economically since independence in 1963 – bore the brunt of the violence. They were perceived to be the backers of Mwai Kibaki – a Kikuyu – and his Kikuyu-dominated PNU alliance. The worst unrest was around the Northern Rift Valley town of Eldoret where Kalenjins mobilised against Kikuyu, driving them away and burning their property. But there was also serious violence in the

Southern Rift, with Kalenjin attacks on Kisii communities over land ownership issues, and in Western Kenya, particularly in the town of Kisumu, where the Kenyan police shot Luo supporters of the opposition Orange Democratic Movement (ODM). In the Rift Valley towns of Naivasha, Molo and Nakuru, the Mungiki, a Kikuyu outlawed militia, attacked ODM supporters. Families from the minority Ogiek hunter-gatherer community close to Nakuru had their houses burnt down and their property destroyed by Kikuyu villagers. By the time the power-sharing deal was struck on 28 February 2008, bringing together the ODM and the PNU, approximately 1,500 Kenyans had been killed, over 400,000 displaced and an unknown number of women had been raped.
Relative calm returned to the country following the April 2008 swearing in of a coalition cabinet of Kibaki’s Party of National Unity (PNU) and Raila Odinga’s opposition Orange Democratic Movement (ODM), with Kibaki as President and Odinga as Prime Minister.

In the reconciliation and dialogue package brokered by Kofi Annan, international involvement forms an integral part. The reform processes not only fall under African Union supervision, but there is also an international presence on key commissions: the Kriegler Commission tasked with investigating the electoral irregularities and Waki Commission.

4.1.1 WAKI REPORT: NEED OF JUSTICE

The Waki commission on Inquiry into Post Election violence (CIPEV) has been tasked with investigating the causes of the election violence, including the involvement of State agents, and to recommend measures to bring to justice those responsible. The report is eagerly awaited given the allegations circulating about the role of politicians on both sides in inciting and fuelling the unrest will resonate now when almost every Kenyan knows the pain of the State unable to protect their rights.

To break the cycle of impunity, which is at the heart of the post-election violence, the report recommends the creation of a special tribunal that will seek accountability against persons bearing the greatest responsibility for crimes against humanity. The tribunal will have an international component in the form of the presence of non-Kenyans on the senior investigations and prosecution staff.

If a tribunal is not set up, the report adds, a list of suspects and the corresponding evidence should be forwarded the findings to the International Criminal Court (ICC) for further investigation and prosecution. The list, contained in a sealed envelope, under the custody of former UN secretary general Kofi Annan is said to have names of at least six cabinet ministers and five MPs.

Just in these days Parliament set the ground for the establishment of a special tribunal to try suspected perpetrators of international crimes. Members of Parliaments unanimously passed the International Crimes Bill that domesticates the Rome Statute, meaning Kenya will investigate and prosecute international crimes committed locally or abroad by a Kenyan or committed in any place against a Kenyan.
Rumours in Eldoret are different, some people think politicians have still a lot of power and they are controlling the country, hence nothing will change if a Special Tribunal will try defendants. Others are confident in a growing awareness of civil society ho will push for justice as a necessary step to have reconciliation. Others more are not going to accept name of their leader in the list of suspects so report has it that if this was the case they are ready to fight again in the name of their leader.

4.1.2 ROOT OF THE PROBLEM

The roots of the Rift Valley land rows lie with the former colonial power, Britain; post-independence land policies; and the tendency for all things political to be viewed through the lens of ethnicity. Clashes over land use and ownership have been fuelled by politicians for their own benefit since the restoration of multiparty democracy in 1991, say analysts.

Under British rule, vast arable tracts of the Rift Valley were designated as White Highlands, reserved for European settlers. The pastoralist communities, mainly Kalenjin and Maasai, were simply moved away. In the run-up to independence in 1963, Kenyan political parties argued over whether the land should be returned to the indigenous population under a federalist system of government or kept firmly under the control of a centralised state. Those who favoured the latter option, in the form of the Kenya African National Union (KANU), which went on to form a government under president Jomo Kenyatta, a Kikuyu, prevailed.

KANU “urged central control of the region in an effort to forestall local legislation restricting land transfer to those born in the area and to maintain the foothold of the party's Kikuyu supporters in the Rift Valley land market”, Jennifer Widner explained in her 1992 book, The Rise of A Party-State in Kenya: From "Harambee!" to "Nyayo!" At independence, many settlers decided to return to Britain. Kenyatta was keen to reassure those who remained and did not repossess their land. Instead, land was bought from those who were willing to sell, using a loan from the British government, and sold to Kenyans.

The Kikuyu fared well from this arrangement. According to Widner, by 1971, more than 50 percent of the acreage under cultivation by large-scale farmers around the Rift Valley town of Nakuru was held by Kikuyu.
This was partly because there was a large Kikuyu squatter population in RVP that had been displaced from neighbouring Central Province by European settlers. Many Kikuyu also lost their land when they took up arms against the colonial regime during the Mau Mau rebellion.

Figure 9 - Chronology of fire location in Rift Valley Province
"Using the political and economic leverage available to them during the Kenyatta regime, the Kikuyu, Embu and Meru groups, but especially the Kikuyu, took advantage of the situation and formed many land-buying companies. These companies would, throughout the 1960s and 1970s, facilitate the settlement of hundreds of thousands of Kikuyu in the Rift Valley," wrote Walter Oyugi in Politicised Ethnic Conflict in Kenya: A Periodic Phenomenon.

According to Oyugi, other new entrants included Kisiis, Luos and Luhyas. Foreigners also acquired more than 400,000 hectares of land in the first four years of independence, despite a ban on such transfers, according to Widner. The province's earlier pastoralist inhabitants, such as the Maasai and groups collectively known as Kalenjin, were quick to protest. In 1969, Jean Marie Seroney, a leading Nandi politician – Nandis are a Kalenjin sub-group – issued the Nandi Hills Declaration, laying claim to all settlement land in the district for the Nandi. His demands went unheeded. Taking a leaf out of the British colonialists’ book, the Kenyatta government used a policy of divide-and-rule to neutralise such opposition by parcelling out land to other ethnic groups and thus winning their allegiance. Daniel arap Moi, the then vice-president who went on to rule Kenya for more than two decades, "secured the settler farms of the Lembus Forest and the Essageri Salient for his own small subgroup in the face of competing bids by the Nandi", explained Widner. Moi is a Tugen, another Kalenjin sub-group.

For decades, corrupt political patronage allowed cabinet ministers and other influential personalities to acquire public or common land in Rift Valley and elsewhere in Kenya, some of which had been used for generations by pastoralist communities. According to the (2004) Ndung’u Report of the Commission of Inquiry into the Illegal/Irregular Allocation of Public Land set up by Kibaki, dozens of politically connected people had been unlawfully allocated public land. Another source of bitterness has been tendency for large tracts of land in Rift Valley, especially those owned by absentee landlords, or where ownership is disputed, to lie idle.

4.1.3 PRECEDENTS FOR UNREST

In Divide and Rule: State Sponsored Ethnic Violence in Kenya (1993), the NGO Human Rights Watch argued that Moi’s government had four main reasons for
fostering ethnic clashes: to make a case that a return to multiparty democracy would lead to chaos; to punish Kikuyu, Luo and Luhya voters who were pro-opposition; to terrorise and intimidate non-Kalenjin and non-Maasai into leaving the province so that Kalenjin and Maasai could take over their land; and to support renewed calls for a federal system of government to empower Rift Valley’s original pastoralist inhabitants. That the state had a direct hand in election-time RVP clashes is well documented in the 1993 Kilibu Report by the Parliamentary Commission on Ethnic Clashes.

A fresh wave of disposessions in the province took place even after Kibaki succeeded Moi in 2002, despite Kibaki’s election manifesto promising to assist people displaced from the province during previous clashes. “Government-sponsored evictions have also aggravated ethnic tensions and in one area, the Mau Forest, led to the displacement of roughly 15,000 people,” according to ‘I am a Refugee in My Own Country’: Conflict-Induced Internal Displacement in Kenya, a report by the Internal Displacement Monitoring Centre (IDMC), a Geneva-based organisation set up by the Norwegian Refugee Council.

Although the evictions were designed to protect water catchment and environmentally sensitive areas, they were “characterised by violence, forced displacement, and other human rights abuses”, according to the report, released in December 2006, which also noted that many of those forcibly moved held legal title deeds.

Bishop Cornelius Korir of Eldoret Cathedral, which has been a sanctuary for many of those displaced in Rift Valley since the latest elections, said this inequality must be addressed if there is to be lasting peace in the region.21

4.1.4 RESETTLEMENT AND RECONCILIATION

The resettlement of thousands of internally displaced persons (IDPs) began on 5 May in Kenya’s Rift Valley Province under a government campaign dubbed “Operation Rudi Nyumbani” (go back home). However, concerns were expressed by many IDPs residing in camps as well as by members of the international community on the lack of consultations and planning with stakeholders prior to the operation.

The government maintained that all resettlement efforts would have been voluntary and reports suggested that the process was largely based on the principle of voluntariness, building on pre-existing trends of spontaneous returns to farms where many managed to cultivate their land.

The Minister of Special Programmes assured IDPs that they could stay in camps until peace talks had been undertaken with local communities in areas of return. However, some coercion was reported in specific camps by particular local authorities. Furthermore, the involvement of the military in the operation had added psychological pressure on IDPs to return in certain areas.

Due to the sudden and expedited nature of the operation and lack of clear information about the operation and conditions in places of return, IDPs’ ability to make informed decisions about their choice to return was compromised.

Still on 28th October “Saturday Nation” newspaper it’s possible to read: “In a report titled A Tale of Force, Threats and Lies: “Operation Rudi Nyumbani” in Perspective, the Kenya Human Rights Commission says most refugees had not gone back to their homes because of insecurity and landlessness. The refugees also feared that resettlement would disrupt their children’s education as they were enrolled at schools close to camps. The report notes that a number of the displaced people, especially in Rift Valley, say insecurity is still rife.”

The Government took measures to improve security, to stabilize communities and promote reconciliation. Just before the return began, 34 District Peace and Reconciliation Officers were deployed and local Peace Committees established. It was provided counsellors to address trauma and psychosocial health within the communities. In addition to the Emergency Volunteer Scheme, NGOs and international organizations supported small programmes for reconciliation and trauma counselling. But most effort had been put into discussions with the IDPs themselves - into encouraging them to return and reconcile – or with host communities, and that very little had yet been accomplished to bring both sides together, to allow them both to air their grievances and discuss means of resolving them.

While thousands have taken advantage of government programs in the form of reparation payments for the damage suffered during the riots that took place between

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22 http://www.nation.co.ke/News/-/1056/484998/-/tlhtv1/-/index.html
last January and February, there are still thousands of refugees who live in welcoming facilities that were built to confront the emergency. In some cases the refugees don't want to leave because they know that they have free food and a roof over their heads in the camps, while there is no home waiting for them in their villages. This is the dilemma of humanitarian aid: dependency.

So that the country may return to normalcy and recover from the ravages of post election violence, it is critical that both IDPs and host communities are reconciled, returned, reintegrated and resettled as a matter of priority. The issue of reconciliation and dialogue between the two main communities that took opposing sides during the poll-related violence, Kalenjin and Kikuyu, it remains crucial. On the other hands people remaining in the camp are the most vulnerable who probably were close to the poverty line also before the violence. In this case a livelihood support is the key to restore minimal resources for basic needs.

4.2 SPORT FOR TRAUMA HEALING, RECONCILIATION AND SOCIAL CHANGE - EXPERIENCE FROM THE FIELD

Sporting events are increasingly becoming some of the popular forums through which peace and reconciliation messages are effectively delivered. This is because sports attract a large number of people, particularly the youth, whose aggressive nature has in most instances, led to their involvement in violent activities. The youth are believed to have played a major role in the post 2007 election violence in Kenya.

Sport activities too are used from a significant number of NGO's, CBO's and IO's to the enhancement of healing, holistic development, fostering of resilience as well as to impart values and life skills including leadership, self-confidence, teamwork, conflict resolution, discipline, respect and fair play.

Even here in Kenya, as in other post conflict situations, it is possible to identify different approaches of the use of sport in healing and reconciliation:

- Single events with different possible organisers like local NGO’s, famous runners, INGO’s (Shoe4Africa, Tegla Loroupe Peace Run)
- Sport leagues as single project of a program (World Vision, Global Peace Game)
- Sport based projects (“Sport-Based Child Protection, Peace and Reconciliation
Project” by Kesofo, “Kenya Youth Sports4Peace & Reconciliation Project” by Care International)

- Sport activities as part of a wider project (Amani Cup by IOM, CFS by IOM)
- Combinations of the above

Since January there have been uncountable events and activities carried out by several actors like international organizations, INGO’s, local NGO’s and CBO’s in the immediate post election violence. Each of them has its own objective and all together can create the right synergy to speed up trauma coping and rebuilding good relationship among neighbours of different ethnicity in order to create the necessary dialogue and empathy for a better coexistence.

Here below are just mentioned some example per category plus an early evaluation of sport activities developed in a Child Friendly Space I cooperated to set up in December 2008 under an IOM project.

4.2.1 SINGLE EVENTS

Sports events are an ideal forum for reaching large numbers of people, whether at the event or through its media coverage. It could be a peace run or a football match, with the aim to spread a message of peace and reconciliation. It’s a method to create awareness and raise fund using high profile celebrities is another very common objective of these events.

**SHOE4AFRICA Peace Race**

An example is Shoe4Africa Peace Race, a 4-kilometre competition for junior athletes that took place in Iten the 17th of March where close to 70 pupils took part in the race.

Each participant, mainly primary school pupils, received running shoes and a T-shirt to encourage them realise their athletics dreams. All the participants who finished the fun run received school supplies donated by Shoe4Africa.

Before the race, in which participants were asked to wave olive branches as a sign of peace, former and current top athletes and school children held a peace walk along
the streets of Iten town.
Among those who participated in the walk were former steeplechase champion Moses Kiptanui, former Boston Marathon Moses Tanui, Kenyan-born Dane Lornah Kiplagat and Yobesh Ondiek. Others were the world 800m champion Janet Chepkosgei, marathoner Luke Kibet, Douglas Wakihiuri and Daniel Komen.

“Tegla Loroupe foundation”

The 15th of November, ten months since the post election violence, the sixth edition of the annual Tegla Loroupe Peace Race in Pokot, Rift Valley, offered a good opportunity for speeding-up the country’s healing process. Though the event organised by the Tegla Loroupe Peace Foundation was meant to foster peace between northern Kenya pastoral communities that have been involved in fighting over livestock rustling and pastures, the event also offered a reconciliation platform for parties involved in the December/January violence that erupted due to disputed presidential vote results.

Since its inception in 2003, the peace race has been a perfect mingling point for people of all walks of life - the powerful, the humble, the rich, the poor, the sports-styled and the rocky, diplomats, civil servants and sports administrators. It is expected that about 5000 people, who will include 1500 sports people will take part in this year’s edition that will end at Makutano primary school and not at the stadium as usual because the stadium is booked for another event. Loroupe has used her sporting prowess and her name to improve human conditions and because of her role in humanitarian projects, she received the prestigious Georg Von Opel award in 2003. She was the first Kenyan to receive the award which was presented in Frankfurt, Germany.

Loroupe can be termed as the country’s mother of long distance running. She holds the world records for 20, 25 and 30 kilometres and previously held the world marathon record. She is the three-time World Half-Marathon champion. She was the first African woman to win the New York City Marathon, which she has won twice. She has won marathons in London, Boston, Rotterdam, Hong Kong, Berlin, Rome and many of other cities.
Street soccer to promote peace in Nairobi

A street soccer to promote peace and reconciliation was held in Nairobi on June the 14th, 2008. The UN Habitat, UNICEF and Safer World sponsored the match, who brought together eight teams, one from each of Nairobi’s eight constituencies. The event targeting mainly the youth was meant to promote team spirit, showcase talent, and share ideas on income generating activities and leadership skills. In between the matches, peace and reconciliation messages were staged through theatrical activities and music. Before the matches, the youth held road shows to preach peace in areas worst affected by the post 2007 election violence as they mobilize participation in the event held at Makongeni grounds.

4.2.2 SPORT LEAGUES OR GAMES AS SINGLE PROJECT OF A PROGRAM

Sports make it easy to hold dialogue forums with the youths as well as other community members. Sometimes a sport for peace project can be part of a long-term peace-building program where sport is just a tool to reach the overall objectives of lasting peace, reconciliation, development and social change. The attention is not focused on sport physical benefits but mainly on building relationship and creating opportunity for a dialogue to eradicate the root of the conflict.

Sport league by World Vision

As part of its long-term plan for peace-building and reconciliation in Kenya, Christian aid agency World Vision has been establishing sports leagues to help address deep-rooted ethnic issues that have contributed to violence in the country for more than a month. According to World Vision’s emergency response communicator in Kenya, Patterson Siema, Humanitarian and development agencies need to focus on the issues that have divided this country over the years.

One way World Vision provides social and psychological support to Kenyans affected by the recent violence is by organizing sports leagues. Designed to help heal
deep community and ethnic divisions, these sports leagues encourage reconciliation and promote tribal welfare.

These leagues allowed tribes to come together and find common ground by participating in organized sports. Music, arts and writing programs that promote messages of peace have also been developed so far and encouraged for those in displacement camps and local communities.

In Kisumu, the activities started in the estates where different teams within the estates played friendly matches against each other. The friendly matches were aimed at identifying estate representatives to play during inter estate matches. This is where the bringing of the different groups was achieved in that each team would give one or two people to form the estate team and this was regardless of ones ethnicity. After the inter estate matches, teams were again formed to represent clusters and this went on up to the district level.

In Kitale, in the ongoing project, the same technique is being used. In every sub location World Vision are working in, there are about 3 different ethnic groups who are rivals for one reason or another and this is what mainly contributed to the Post Election violence and to date it is one of the things the community members use to exclude others. There is also still the aspect of hosts verses the returnees who still view each other with a lot of suspicion and rivalry. The idea is to have teams that have representative from all these groups.

Once this is achieved, the next step is providing a forum for dialogue between groups, which are already on friendly terms. The youths are able to discuss issues with clear minds without dwelling on the prejudices that they previously had. Other than this, the youths are encouraged to use these teams/groups to come up with/ look for ways that they can use to empower themselves and work together long after World Vision has left the area.

4.2.3 SPORT BASED PROJECTS

In this cases sport is present as main activity carried out to achieve the objectives of the projects. There are desired sporting and non-sporting aims of these kinds of projects. Sporting aims might include: to expand opportunities for participation in sport; to develop sporting skills; to provide opportunities for progression; to produce sports coaches. Non-sporting aims might be: to develop citizenship values and
commitment to collective responsibility, to heal psychosocial trauma, to address gender-related issues, to build relationships among different communities, to development a commitment to education, to develop conflict resolution and conflict management skills, to reduce social isolation and tension, to provide opportunities to empower participants, to address health-related issues, including HIV/AIDS.23

“Kenya Youth Sports4Peace & Reconciliation Project”

It is currently run by Care, an international NGO, under a “sport for social change program”. The project give approximately 60 Kenyan youth, displaced through ethnic violence, an opportunity to engage with each other in intercultural dialogue & reconciliation through Sport activity and workshops.
In a 5 day series of sports events and skills and Counselling workshops at an Internally Displaced People's camp in Eldoret, Kenya, the project aimed to empower youths with the capacity to embrace peaceful conflict resolution through sports and to equip them with skills in using popular sports and Educational Development Theatre as animation tools for Peace building, participation and cross-cultural understanding. The main activities were friendly soccer, netball, volleyball, handball matches, a special road race through post-election violence affected areas in Eldoret and a workshop to train youth group leaders on the use of sports and other creative resolution strategies.

“Sport-Based Child Protection, Peace and Reconciliation Project”

The project, sponsored by Safe the Children UK was implemented by KESOFO in collaboration with several UN agencies, IDP camp managers and many other local and international organizations.

The Kenya Community Sports Foundation (KESOFO) is a humanitarian non-governmental organization, led by sportsmen in Kenya, with the goal of delivering programs of sport for health and social cohesion, specifically targeted at children, the youth and adults living in situations of disadvantage in both urban and rural areas. KESOFO promotes sport as a medium of health, training and social cohesion. The overall purpose of KESOFO is to promote a culturally sensitive “sports for all”

component, that avoids any form of discrimination, either, social, physical, gender, religious or ethnic, as values that enhances harmony in society, promotion of personal and collective responsibility and above all, contribute to the well being and transformation of society as a whole, with the aim of enhancing communal understanding and cooperation within society.

This project in question ended up in December 2008, aimed to revive and strengthen community co-existence structures that provided protection to children. It improved the physical and psychological well-being of the affected children and youth by offering them a stable pastime recreational sport and play activities that contributed to the psychological wellbeing and acted as a stepping stone in awareness raising about effects of violence on children and health issues such as HIV/AIDS. Further, the Community based child protection sport activities enhanced trust building and unity among children and youth belonging to diverse ethnic communities. These sport based programs contributed to the enhancement of healing, holistic development, fostering of resilience as well as to impart values and life skills including leadership, self-confidence, teamwork, conflict resolution, discipline, respect and fair play.

The project worked in five locations, Burnt Forest town and four surrounding areas Rurigi, Kamuyu, Ngarua, Rukuini targeting returnees and host communities as one. KESOFO utilized the services of youth volunteers who served as project coordinators, with the mandate to train local youth to become Trainer of Trainers (TOTs) on child protection, peace, reconciliation and community based recreation activities. As well they became peer educators on child protection issues and tasked with the responsibility of arranging regular community based children and play activities.

*Sport for peace*

As an effort to build peace after the post-election riots that caused hundreds of deaths in Kenya, Global Peace Festival (GPF) Kenya has been conducting a series of sports activities since July 17, 2008, in Nairobi. This project, Sports for Peace, was organized and sponsored by GPF partners, Peace Dream Foundation, the Sikh Supreme Council of Kenya, and the Universal Peace Federation. The final matches of a soccer tournament took place at Nairobi University on August
23-24, just one week ahead of GPF Main Program in Nairobi. Sixteen teams from all of the three districts of Nairobi had been competing for four weeks prior to the final match.

A hockey tournament was held on the August 17 at the Kenya National Hockey Olympic Stadium. The purpose was to bring teams from regions most affected by the post-election violence. Under the theme of “Peace, Healing, and Reconciliation," more than 200 men and women, including former Olympic players, gathered from all over the country. The teams included the Simba Club from Kisumu, the National Hockey Team, Kenya Police Force, as well as district and provincial representatives. There was an exhibition match between the former Olympic athletes' team, Rift Valley brigade, and the Kenya National Hockey team.

Sports for Peace, a project of the Peace Dream Foundation, is a collection of grass-roots sports programs that support peace by providing opportunities for youth in marginalized communities to develop athletic skill and character through sports. The Sports for Peace programs have served as a way to reconnect communities and rebuild youths' hope and vision for the future.

*Kerio Valley Peace Marathon*

The marathon to be run probably in March 2009 is organized by Center for Community Empowerment (CECOE) and will bring together Marakwet, Pokot, and Tugen communities in Marakwet West, East Pokot, and North Baringo Constituencies. CECOE is one of the several Kenyan CBO’s which aim is to bring peace in the Rift Valley, and in its case especially in Kerio Valley, through peace-building, conflict resolution, and conflict transformation activities.

CECOE plan is to be engaged in this project for a period of 15 years, where Kerio Valley Peace Marathon should mark the start and climax of yearly peace building activities.

Curtain raiser activities prior to the marathon are already planned in order to create awareness of the project, promote positive cultural practices, sensitize and bring together the communities and other stakeholders.

The Marathon aims also to form the basis for other peace building and conflict transformation activities, which will aim at achieving change with regard to socio-economic activities, cultural practices, issues of governance, and environmental
conservation for poverty alleviation in the area. Other than bringing together the communities, the marathon will be a fundraising avenue for the project’s activities. The peak of the marathon will be the prize giving ceremony where success stories on the peace-building, conflict transformation, economic empowerment and positive cultural practices shall be shared.

This aims to create links with other organizations and individuals who share the passion of a peaceful Kerio Valley so as to work together towards this goal.

4.2.4 SPORT ACTIVITIES AS PART OF A WIDER PROJECT

During my internship with IOM Kenya in Eldoret I had the possibility to be involved in the organization and coordination of sport activities aimed to support the process of peace and reconciliation. These activities were part of a wider psychosocial support project sponsored by Norwegian Embassy, which aims were to assess the psychosocial needs of IDPs in camps and host communities in the Rift Valley Province and to provide psychosocial support to IDPs through training and deployment of counsellors, and establishment of counselling and recreational centres. These activities are described in the following chapter.

4.3 RESEARCH PROJECTS

4.3.1 Amani cup

The Amani Cup Tournament begun in Burnt Forest on October 10, 2008 at the Catholic Church grounds where by all youths from the surrounding especially the clashing communities come together to reconcile while playing games facilitated by IOM Psychosocial Team. “Amani” means peace in Kiswahili language. The peace building committees chosen in this area were comprised of only old men/women and the youths were left out. Amani Cup played a very important role in considering the youths using the games approach. The youths are very active group, have a lot of energy that if not properly directed it might cause a lot of havoc in the community as witnessed during the clashes. The tournament was a powerful bait to pull the youths together. Amani cup took a period of one month which ended in November 15, having a total of
28 teams participating in various events, football men football ladies and volleyball men.

The main objective of the tournament were: to bring the youths together after the clashes, given the fact that it’s the youths who participated more in the fighting, to remove fear among themselves, to create a favourable forum for youths to share their issues, to enable the youths to embrace the importance of a good neighbour (brotherliness and sisterhood of each other), to encourage the youth to engage on income Generating Activities, to enable the youths to utilize their leisure time in a proper manner, to enabling the youths to release their excess repressed energies in the games.

Among the activities undertaken during the tournament were talks about peace and reconciliation with topics such as “Who is my Neighbour? What are the qualities of a good neighbor? What am I expected of as a good neighbour? What are some of the activities which we can do to promote good neighbourhood?”

Health and youth empowerment as well were arguments proposed during discussions.

According to Patrick Chemwolo, the psychosocial counsellor in charge to coordinate the tournament, a lot of positive impact were found in the field and are still present:

- Youths are moving around freely without fear of being attacked;
- Those who use to partner in business before clashes have come together and continue the way they use to do;
- The youth groups which were broken during the clashes have been revived;
- Youths can interact freely, make fun, share pressing issues etc;
- They are able to write project proposal for project funding;
- They have engaged in various income generating activities hence they have reduced there idleness;
- They are organizing there meetings in various venues without fear of being attacked;
- Drastic drop of drug and substance abuse.

Some key factors contributed to the success of the tournament as the well spell out to both the players and the funs. They were well prepared psychologically by the psychosocial team on the ground before the beginning of the tournament and the norms/rules were put in place to guide them (unifying factor). The full support of IOM staff was crucial for the achievement of the goal.
Even though Amani Cup achieved the aims established in the project, counselors met some challenges during the course of the tournament. The tension among the clashing communities was still high at the beginning. Lack of transportation, lack of play venue compared to participating teams and lack of game kits were among logistic difficulties. Further youths became more demanding in terms of gifts and donations and some of the volunteers chosen to coordinate the game, wanted to be paid. As explained by some counsellors voluntary work is not yet seen in the culture as useful, and if there is not other income it’s normal to try to get money from international organizations.

As a general overview the tournament was a peace indicator to the community. If the youths are peaceful then the community is also peaceful. And parents, some fearing what might happen to them during the tournament, were very happy since there children were occupied with a viable activity which promotes peace and nurtures their talents.

4.3.2 Sport activities in Child Friendly Space (Cfs) – An early evaluation

IOM, under a psycho-social support project sponsored by Norwegian Embassy set up between November and December two Child Friendly Spaces in Illula, Uasin Gishu district and Seregeya Lugari District, respectively. Child Friendly Spaces (CFS) are safe, physical spaces for children affected by conflict or disasters to gather, providing emergency education, protection and multi-sectoral support, including psychosocial support. Through community mobilization around children’s needs, CFS provide regular, structured activities for children, adolescents and parents of young children under the supervision of caring adults from the community.

CFS allow children to participate in activities where they can play, express their feelings, thoughts and opinions, and learn new things from adults and other children, providing a sense that “things are getting back to normal again.” Through CFSs youth have the opportunity to engage in activities such as literacy and life skills training, sports, art, mentoring younger children and community enhancement activities. These activities for both children and youth help to promote positive coping mechanisms, minimize the consequences of deprivation and traumatic experiences, and promote healthy development.

The two locations, identified with the communities, bearing in mind the minimal
requirements of security and accessibility (open space, physical access for children – a reasonable walking distance, qualitative access – neutral site for different ethnicity, adequate latrine and hand-washing facilities and clean drinking water available) have been equipped with sport and non sport tools such as footballs, volleyballs kits, tennis balls, skipping ropes, darts board, chess sets, hula hoops, toys, pencils, crayons wax, mathematical sets, exercise books and so on. Three psychosocial counsellors per centre have been assisting the two communities in the implementation of the activities after having identified some committed volunteers to be trained with sport and conflict resolution skills.

According to age and gender a weekly schedule have been developed together with participants in order to be better fitted in their free time. Each centre through these very keen volunteers, organized a football and volleyball tournament of the duration of 3 weeks.

The psychosocial team reinstated the interaction between the communities, the displaced and non-displaced, which had deteriorated. Consequently, they began seeing one another as fellow Kenyans. The superiority—inferiority feelings began fading away. This paved way for peace and reconciliation

**METHODODOLOGY:** With the essential assistance of very committed psychosocial counsellors, a first evaluation of this project has been done just before Christmas to analyze the impact of sport in youth involved in football and volleyball tournament, the centre.

The data required was collected through the use of both focus group discussions (FGD) and questionnaires. Focus group discussions have been prepared considering three different target groups, children, youth as well as adults, and held in the areas of Illula in Uasin Gishu district and Seregeya in Lugari District reaching almost 150 individuals. For children in particular it has been used a problem tree approach and “Happy-sad faces”.

Structured questionnaires adjusted according to an early analysis of FGD were then administered in Illula to fifty youth between 18 and 25 year, to gather quantitative data.

**ANALYSIS AND INTERPRETATION OF FGD:** The counsellors who took part in the research engaged the groups in discussion, administered questionnaires, made observations, paid attention to the word of mouth and collated the findings. The
participants responded as freely as could be owing to the trust they have on the counsellors. This took so long a time to build; as long as it has taken to build rapport. As a result, it was realised that there was an enhanced level of cooperation among the respondents.

Trough FGD it has been possible to identify some changes brought by sport activities to the individual: improvement in their relationship, between them and the parents, use of idle time more meaningfully and enhancement of creativity in arts and economy. For some of them sport activities, together with the new social network created, played as entry points to careers. Some youths are now absorbed in the military and companies e.g. Kenya Pipeline, AFC Leopards, Gor Mahia FC. Further sport led to physical fitness, a recipe for healthy living. New skills in micro finance enterprises and so on have been imparted to several persons through Sports fora.

CHILDREN: For children a “happy & sad face” exercises have been used to analyze the impact of CFS in their lives. Activities like relay (athletics), stories, stone games, drawing, knitting, football, singing made them happy. They were not comfortable at the beginning using some new equipment like skipping ropes and hoops but were happy and more confident seeing the progress in being coordinated. At that age they are still innocent without seeing diversity so the healing is faster. That parents who do not allow their children to participate in activities where different ethnicities are present, much more often give the problem.

YOUTH: Among the main positive aspect perceived by participants are: a lot of learning of new things, creativity, competition, getting friends, socialization, increased respect for different ethnicities and brotherhood, hope for a better future. Youth appreciated the opportunity given by open discussions after activities, especially about reconciliation, entrepreneurship, health (personal hygiene, sex). They have been getting more tolerant to other and are willing to listen to other points of view. They started feeling part of a group, sharing idea and having same goals. The CFS gave them the opportunity to be personally involved in the organization of activities at making decision level, increasing their sense of ownership for the centre, a project for youth run by youth. In the centre they were feeling in a friendly environment, where to talk freely about any issue, sure to always find someone ready to listen to them. At the same
time they were keen in helping each others. Among the challenges they perceived a lack of facilities and support, risk of injury, and some bad language still present among youth related to previous anger and bitterness.

ADULTS: Adults have been directly and indirectly involved in the CFS, directly attending the official launching program and indirectly by allowing their children to attend activities. They appreciated the positive change of behaviour of their children who where busier during the day, more relaxed in the evening, more positive in thinking about their future and more active and with a new sense of hope. Parents benefits directly from CFS since they stopped worrying about the children’s where about. Seeing the positive benefit in their children due both to sport and to a structure to stay spending time together, they express their willingness to have something similar for adults.

ANALYSIS AND INTERPRETATION OF QUESTIONNAIRE

A majority of the respondents were males who represented 67% while the female respondents represented a proportion of 33%. This is explained due to the fact that girls are more involved in domestic work and looking after younger brothers and sisters. Sport is not so common among females and a good effort has been done by psycho-social counsellors to involve them in dancing, in volleyball and football tournament, achieving a great feed-back by

Figure 10 – Graph “Gender distribution”

Figure 11 – Graph “Why don’t you practice sport more often?”
participant concerning the benefits perceived by them during and after activities.

The most common sport is football followed by volleyball and running, and the respondents, before coming to CFS were on average involved in sport activities few times a week in football, less often in volleyball and running, and some of them were approaching for the first time sport. The main reason why they were not doing sport more often is domestic work for both, males and females, where domestic work represents harvesting for boys and housekeeping and looking after brothers and sisters for girls. Sport was also not perceived as important from parents that at the beginning were a bit reluctant to send their children at the centre. After a while, as highlight in the FGD they modified their thought seeing a positive changing of behaviour in their children.

As indicated in the Free time graph (where the percentage represent the result of a multiple choice question) most of them work in their compound and at the same time look for a job for income. For sure poverty remains the main problem and sport can only be a piece of the puzzle bringing benefits as sense of responsibility and respect, sense of commitment and achievement, sense of self confidence, all of them necessary to build a better future. A great result is given by key questions like “I fell more positive about my future” and “I’m more integrated with other communities” where 100% answered in a positive way.

Figure 12 - Graph “What do you do in your free time”

Youth are more confident about themselves and more tolerant with others, with signs of hope for future, where hope or the belief that hope is there, is a chance for success in reconciliation. In this case sport has been contributing to speed up trauma healing, trough building and enhancing that inner strength called resilience.

Making new friend, staying with others, having fun, improving skills, being member of a team are building confidence are among the main reasons why they like sport.
Figure 13 - Graph "How do you feel since you started taking part in sport activities?"

Sport activities were often followed by discussion groups or psychosocial individual or group sessions in which youth could freely talk about their feeling about past, present and future. The individual sessions have been targeting to youth not yet ready for an open discussion with other ethnicity, in order to reduce their anger and bitterness as well as to build the necessary empathy to have the willingness to listen to the others.

The group discussions which aim is to create the opportunity for an inter-ethnic dialogue have been gathering already mixed participants.

Figure 14 - Graph "I feel more positive about my future"

Figure 15 - Graph "At times I think I'm not good at all"
Figure 16 – Graph “How your participation in sport activities modified your relationship with friends, family and community?”

The results of the questionnaire are encouraging. Youth seem not to mind where new friend come from. Youth are talking together understanding the stupidity and uselessness of the post election violence. After one year they are realizing that at grassroots there is no winner and now Kenya is suffering for what happened in January 2008. According to the Saturday Nation, January 10, 2009 one in every three Kenyan in danger of starvation due to crop failure and the government plans to declare the food shortage a national emergency. The food shortage were partially caused by the PEV whit the burning of food in stores and the fact that people were prevented from planting during the violence early last year.

Furthermore almost 250,000 pupils who sat last year’s Kenya Certificate of Primary Education (KCPE) examinations will not be admitted to Form One. Secondary schools had not expanded enough to capture increased enrolment in primary schools and this is aggravate by destruction of a lot of schools and relative accommodations during clashes.
Figure 17 – Graph “What are you learning by doing sport?”

In January another CFS will be set up in Burnt Forest, one of the most complicated and affected area where anger and bitterness are still present and training for volunteers will be hold to assure continuity and ownership. In the pipeline are also some peace and reconciliation centres and probably sport activities will be used as hook to attract more youth encouraging them to participate in constructive discussions.
CONCLUSION

For Galtung (1998), the vicious cycle of conflict and violence can be broken to and turned into a virtuous cycle with a joint action of the ‘3 Rs’: reconstruction of people and places, reconciliation of relationships, and resolution of issues and animosities.
If you do only one of these three without the other two you will not even get that one’ It is necessary a synergy among these elements to have a better result and hope to achieve the right environment for a lasting peace.
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 especially reconciliation.
The power of sport in the process of peace and reconciliation is given by the individuals involved in the process behaviour. The difference in 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.
From this dissertation is possible to draw some suggestion and recommendation to be used in sport for reconciliation programs:

- Understand the conflict and the culture where the conflict takes places. There is not a best way to be always used;
- Use the very simple humanitarian intervention principle “Do not harm” being conscious of the distribution of services across conflicting lines. A one-side support might spawn conflict rather than reduce it.
- Base the activities on commonalities and mutual interest/identity;
- Use a participatory approach involving youth in the decision-making process in order to increase their sense of ownership;
- Use of Peer educators and train them with sport, peace building and conflict management skills;
- Focus on daily activities at grassroots level, using events and elite athletes to gather more youth and to promote the idea of sport for reconciliation;
- Promote fair play rather then win at all costs.
- Be sensitive in understanding group dynamics to immediately address possible conflicts arising among participants;
- Create a social network with other actors from each level, grassroots, middle and top level;
- Focus on the process of healing, building relationship and empathy rather than sport itself;
- Develop best practices to be spread at international level;
- Develop a monitoring and evaluation mechanism able to proof the impact of sport in reconciliation with qualitative and quantitative indicators

The holistic approach must be used not only in peace building process but also in sport programs themselves. Through a borrowed and readapted “Dugan Nested paradigm”, in this paper is also shown the mechanism to allow sport to have a better success in social change. Healing is the first step to re-build relationship in order to achieve a social change. Sport is proofed to be a very feasible tool to achieve this progressive outcome.

Finally, favourable government policies and development of best practices let the contribution of sport be much more significant.

“Let us be the change we want to see”.
Mahatma Gandhi
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ONLINE RESOURCES

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http://www.sportanddev.org

Next Step Toolkit
http://www.toolkitsportdevelopment.org

Sport for Development and Peace International Working Group

http://www.peace-sport.org/homegb.htm
APPENDICES

APPENDIX 1 - SURVEY QUESTIONNAIRE SPORT FOR PEACE AND RECONCILIATION

DATE……………………………………
AGE……………………………………GENDER……………………………………
LOCATION…………………………FARM……………………………………
EDUCATION…………………………FACILITATOR…………………………

1. WHAT DO YOU DO IN YOUR FREE TIME?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Very Much</th>
<th>Yes</th>
<th>Just a Bit</th>
<th>Not at All</th>
</tr>
</thead>
<tbody>
<tr>
<td>VISIT FRIENDS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLEEP</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LOOK FOR A JOB FOR INCOME</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IDLE AROUND</td>
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</tr>
<tr>
<td>WORK ON OUR SHAMBA</td>
<td></td>
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</tr>
<tr>
<td>OTHER</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

2. HOW DID IT CHANGE THIS YEAR?


3. DO YOU HAVE ACCESS TO RECREATIONAL ACTIVITIES?

YES □ NO □

4. WHAT KIND OF RECREATIONAL ACTIVITIES DO YOU INVOLVE YOURSELF IN?


5. DO YOU LIKE SPORT?

YES □ NO □

6. IF YES WHY?

<table>
<thead>
<tr>
<th>Objective</th>
<th>Very Much</th>
<th>Yes</th>
<th>Just a Bit</th>
<th>Not at All</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAKING NEW FRIENDS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STAY WITH MY FRIENDS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HAVING FUN</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IMPROVING MY SKILLS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LEARNING SPORTS SKILLS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BEING A MEMBER OF A TEAM</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GETTING FIT</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SHARING COMMON FUN</td>
<td></td>
<td></td>
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<tr>
<td>OTHER</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
7. IF YES WHY DON’T YOU PRACTICE SPORT MORE OFTEN?

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>MY PARENTS DO NOT ALLOW ME</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I DO SCHOOL WORK</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I DO DOMESTIC WORK</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I LOOK AFTER BROTHERS/SISTERS</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I’M EMPLOYED</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>OTHER ........................................</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

8. WHICH SPORT DO YOU USUALLY PRACTICE?

<table>
<thead>
<tr>
<th>Every Day</th>
<th>Few Times a Week</th>
<th>Once a Week</th>
<th>Few Times a Month</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOOTBALL</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>VOLLEYBALL</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>NETBALL</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>RUNNING</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>OTHERS</td>
<td>☐</td>
<td>☐</td>
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<td>☐</td>
</tr>
</tbody>
</table>

9. HOW MANY TIMES PER WEEK?

<table>
<thead>
<tr>
<th>How Many Times</th>
<th>Everyday</th>
<th>Few Times a Week</th>
<th>Once a Week</th>
<th>Few Times a Month</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>I FEEL MORE CONFIDENT ABOUT MY SPORTING ABILITIES</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I AM MORE CONFIDENT ABOUT MYSELF GENERALLY</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I FEEL USELESS AT TIMES</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I FEEL MORE POSITIVE ABOUT MY FUTURE</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I AM MORE CONFIDENT MEETING OTHER PEOPLE</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I AM MORE INTEGRATED WITH OTHER COMMUNITIES</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I FELL LIFE IS BECOMING NORMAL ONCE MORE</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>AT TIMES I THINK I’M NOT GOOD AT ALL</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<td>☐</td>
</tr>
</tbody>
</table>

11. HAVE YOUR PARTICIPATION IN SPORT ACTIVITIES AFFECTED YOUR RELATIONSHIPS WITH FRIENDS, FAMILY AND COMMUNITY?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
12. IF YES HOW?

I FEEL THAT I’M GOOD AT UNDERSTANDING THE PROBLEM OF OTHERS

I FEEL THAT I’M GOOD AT RESPECTING AND TALKING NICELY TO OTHERS

I FEEL MORE TOLERANT WITH PEOPLE

I FEEL THAT I PREFER NOT TO RESPECT OTHERS

I FEEL NOT SAFE WHEN MEETING WITH PEOPLE FROM OTHER COMMUNITIES

13. DO YOU PREFER INDIVIDUAL OR TEAM SPORT?

INDIVIDUAL □ TEAM □

14. GIVE REASON

_____________________________________________________________________

15. WHAT DO YOU LEARN BY DOING SPORT?

I BELIEVE THAT I CAN BE GOOD IN SOMETHING IF I WORK HARD AT IT

I CAN HAVE NEW FRIENDS REGARDLESS WHERE THEY ARE FROM

I WANT ONLY FRIENDS FROM MY COMMUNITY

I DON’T LIKE IT

OTHER______________________________

16. SPORT IS IMPORTANT TO SOCIALIZE WITH OTHER PEOPLE

STRONGLY AGREE □ AGREE □ DISAGREE □ STRONGLY DISAGREE □

17. WHICH NEGATIVE ASPECT DO YOU FIND IN PRACTICING SPORT?

_____________________________________________________________________

Borsani Serena – Master in Human Rights and Conflict Management 2008
Dissertation

Kids usually get the benefits they seek from sports and more. Kids need attention and respect (in that order), but they have few ways to get them. What is unique about sports is that they offer kids an arena where they can earn attention and respect by exerting their natural abilities. Kids are good at sports because sports are essentially about speed, strength, coordination, vision, creativity, and responsiveness-the necessary physical attributes are the attributes of youth.

Athletics involves all aspects of the human being and participants benefit in increased self-esteem and self-confidence, healthier body image, significant experiences of competency and success, as well as reduced risk of chronic disease. According to researchers, kids who participate in organized sports do better in school, have better interpersonal skills, are more team oriented, and are generally healthier.

Participation in sports provides opportunities for leadership and socialization, as well as the development of skills for handling success and failure.

Moreover, when playing games, children learn how rules work. They see how groups need rules to keep order, that the individual must accept the rules for the good of the group, that rules entail a consideration of the rights of others. They also learn about competition, but within a restricted and safe system where the consequences of losing are minimized.

Physical Benefits

Fitness. Kids who play sports develop general physical fitness in a way that's fun, and they establish lifelong habits for good health.

Stress relief. Sports allow kids to clear their minds of social pressures, to literally run off the tension that's accumulated in their muscles.

Mastery. Sports give kids a satisfying, enjoyable way to develop their own talents: through personal effort they get good at something they're interested in. Doing something well makes them feel good about themselves, but equally important, it teaches them about the process of how to improve and work more effectively. The process of repetition teaches the athlete how to master a move and also how to experiment with different approaches to improve a skill. The feedback in sports is usually immediate and visible—does the ball go into the basket? -so that the athlete can change or repeat what she's doing and figure out how to get better. Not only that, the whole process of seeing practice lead to improvement gives kids a feeling of control, a feeling all too rare in their lives.

Healthy habits. Because sports increase an awareness of one's body and how it responds to different stimuli and circumstances, sports help prevent drug and alcohol abuse. Most athletes value what their bodies can do and want to maintain those abilities.
Personal Benefits

Valuing preparation. Sports help kids learn to distinguish between effort and ability. Sports increase self-discipline and the awareness of the value of preparation because kids can see the difference in their performance.

Competitive athletes learn the importance of effort, being prepared (mentally and physically), and enlightened risk-taking. They see that raw physical talent is not always sufficient to win the game, but that preparation is essential. This includes mental preparation (staying focused) and physical fitness as well as practicing the plays with their teammates in team sports. They learn to evaluate risk versus reward. Another invaluable lesson is discovering that mistakes are part of learning; they signal that a particular approach is unsuccessful and you must try another. Kids also learn to deal productively with criticism as part of improvement and preparation.

Resilience. Sports provide an unparalleled model for dealing with disappointment and misfortune. Young athletes learn to handle adversity, whether it’s picking themselves up after losing a big game or not getting as many minutes as they wanted. They find ways to deal with losing and go on, because there’s another big game next week or next year. They figure out what to do to get what they want for themselves. They put in extra time on fitness or work on specific weaknesses in their game (long-ball trapping, hitting to the opposite field, looking the ball into their hands).

Athletes also learn to deal with the physical and psychological effects of injury. The only person who is going to help the athlete is himself. He finds the limits of what he can ask of himself. This learning to get the best out of oneself carries over into all aspects of life. People can find their internal drive through training and hard work, but adversity really brings it out.

Attitude control. Older teens learn that a confident attitude improves their performance, and that they have some control over their attitude. They learn to disregard comparative stats in preparing for an opponent and instead to adopt "attitude enhancers" such as visualization exercises, team or individual rituals, singing specific songs together. Some might call these superstitions, others, self-fulfilling prophecies, but they work.

Leadership opportunities. Team sports offer kids a rare opportunity to serve as leaders. Kids can be in a position to assess the strengths and weaknesses of their various teammates and help to exploit their strengths and compensate for their weaknesses. They can minimize conflicts among players. They can reinforce values—such as fair play, teamsmanship, hard work, mental preparation—by speaking up when appropriate and setting a good example. They can also take the initiative in arranging for team dress on game days.

Identity and balance. Being part of a group is inordinately important to kids, and sports make kids feel like they belong, whether it’s to the group of athletes in general or their team in particular.
Time management. Young athletes learn to manage their time productively. They know they have to get their homework done, so they learn not to waste time (some of them even quit watching movies and hanging out at the mall). They plan ahead, so that big school projects don’t catch them by surprise.

Long-term thinking. Athletes learn the fundamental lesson of sacrificing immediate gratification for long-term gain. This is the basis for personal success as well as for civilization in general, and no lesson can be more valuable.

Social Benefits

Sports are a social activity. Team sports are obviously done with other people, but even individual sports are often done as a team (tennis, golf, track). All sports, however, are intended to be performed in front of others, and the social ramifications are many. Here are some of them.

Relationships with other kids. Athletes develop relationships with their teammates. For boys, sports are a primary, and unfortunately sometimes the sole, way of socializing with others. For girls, who according to the feminist theorist Carol Gilligan tend to define themselves through their relationships rather than their achievements, sports offer yet another way to make friends and create an alternate peer group. According to Mike Nemeck, a consultant in substance abuse prevention and education, multiple peer groups are always a good idea for teens, who have an intense need for inclusion and belonging, but who can also be volatile, cruel to each other, and foment destructive behavior as a group. Having a refuge when relations go wrong with one group can alleviate a great deal of stress and offer an alternative for kids who feel uncomfortable or frightened by peers who engage in high-risk activities.

Teamwork. On a team, kids learn about cooperation, camaraderie, give-and-take. They learn that while their natural position might be wide receiver, the team needs a cornerback, so they sacrifice their personal desires and play defense. They learn that you don’t have to like someone in order to work together toward a common goal. A team is a natural environment in which to learn responsibility to others. Kids learn these lessons from their teammates and, most important, a coach who encourages the good of the team over the needs of an individual player.

Diversity. Organized sports sponsored by clubs or youth leagues not affiliated with schools offer players an opportunity to meet a variety of kids from different backgrounds. Students come together in a common enterprise, crossing socioeconomic and ethnic lines, so that over time all players broaden their sense of how other people live. The genuinely multicultural environment is of tremendous importance in our polarized society.
Relationships with adults. When coaches, parents, and kids see each other at practice and games week after week, year after year, the adults learn to admire and praise the kids' prowess and progress, even when kids are as young as third graders. This kind of attention helps youngsters learn to balance their own evaluation of their improving skills with the appraisal of others who are not blood relatives; they also begin the lifelong process of figuring out whom to listen to when they hear conflicting advice or assessments. In addition, for young athletes of all ages, attention from interested adults is not only flattering but also helps them overcome shyness and develop poise when talking to relative strangers in social situations. The ability to feel comfortable in a variety of social circumstances will be progressively more valuable in a world of multiple cultures and decreasing numbers of supportive communities.

Sports give kids an opportunity to spend ongoing periods of time with an adult in a shared endeavour. The coach-player relationship can be very strong, and even parentlike. Coaches of young athletes take on a tremendous responsibility to set a good example and treat their players respectfully.

Participating in a community. Sports foster a sense of community: they give both participants and spectators the experience of belonging to something larger than themselves, the need for which seems to be hard-wired into the human brain. Playing for an institution or a community gives kids a chance to feel that they are making a genuine contribution to a larger group.

NEGATIVE ASPECT

As with most spheres of human endeavour, the benefits of sports can easily turn into deficits. Moderation is, as the Greeks pointed out, the key to wisdom. Many in the athletic community worry that youth sports have become too serious, and that the win-at-all-costs mentality has become the reality today. Youth sports shouldn't be an obsession that excludes other areas of life (academics, the arts, community service, family life, religious training). Sports should be just one arena of many in which kids have a chance to express themselves and have fun.

When winning is overvalued, the idea of sportsmanship and fair play disappears, as does concern for the whole child. When only a kid's athletic talent is important, her character development, her academic performance and needs, her long-term physical health, the development of her skills at other positions on a team are neglected. The pressure to be a winner may push some young athletes toward unsafe performance-enhancing drugs or body-building supplements. Furthermore, when winning is the prime value, the public nature of sports can turn sour. An athlete who is not playing well or makes a mistake may feel humiliation and shame because she knows everyone is watching.

Being a member of a team can become destructive if the players turn arrogant and fall into an us-them mentality, seeing opponents as the enemy and treating their nonathletic peers as
inferior or contemptible. Furthermore, if a teenager overidentifies as an athlete, he will be ignoring other interests at a time when he should be broadening rather than narrowing his horizons.

Professional sports have become corrupted by the win-at-all-costs mentality, and this corruption is intensified by big-money contracts for winning players, coaches, and organizations. Loyalty, camaraderie, sportsmanship, the joy of mastering skills- these values all too often disappear when "winning is the only thing."

If they remain uninfected by the toxins of winning at all costs and instead focus on effort and fair play, youth sports can be beautiful, exciting, and fun. They can provide kids with an extraordinary opportunity to express their talents and their character, to run around screaming and laughing with joy.

The job of parents and coaches of young athletes is to maximize the benefits and minimize the deficits of youth sports by keeping a long-term perspective and helping kids do the same
APPENDIX 3 - TIMEFRAME SPORT FOR PEACE MILESTONES


<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
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<tbody>
<tr>
<td>1952</td>
<td>UNESCO recognizes sport as a tool for education</td>
</tr>
<tr>
<td>UNESCO incorporates sport into its program at the seventh session of its General Conference in Paris. Since then, UNESCO has been working to foster international cooperation in the field of sport for education.</td>
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<tr>
<td>1959</td>
<td>UN Declaration on the Rights of the Child recognizes every child’s right to play and recreation</td>
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<tr>
<td>The UN Declaration on the Rights of the Child states that: “The child shall have full opportunity for play and recreation” and “...society and the public authorities shall endeavour to promote the enjoyment of this right.”</td>
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<tr>
<td>1978</td>
<td>UNESCO recognizes sport and physical education as a fundamental right</td>
</tr>
<tr>
<td>UNESCO adopts the International Charter of Physical Education and Sport at the General conference of its twentieth session in Paris and proclaims that sport and physical education is a fundamental right for all.</td>
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<tr>
<td>1979</td>
<td>Convention on the Elimination of All Forms of Discrimination against Women recognizes women’s right to sport</td>
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<tr>
<td>The UN General Assembly adopts the Convention on the Elimination of All Forms of Discrimination against Women which affirms women’s right to participate in &quot;recreational activities, sports and all aspects of cultural life.&quot; (Part III, Article 13).</td>
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<tr>
<td>1989</td>
<td>Adoption of Convention on the Rights of the Child reinforces every child’s right to play</td>
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<tr>
<td>The Convention on the Rights of the Child is adopted at the UN General Assembly. Article 31 reinforces a child’s right to engage in play.</td>
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<tr>
<td>1993</td>
<td>UN General Assembly revives the Olympic Truce</td>
</tr>
<tr>
<td>The UN General Assembly revives the ancient Greek tradition of ekecheiria, calling for a truce during the 1994 Lillehammer Olympic Games to encourage a peaceful environment and ensure the safe passage and participation of athletes. The UN General Assembly has adopted six similar Resolutions since 1993.</td>
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<tr>
<td>1999</td>
<td>MINEPS III Punta Del Este Declaration calls for sport for all</td>
</tr>
<tr>
<td>The third International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport (MINEPS III) is held in Punta Del Este, Uruguay. Ministers adopt the Declaration of Punta Del Este, committing to focus on &quot;sport for all&quot; with particular attention on the participation of children and women.</td>
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</tbody>
</table>
2001
UN Secretary-General appoints Special Adviser on Sport for Development and Peace
UN Secretary-General Kofi Annan invites Adolf Ogi, former President of Switzerland, to be his Special Adviser on Sport for Development and Peace, and appoints him Under-Secretary-General on Sport for Development and Peace.

2002
UN General Assembly adopts A World Fit for Children
The UN General Assembly adopts A World Fit for Children, a resolution calling for the participation of governments, multilateral agencies, civil society, the private sector and the media to ensure children’s enjoyment of all human rights and fundamental freedoms, including equal access to educational and recreational services, and accessible sports and recreational facilities in schools and communities worldwide.

Sport for Development and Peace Roundtable convened at the Olympic Games
International non-governmental organization Right To Play hosts an international Roundtable Forum on Sport for Development and Peace, bringing together leading international figures and fostering the establishment of the UN Inter-Agency Task Force on Sport for Development and Peace.

2003
UN Inter-Agency Task Force reaffirms sport as a tool for development and peace
The UN Inter-Agency Task Force on Sport for Development and Peace releases its report, Sport for Development and Peace: Towards Achieving the Millennium Development Goals, outlining how sport can contribute to the achievement of the MDGs.

First Magglingen Conference on Sport for Development and Peace
Government, UN and NGO delegates attending the International Conference on Sport and Development in Magglingen, Switzerland, issue the Magglingen Declaration affirming the benefits of sport as a tool for development and peace and their commitment to making the world a better place through sport.

First International Next Step Conference on Sport for Development and Peace
Nearly 200 Sport for Development experts and practitioners from 45 countries gather in Amsterdam, the Netherlands, for the Next Step experts meeting, galvanizing grassroots Sport for Development initiatives and launching the Next Step Toolkit, a practical resource for Sport for Development and Peace practitioners.

Swiss Academy for Development launches International Platform on Sport and Development
The International Platform is launched to provide an online information clearinghouse and communication tool exclusively dedicated to the cause of Sport for Development and Peace.

UN General Assembly adopts first Sport for Development and Peace Resolution
The Resolution, entitled Sport as a Means to Promote Education, Health, Development and Peace, identifies sport as a means to achieve wider development goals including education, health and peace.

2004
UN General Assembly adopts second Sport for Development and Peace Resolution
The Resolution, also entitled Sport as a Means to Promote Education, Health, Development and Peace, expresses renewed commitment to Sport for Development and Peace.
European Commission launches European Year of Education through Sport (EYES)
EYES aims to sensitize Europeans to the importance of sport as a tool for education, with the European Commission co-funding 185 local, regional, national, and EU sport and education projects.

National Governments establish an inter-governmental policy initiative, the Sport for Development and Peace International Working Group
A Roundtable Forum held at the 2004 Athens Summer Olympic Games showcases the potential of sport for development and leads to the creation of the Sport for Development and Peace International Working Group (SDP IWG), a four-year initiative engaging national governments, UN agencies and civil society organizations in harnessing the power of Sport for Development and Peace.

MINEPS IV targets sport for health
The fourth International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport (MINEPS IV) is held in Athens. Ministers cite the need for urgent action to include women in sport, ensure sport is recognized as an important factor in physical and ethical development, and to ensure that governmental, intergovernmental, non-governmental, national, international and multilateral bodies are all working to ensure sport is a key component of health programs and policies.

2005
UN proclaims International Year for Sport and Physical Education (IYSPE)
UN Member States call on decision-makers at all levels to come together in partnership to support sport and physical education activities and sport-based development worldwide. Initiatives are undertaken to highlight the vital contribution that sport and physical education for all can make toward achieving the Millennium Development Goals and to ensure that sport and physical education are acknowledged by policy-makers as valuable development tools.

UN General Assembly adopts Resolution: Building a Peaceful and Better World through Sport and the Olympic Ideal
This Resolution recognizes the role of sport as a tool for achieving the Millennium Development Goals, the value of sport as an educational tool for youth, and the contribution of sport to mutual understanding, fair play, friendship and solidarity.

Second Magglingen Conference on Sport for Development and Peace
The Magglingen Call to Action is adopted by the 400 delegates attending from 70 countries. Participants resolve to use sport to promote education, health, development and peace goals. Governments and multilateral agencies are called on to take a lead role in developing policy dialogue on strategies to integrate Sport for Development and Peace programming into national and international agendas.

European Parliament adopts Resolution on Development and Sport
The EU confirms its support for sport as a low-cost, high-impact tool for development and acknowledges sport’s positive contribution to social inclusion and cohesion, intercultural dialogue, environmental understanding and the reintegration of children in post-conflict situations.

Second International Next Step Conference on Sport for Development
Next Step 2005, in Livingstone, Zambia, is the first Sport for Development conference to be held in Africa, attracting 180 participants, with extensive representation from the developing world.
World Summit confirms UN support for Sport for Development
This high-level plenary meeting of the UN General Assembly issues a declaration confirming 
UN support for sport as a vehicle to achieve tolerance, understanding, peace and 
development. The summit encourages proposals to the General Assembly and calls for a plan 
of action on sport and development (Article 145).

2006
Special Adviser to the UN Secretary-General releases the Final Report on the 
International Year of Sport and Physical Education (IYSPE)
Adolf Ogi presents the final report on IYSPE to the UN Secretary-General on April 3, 2006, 
summarizing initiatives and events undertaken by 106 countries worldwide.

UN General Assembly adopts third Sport for Development Resolution
Sport as a Means to Promote Education, Health, Development and Peace builds on previous 
resolutions and recognizes the need to maintain momentum generated by the IYSPE 2005.

Sport for Development and Peace International Working Group releases Preliminary 
Report
Sport for Development and Peace: From Practice to Policy is the first examination of Sport for 
Development and Peace activities of national governments. It focuses on 13 governments, 
providing analysis, key findings and lessons learned.

UN Secretary-General sets out a UN Plan of Action on Sport for Development and Peace
Presented to the UN General Assembly, Sport for Development and Peace: The Way Forward 
reviews the IYSPE 2005 activities of national governments and sets out a UN Plan of Action 
on Sport for Development and Peace.

African Union launches the International Year of African Football 2007
The African Union Assembly proclaims 2007 the International Year of African Football, 
recognizing sport, and football in particular, as instruments for the promotion of unity, 
solidarity, peace and reconciliation, and the prevention of HIV and AIDS.

2007
EU White Paper on Sport acknowledges the increasing social and economic role of 
sport in the European Union
This White Paper is a result of broad-based consultations with sport and development 
stakeholders, culminating in the Pierre de Coubertin Action Plan which will guide the 
Commission in its sport-related activities during the next few years.

EU Treaty includes sport as an area of competence for the EU
The EU Treaty establishing a Constitution for Europe allows the EU to support, coordinate or 
supplement the actions of the member states in the social, educational and cultural aspects of 
sport.

Third International Next Step Conference highlights the value of educating and 
developing young people through sport
The conference also provides a platform for young sports leaders from across the world to 
contribute to the use of sport to attain the MDGs.

Ministers and high-level officials from 43 countries adopt Accra Call for Action on 
Sport for Development and Peace
The Call for Action reiterates participants’ commitment to fully harness the development power of sport.
Joint Parliamentary Assembly of African, Caribbean and Pacific States and the European Union debates Sport for Development and Peace
For the first time in the history of the Joint Parliamentary Assembly, Sport for Development and Peace is debated by the Members of Parliament from over 170 countries.

UN Secretary-General appoints second Special Adviser on Sport for Development and Peace
UN Secretary-General Ban Ki-moon invites Wilfried Lemke, former Senator from Bremen, Germany to be his Special Adviser on Sport for Development and Peace, and appoints him Under-Secretary-General on Sport for Development and Peace.

SDP IWG Final Report Harnessing the Power of Sport for Development and Peace: Recommendations to Governments is launched
The first comprehensive report on Sport for Development and Peace, including policy recommendations to national governments and evidence supporting the development power of sport, is launched at the 2008 Beijing Summer Olympic Games.
APPENDIX 4 -KEY DOCUMENTS OF INTERNATIONAL FRAMEWORK


ILO
- ILO Convention 182 on the Worst Forms of Child Labour (1999): see especially articles 3 (a), 3 (d), 7 (2b) and (2c), and 8
- Recommendation R 190 (1999) on elimination of the worst forms of child labour: see especially article 2 (b)
- ILO Convention 138 on Minimum Age (1973): see especially article 7 (paragraphs 1-4)
- Declaration on Fundamental Principles and Rights at Work (1998)

UNESCO
- International Charter of Physical Education and Sport (1978): see especially article 1, which states: “The practice of physical education and sport is a fundamental right for all.”
- Recommendations from the International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport (MINEPS) meetings: see especially the most recent Declaration of Punta del Este (1999) from MINEPS III

WHO
- World Health Assembly resolution WHA55.23 (2002) on diet, physical activity and health: see especially articles 2, 3 (1) and 3 (5)
- Framework Convention on Tobacco Control, 2003

UNEP
- UNEP Governing Council decision (2003) on long-term strategy on sport and the environment: see especially the section on using sport to promote environmental awareness

UNICEF
- Convention on the Rights of the Child (1990): see especially article 31, which states: “The practice of physical education and sport is a fundamental right for all.”
- Declaration on the Rights of the Child (1959): see especially principle 7, which states: “The child shall have full opportunity for play and recreation, which should be directed to the same purposes as education; society and the public authorities shall endeavour to promote the enjoyment of this right.”
- “A World Fit for Children”, outcome document from the special session on children (2002): see especially paragraphs 37 (19) and 40 (17)
UN General Assembly resolutions concerning the Olympic Truce

Resolution 48/10 of 25 October 1993: International Year of Sport and of the Olympic Ideal, which proclaimed 1994 as the International Year

Resolution 50/13 of 7 November 1995: The Olympic Ideal United Nations Inter-Agency Task Force

Resolution 52/21 of 25 November 1997: Building a peaceful and better world through sport

Resolution 54/34 of 24 November 1999: Building a peaceful and better world through sport

Resolution 56/75 of 11 December 2001: Building a peaceful and better world through sport

Resolution A/Res/60/8 of 3 November 2005: Building a Peaceful and Better World through Sport and the Olympic Ideal

Other United Nations General Assembly resolutions

Resolution A/Res/ 217 A (III) of 10 December 1948: Universal Declaration of Human Rights

Resolution 55/2 of 8 September 2000: United Nations Millennium Declaration (see paragraph 10)

Resolution A/Res/58/5 of 17 November 2003: Sport as a Means to Promote Education, Health, Development and Peace

Resolution A/Res/59/10 of 8 December 2004: Sport as a Means to Promote Education, Health, Development and Peace

Resolution A/Res/60/9 of 17 January 2006: Sport as a Means to Promote Education, Health, Development and Peace

Other United Nations instruments

Convention on the Elimination of All Forms of Discrimination against Women (1979): see especially articles 10 (g) and 13 (c)

Platform for Action adopted at the UN World Conference on Women in Beijing (1995): see especially paragraphs 85 (m), 107 (f) and 280 (d)

2005 World Summit outcome
Other relevant instruments

- Geneva Conventions (1949): see especially GC III, article 38 (regarding the right of prisoners of war to “physical exercise, sports and games, and for being out of doors”), and GC IV, article 94 (regarding children’s right to “outdoor sports and games” during times of war)

- The Olympic Charter of the International Olympic Committee: see especially article 8, which states:

  “The practice of sport is a human right.”


- European Sports for All Charter (1975)

- EU White Paper on Sport: Commission of the European Communities (Brussels: 2007)