

PEACE & SPORTS MANUAL

Compiled by
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The Peace & Sports programme is implemented by:

Diocese of Torit (Sudan)
Kuron Peace Village (Sudan)
Kotido Peace Initiative (Uganda)
Pibor Development Association (Sudan)
Lokado Oropoi Kakuma Development Organisation (Kenya)



Colofon

Peace & Sports Manual 2007

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PREFACE

Cattle raiding is firmly embedded in the cultures of the pastoralist societies in the Karamojong cluster. While demanding fewer victims than Nairobi traffic, the cost of the rustling of animals has increased tremendously after the introduction of small arms. Moreover, the light weapons loosely carried over the shoulder of the herdsmen have stirred up the social fabric of their communities. The armed power of individuals disabled the control mechanisms by the elders, the women and the diviners, but has also tempted the same elders to send their youth to raid, while ignoring the so often lethal consequences. Thanks to the wars in Uganda, Sudan and Somalia automatic weapons are still cheap and easily available on the markets.

In the context of continuous economic, political and ecological threat on the livelihoods of the pastoralist societies, the SALW became first weapons of defense, but rather than sooner acquired offensive purposes which slowly but surely criminalized the pastoralist societies.

Disarmament seems to respond to the need of stopping the violence and many attempts have been made by governments to dispossess the herdsmen of their deadly weapons. These top-down attempts failed in most cases. IKV Pax Christi in partnership with local organisations always departed from a responsibility to protect in which a dialogue between communities and governments is indispensable. Local communities are well aware of their vulnerable position and are in the best position to formulate the proper conditions for disarmament programs to succeed.

The Peace and Sports Programme has been designed to accommodate the needs to come together during peaceful times with peaceful methods to discuss and analyse the situations of the different communities and the causes for their conflicts. Sports give youth warriors an opportunity to improve their physical and their mental skills and are generally appreciated by them as a good way to relax.

This programme bringing together 4 nationalities, 8 different organisations and ethnic groups requires many skills to organise and train youth warriors in sports, but also in analysing and articulating conflict. These skills need to be

transferred to and shared among the selected candidates for coordinators, programme facilitators, trainers and coaches in such a way that after two years mature peace and sports organisations are able to facilitate sports and peace building.

This manual has been developed with the skills of many. The experience to work with the youth with a similar psychological approach comes from Seeds of Peace Africa who did successful work in the slums of Nairobi, but also in Rwanda and Sierra Leone. IKV Pax Christi builds on years of analysis and experience in advocacy on managing the threat of small arms to communities in Africa and many other countries on the globe. The concept of the programme was built by these two organisations, only after they found that it was actually possible and successful to work with youth warriors in the region of the Karamojong cluster. The intricate knowledge of the local situations and the will to implement the programmes could only be derived from organisations that already for a long time had invested in peace building among their own communities. LOKADO in Kenya, Kopein in Uganda, the Diocese of Torit, the Kuron Peace Village and the Pibor Development Agency in Sudan. When we discussed the concept of the programme, we would need a knowledgeable partner in sports. We found this partner in the NKS, the Dutch Catholic Sports Federation, that not only has a strong background and experience in training sports, but also in similar circumstances as we find in the Karamojong cluster. NKS was also very instrumental during the design of the programme together with all the other partners, mentioned earlier.

I am extremely proud that this programme has started with all partners from the very beginning in 2005 when we had our first try-outs of the concept and that all partners stayed committed and loyal to each other; this to the very inception of the programme in 2007. This manual is a first reflection of this hard work of integrating peace building and sports training. This manual is meant to guide the peace and sports facilitators and their coordinators to train themselves and their trainers and coaches in the field. New experiences during the course of the year will add more information, new approaches and methods.

I would like to thank all the participating organisations and all those who have worked so hard to draft this manual. Let us be persistent in our hope that tomorrow will be a day of peace.

Edwin Ruigrok
IKV Pax Christi

Ellecom, 12/3/2007

INTRODUCTION

The purpose of this introductory part is to explain how to use this manual. It includes the overall program goals and a timeframe for PSFs and Sports Leaders from Sudan, Uganda, Kenya in order to work towards cross-border cooperation in Sports for Peace tournaments/ conferences.

How to use this Manual

The manual provides guidelines for Peace & Sports Facilitators (PSFs) and is based on a three-week training for PSFs (from Sudan, Uganda and Kenya) on Conflict transformation and Sporting, held in January/February 2007 in Kakuma, Kenya and on trainings held in Kuron, Sudan and Kotido, Uganda in March and April 2007. The information in this manual is not meant to be exhaustive, but offers guidelines for Peace & Sports activities. The use of this manual should be flexible. Peace & Sports Facilitators have the option of selecting methods to be used at a particular workshop/meeting or 'sports for peace' activity, depending on the target group and the topic to be discussed. The content and activities in this manual can be used for different levels. Some activities and theory are more useful to the coordinators and PSFs in the program, others are very practical and more of use for the Sports Leaders in the field.

This manual exists of 6 different modules. In every module you will find Theory (or Talk), followed by an Example (if clarification of theory is needed) and a Try-out (or activity). By using this TET structure, the manual offers some practical tools for Peace & Sports activities.

The first module contains tips on how to facilitate a training workshop or meeting. The second module contains information on Conflict analysis (including some tools); the third module on Conflict transformation (including intervention strategies); the fourth module on Peace building, the fifth module on Theory related to Sports, Peace and Development, the sixth module on Sports Practices and the seventh module on Monitoring and Evaluation.

Programme goals and timeframe for PSF cross-border cooperation

The purpose of the Peace & Sports program is:

- To enhance mutual coexistence of (previously) hostile communities by
 1. Bringing together youth warriors and other community members from cattle raiding communities in Southern Sudan, Kenya and Uganda to be engaged in peace and sports activities on a regular basis;
 2. Enable community members and the youth to participate in the development process of their communities;
 3. Provide space for the youth warriors to share experience, express their needs, aspirations and difficulties hence gain increased socio-economic resources and services they are entitled to

The peace and sports programme contributes in several ways to reach the Millennium Development Goals (MDGs), particularly in the field of education and youth development. By giving a voice to pastoralist communities and enabling the youth to become engaged in the development of their own community, people will be likely to demand from the politicians boreholes and other things that directly contribute to eradication of hunger.

ANNUAL CROSSBORDER TOURNAMENT/ PEACE CONFERENCE

The first year of the programme the youth is being trained in conflict transformation and sports. The main sport in the first year of the programme is football. After one year a Cross border Tournament/ Peace Conference will be organised where the different communities come together and play sports combined with a conference aiming at conflict transformation among youth warriors and other community members. This meeting will serve as an inspirational example for other communities in the programme area but also beyond. And will stimulate governments to take their responsibilities effectively addressing the problems and needs of the pastoralist communities in order to gain peace and development in the area.

MODULE 1 FACILITATING A TRAINING WORKSHOP OR MEETING

As a Peace & Sports Facilitator or even as a Sports Leader, there are a few guidelines that can help you to organise a meeting, workshop or training well and facilitate in a way that keeps attracting the attention of the participants. Firstly, the preparation of meetings and trainings needs to be done ahead of time, taking into consideration certain important factors. The participants will have confidence in you, because they see you take your job seriously. Secondly, you need to be dynamic in using different training techniques and flexible by adapting yourself to the level of the participants. Be creative!

1.1 Characteristics of adult learners

- ✓ They want to learn about things and issues that are relevant and applicable to their lives
- ✓ They like to be respected
- ✓ They have previous experience which they like shared
- ✓ They like to be involved practically; too much theory should be avoided
- ✓ They learn better when it is convenient for them; they are busy with other activities
- ✓ They like to learn at their own pace and so need enough time; don't push them too much because they are often slow learners
- ✓ They get bored and tired easily; so the training should be lively
- ✓ They learn for a purpose so only give knowledge that they need
- ✓ They need to be acknowledged and appreciated
- ✓ They are responsible persons and should not be treated like children
- ✓ They are cautious especially when they are not sure about the changes they are expected to make
- ✓ They are capable of making their own decisions; for example, they can decide to stay in the training or not

Adult learners learn best when:

- ✓ They see, hear and do/act
- ✓ The training is interesting and relevant to their need
- ✓ They are actively participating

- ✓ They are in an atmosphere conducive for their learning
- ✓ They are not hungry
- ✓ Language that is used is simple and understood
- ✓ They have peace of mind

1.2 Qualities of a good Peace & Sports Facilitator (PSF)

Peace & Sports Facilitators should demonstrate the following qualities:

- ✓ Be a role model: make sure your behaviour is correct and correct behaviour of others. Spread and act according to the message of peace, not only at work but also at home. Re-examine yourself: are you at peace with your neighbours? Are you a good example on the playing field (fair play)? Are you practising what you preach? Do you respect other people?
- ✓ Be an effective communicator: talk with people, make sure people understand your message. Share information. Be transparent in your communication.
- ✓ Be a team player: work as a team, you cannot work alone. What are the suggestions for interventions that other people have in mind? Borrow ideas from others. Remember that no one knows everything and no one knows nothing and that everyone knows something.
- ✓ Know the problem: make sure you understand your community, their problems, the history of the problem.
- ✓ Be creative and innovative: use your imagination to spread the message of peace. Be creative on the sports field, use the peace message throughout your activities.
- ✓ Be patient: do not feel discouraged by a slow process or if you cannot achieve results immediately. All changes take time and won't happen overnight!
- ✓ Be a good leader: have respect for others, and you will receive respect.
- ✓ Be able to adapt: be able to adapt other beliefs, cultures and opinions. Are you able to work across cultures? Maybe you have to adapt your own behaviour and attitude.
- ✓ Have a sense of humour: you can achieve a lot when you use humour.
- ✓ Be analytical: then you will be able to reflect, even yourself.
- ✓ Be diplomatic: be careful in what you say and to whom, be tactful.

- ✓ Be skilful: use your skills optimal and be open for new skills.
- ✓ Be optimistic: Believe in your work, one man can change the world, it is the only thing that ever happened. Something can be done!
- ✓ Be a good observer and listener: learn from others by listening.
- ✓ Be open to criticisms: make sure you use criticism in a constructive way.
- ✓ Remain focussed and determined
- ✓ Be open-minded
- ✓ Be a motivator, challenge and empower people: motivate people; they have to be encouraged to participate.
- ✓ Be gender sensitive: as a sports and peace facilitator you're not only addressing the warriors, but also the motivators, such as women.
- ✓ Be aware of the different actors: different people play different roles, e.g. women, elders, warriors.
- ✓ Be committed!

1.3 Planning a workshop

Before you conduct a workshop or a meeting, make sure you are well prepared, especially when it concerns a sensitive subject such as conflict transformation related to cattle raiding.

1) IDENTIFY YOUR TARGET GROUP CLEARLY

Think clearly about whom you want to mobilise for peace and sports activities. Make sure the participants represent the community as a whole, that they represent different ethnic groups if possible. Before you identify the participants, you can draw a conflict map to have a clear overview of the different actors.

2) KNOW AS MUCH AS YOU CAN ABOUT YOUR PARTICIPANTS

Background knowledge about your participants helps you to prepare your workshop or meeting so that it meets the needs of the participants and the aims of the program you are working on. When you are well aware of the context you are working in and the behavior of your target group, it also makes it easier to change attitude. Try to find answers to some questions related to participant's backgrounds.

Example:

- Is it the first time people participate in a workshop?
- What do the participants know about the subject you are discussing?
- Do participants have an educational background (what language do they speak)?

3) DECIDE ON YOUR AIMS

Before you conduct a workshop, make sure you decide on the main aim or objectives of the workshop or meeting. What should people know and be able to do by the end of the workshop. Think about the content and the skills you want the participants to gain. And which training methods you are going to use, bearing in mind the educational background of the participants.

4) LOGISTICAL ARRANGEMENTS

Choose a proper venue, if you are dealing with pastoralist communities, people might feel more comfortable when you are organising a workshop or meeting under a tree. Make sure you think thoroughly about a neutral ground, if you are inviting people from different ethnic communities whom have been raiding each other's cattle. If you are organising a workshop with government officials or partner CBOs to discuss the progress of the program, you might choose a venue where you can make use of writing material.

5) STRUCTURE YOUR PROGRAMME

Think about which information the participants need in order to achieve your aim. Then structure this information, decide in what order to present it, what will you present first? Make sure every session has an introduction, a presentation and conclusion. And do not present too much information in a short time.

6) THINK ABOUT DIFFERENT TRAINING METHODS (AND MATERIALS)

You can facilitate while using different training methods in order to make sure participants get the message in a creative fun way and while working on something themselves. Think about role plays/drama, games, songs/dances/poems, stories, case studies, small groups, plenary discussions, panel discussions/debates, brainstorm sessions (see paragraph 1.7).

Think about materials you need, if you decide to draw a conflict map, you might need paper. Better to make use of the environment where you are, for

example, you can also draw a conflict map on the sand. Or when you are organising a baseball match, use stones to mark the field.

1.4 Conducting a workshop

DECIDE ON SEATING PLAN & LANGUAGE

Often participants in workshops sit in front of the facilitator, in a semi-circle. It is advisable to change the seating plan when you are using different training methods. For example, during plenary discussion about a sensitive subject, you can decide to sit in between the participants. This might create an informal atmosphere where people can be more open. When you are sharing some theory, make sure people sit close to you so they can hear you and see it when you are making a drawing in the sand or if you are writing on a flipchart.

CLIMATE SETTING & OPENING THE WORKSHOP

The beginning of a workshop or meeting will often have a great impact on its success or failure. You need to make people feel comfortable; you need to build trust between participants and between you as a facilitator and participants. To ensure full participation and ownership, participants need to see why the workshop is relevant to them and what they can gain from it (exchange experiences among youth, learning new skills, receiving a certificate).

WORDS OF WELCOME

Participants need to be welcomed with a few words including an outline of the aim of the workshop. The facilitator can do this and can also invite a special guest to officially open the workshop or "kick off" a sports for peace activity.

INTRODUCTIONS

It is crucial that participants know something about each other before the workshop or meeting starts. There are many different ways to do the introduction. You better avoid self-introductions when you are in a large group, either because it takes too long when some participants start elaborating at length about themselves. Or you have participants who only mention their name quickly and sit down again. This will not help in building trust among the group in the beginning of the workshop.

Example:

Conduct introductions by using exercises, e.g. divide people into pairs or small groups and give them some minutes to get to know each other. Afterwards you ask each of them to introduce their neighbor to the whole group.

Or if you are with participants who know each other already, ask them to tell two things about themselves of which one is false and one is true. The other participants have to guess which statement is true and which one is false.

1.5 Training methods

This manual suggests activities and methods that stimulate the learning process. The manual tries to combine theory with practice and encourages the Peace & Sports facilitators to be creative and innovative in spreading the message of Peace by making use of sports. Using different training methods helps in attracting the interest of the target group and other community members. By using a participatory approach and asking youth warriors and other community members to contribute, it stimulates their learning process. Below you will find different training methods.

Role play/ drama

Use role plays/drama by asking people to act a real life situation that poses a problem and afterwards discuss a way to solve the problem with the whole group. Remember, using drama is like holding a mirror to the people. Often the play itself is even strong enough without using words of explanations afterwards (see also ANNEX 6).

Games

Using games is a practical and creative way of presenting information. The most important thing is that it should be fun! When people are having fun together in a game, it makes it easier to start analysing what happened in the game afterwards.

Example:

Form a circle with the group, ask them to give each other hands randomly. For example, one hand is holding a person in front of you, your other hand is holding the person on your left. When everybody is holding another hand, you are in a knot. Now, you really need teamwork and cooperation to solve the problem of the knot. It is also about building relationships since people are standing very close to each other and have to scroll over hands and under arms, without getting loose of the hands you are holding. You will see that you can solve the problem by working together, in the end everybody is standing in a circle again holding your neighbors hands.

Songs/ dances/ poems

Singing and dancing is an important element of African culture. Before youth warriors go for raiding, women often stimulate the raiding by singing and dancing. Make use of songs, dances, even poems to spread the message of peace among pastoralist communities (see also ANNEX 6).

Stories

Story telling is commonly used in African communities. It is a useful tool that simplifies your message, linking it to the daily life and reality of pastoralist communities. It makes your message better understood for the wider public, including children! Make sure you end your story with a moral teaching.

Example:

How many of us keep cows? How many of us keep chicken or pigs? Why don't you keep pigs? Because, we cannot use them for dowry, they don't give any milk. They are destructive, dirty, even ugly. We don't know their value. The story is about a farmer, who had three of those farm animals; a cow, a chicken and a pig. One morning the farmer was enjoying his breakfast, because there was tea with milk, butter, an egg and even bacon. The farmer had it all. And then the cow came, looked at the table and laughed while he started eating. Then the chicken came and looked at the table and saw the egg, which was wonderful. Finally the pig entered. He looked at the table and saw the bacon. He really felt depressed. He asked the cow, "Why were you laughing in the morning?" The cow replied: "I just saw the farmer enjoying the milk and butter I gave to him". The pig asked the chicken "Why are you smiling?" "Because I saw the farmer was really enjoying my egg!", she proudly replied. The pig sneered sadly and said "Nobody likes me, although I can give everything!", and he referred to the bacon for which his brother gave his life. The chicken replied; "You can give everything but then you are dead, and we cannot enjoy your friendship anymore!". The cow said: "My friend pig, I am still alive, but there is butter, urine, milk and you can enjoy my friendship and contribution everyday!"
Lesson: Why would you go for cattle raiding, and risk your life? You can only contribute in a structural way to your family and your community when you are still alive!

Case-study

Pose a problem to a group by using one specific case as an example and ask participants "what would you do?".

Small groups

Dividing people into smaller working groups encourages relationship building and trust between them and it increases their participation and creativity. People often learn better from each other, than from a facilitator

Plenary discussions

Take a seat within the group and start a discussion with the whole group, make people feel as comfortable as possible by not taking up a leading role but only ask questions to guide them into a certain direction.

Panel discussions/ debates

Choose some people who will lead a discussion, they are sitting in the panel. The rest of the group can ask questions to the panel.

Brainstorming

Pose a problem or a topic to the whole group, then the group comes up with any solution or idea they can think of which will be discussed together. After a discussion you can ask the group to present the outcome(s) of their 'brainstorm' session.

Energiser

This is not really a training method, but a useful tool to attract people's attention when they are not listening. Ask people to stand up for an energiser to clear their minds. Or when you end a specific subject, use an energiser before going to the next subject. Be creative yourself! Or ask people in the group to introduce an energiser.

Example:

Divide people in three groups. Ask the first group to sing the words "to, to, to,....", ask the second group to sing "to whom to, to whom to, to whom to,...." and the third group "to whom does it belong to, to whom does it belong to, to whom does it belong to...". Then people walk behind each other and form a 'train' moving their arms like a locomotive. The facilitator mentions the different areas where the participants are coming from. These are the directions where the train is going. Each time a new direction is mentioned, the train turns.

MODULE 2 IMPORTANCE OF A CONFLICT ANALYSIS

Objectives

- ✓ to help peace & sports facilitators identify the primary and secondary causes of cattle raiding in their context
- ✓ to help peace and sports facilitators have a deeper understanding of the negative effects of cattle raiding in their context
- ✓ to help peace and sports facilitators understand the different roles the actors play in conflict
- ✓ to help the peace and sports facilitators understand deeply the relationships between the actors
- ✓ to help peace and sports facilitators design appropriate mechanisms for intervention in cattle raiding

2.1 Defining Conflict

Basically, conflict exists where people have incompatible goals. In the long run, conflicts lead to the breakdown of social order. It is for this reason that conflict should be transformed so that they are non-violent and not destructive.

All societies are caught up in a complex web of conflict because wherever there are people, there will always be conflict. Conflict is normal in social relationships. Human beings are social beings and therefore will have conflict from time to time.

Levels of Conflict

In order to manage a conflict, it is important, first of all, to identify the conflict itself. It is important to note that there are different levels of conflict, some of which should be considered by the sports and peace facilitators.

- Intra-personal conflict is that which is the individual self and the personal conflicts that they go through. In life individuals go through different conflicts and warriors/raiders are no exception. It is important to think about the intra-personal conflicts that they might go

through in their conflict setting. We know it is human to fear being killed in a cattle raid; it is also a difficult experience to kill others in a cattle raid, all the reason why the killers have to be cleansed on arrival from a raid. We can explore ways of withdrawing warriors/raiders from the acts of raiding by exploiting intra-personal conflicts.

- Inter-personal conflicts are those conflicts between two persons. Such conflicts may impact negatively on the team spirit of the warriors/raiders. Attention should be paid to this so that differences are not transferred to the peace forums and sports.
- Intra-community conflict is that which occurs within the same community. We have cases of cattle raiding between clans of the same ethnic community.
- Inter-community conflict is that which occurs between two ethnic communities. This may be within the same country or across borders. Cross-border conflicts may fall under this category, for example the Turkana of Kenya and Toposa of Southern Sudan.

The other levels include, national conflicts that occur between governments and rebel movements/groups, and international conflicts for example between USA and Iraq, and the war on terrorism.

2.2 Why conflict analysis?

Conflict analysis is about striving to understand the issues in conflict (e.g. cattle raiding) in a deeper sense. The aim of conflict analysis in this manual is to help understand the historical and structural aspects of cattle raiding.

Conflict analysis entails a systematic study of conflict profile, causes and effects of conflict, actors in conflict, and the process that includes dynamics.

Why do a conflict analysis of cattle raiding?

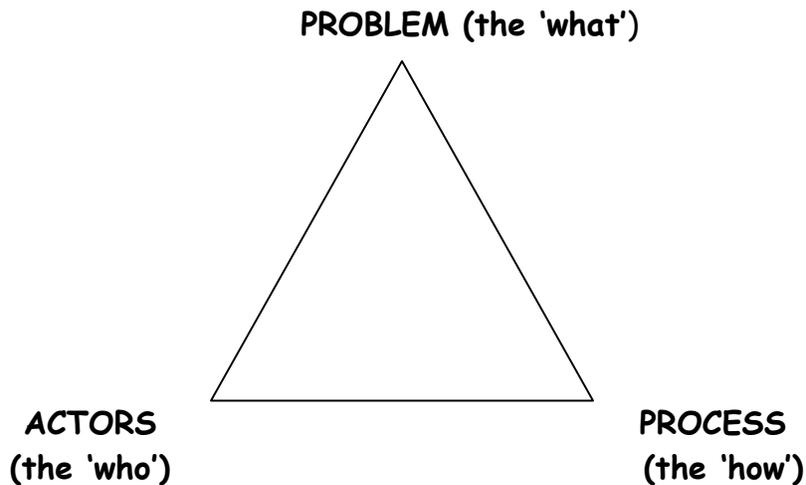
- ✓ It is the beginning of a clear understanding of cattle raiding and sensitivity to such conflict
- ✓ Helps in identifying the root causes of cattle raiding
- ✓ Helps in identifying actors and their relationship in cattle raiding
- ✓ Helps in monitoring the dynamics and progression of cattle raiding
- ✓ Gives a clear understanding of why cattle raiding is protracted or reduced

- ✓ It enables organizations and peace builders design appropriate mechanisms for intervention
- ✓ Deeper understanding of a conflict environment
- ✓ Helps know how to link with other stakeholders in the cattle raiding setting

To have a conflict profile one needs to know the physical geography of the area, the ethnic composition and the political, economic and social structures in the conflict situation.

There are different tools for conflict analysis. The 3Ps is one such tool used by John Paul Lederach (MCS 1995 P.45). It shows how conflict can be analysed by asking questions about the problem (causes of conflict), the people (actors/players in conflict) and the process which includes interventions in conflicts.

People (commonly referred to as the 'who')
Problem (commonly referred to as the 'what')
Process (commonly referred to as the 'how')



2.3 Causes and effects of conflict

Causes of cattle raiding may be cultural, social, economic, and/or political.

Examples of cultural causes: men need a big number of cattle to pay dowry for a wife.

Examples of social causes: men go raiding for prestige and status in society, the more the cattle the higher the status ; the women encourage raiding so that they marry men with status in the community.

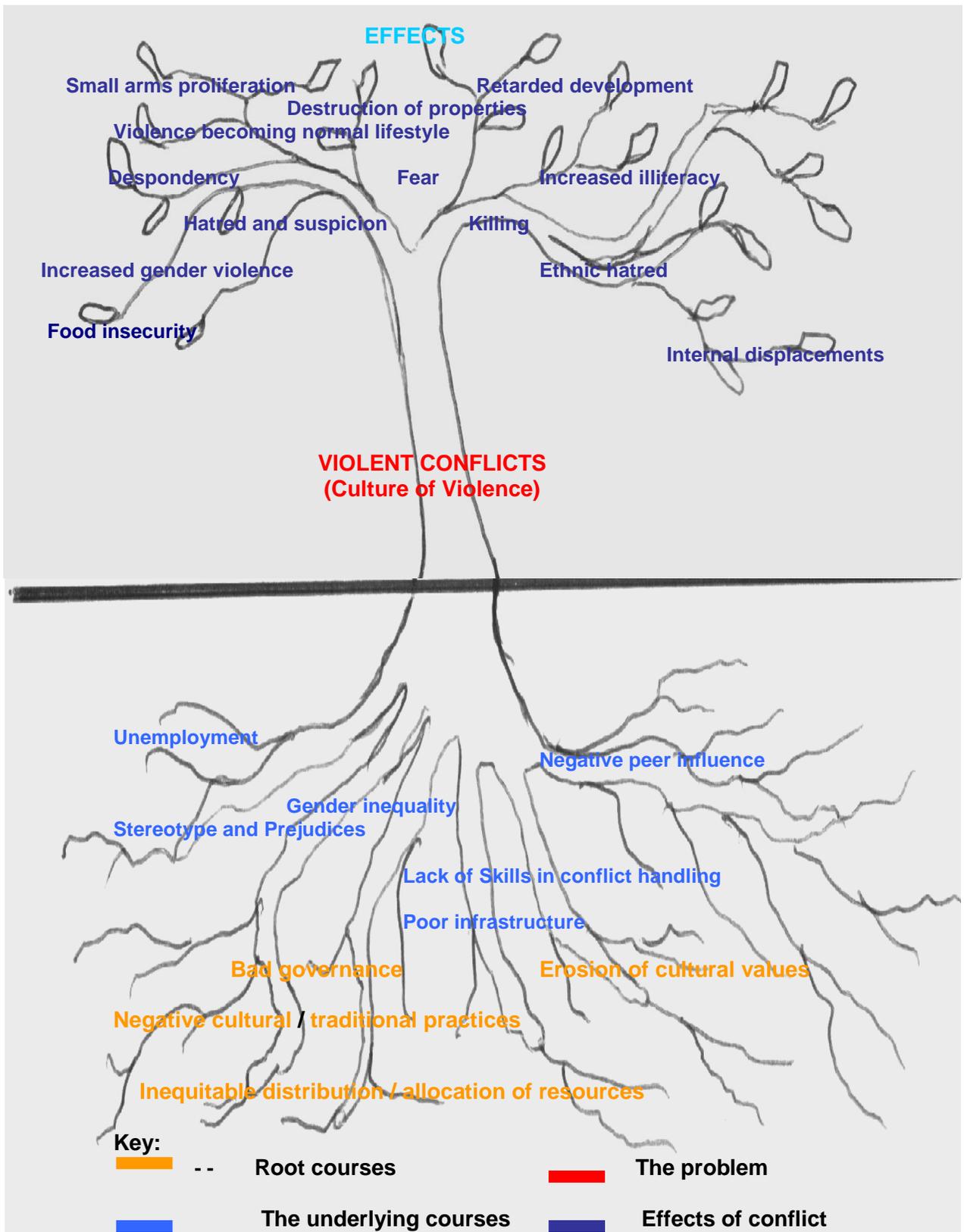
Examples of economic causes: men go raiding for wealth.

Examples of political cause: some people support cattle raiding for political mileage.

When conflict lasts for long it becomes more complex. The longer the conflict, the more the effects. The effects with time may also become causes. For example, one community may go raiding out of revenge to recover the stolen cattle or to kill the opponents for having killed their people.

A conflict tree can be used to illustrate causes and effects.

EXAMPLE OF A CONFLICT TREE



ACTIVITY

Group Task

Identify the causes of cattle raiding in your region; consider the socio-cultural, economic and political aspects.

Role Play

PROCESS

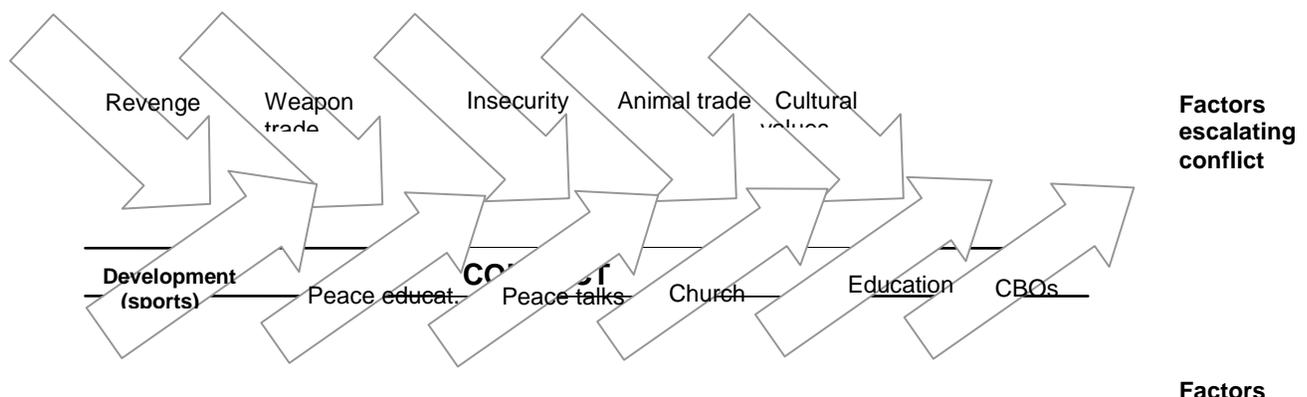
Process refers to the 'how' of the problem and it answers questions like:

- ✓ Have there been interventions in the past?
- ✓ How do we intervene now?
- ✓ How do we relate our present intervention and the ones that were used in the past?
- ✓ Who should participate?
- ✓ What changes/dynamics has the conflict gone through?
- ✓ Is the original cause of the conflict still the same?
- ✓ What are the factors that escalate conflict?
- ✓ What are the factors that promote peace?

N/B The process must be seen to be fair otherwise peace cannot be sustained. Process includes analysis of the dynamics in a given conflict.

2.4 Dynamics in cattle raiding

It is important to be aware of the conflict dynamics because conflicts are not static. After a while a lot of things change in a conflict/cattle raiding setting. The raids may escalate or de-escalate; some actors in the raids may drop out or more actors may come on board; groupings along good relationship may be formed against other communities, tactics may change and sometimes even the original aim of the raids may be overlooked.



N/B When there are more factors that promote peace the better.

Examples of some of the changes/dynamics already noticeable in cattle raiding setting are:

- ✓ Raiders, especially in Sudan, have adapted patterns used by the army to
- ✓ organize themselves - O, V, W, U
- ✓ Mode of dressing: some raiders/warriors dress in combat clothes to
- ✓ camouflage
- ✓ The raiders use mobile phones for quick information sharing
- ✓ The raiders use intoxicants/drugs before they wage an attack
- ✓ Raiders have moved away from use of local weapons like bows and arrows and spears, home made guns ("amaticla") to more sophisticated small arms and light weapons (hand grenades, anti-personnel land mines, rocket propelled guns-RPGs,
- ✓ Raiders eating habits have changed e.g. they eat biscuits instead of sorghum; they also use bottled mineral water

Questions that arise from the dynamics are:

- Have the changes had effect on the conflict?

If so how? Do the dynamics warrant change in the conflict intervention?

N/B It is important to analyse the dynamics from time to time.

Activity

a) Group Task

Looking at the past and the present, discuss the changes that have taken place in your conflict context

-Why have these changes taken place?

-What effect have these changes had on the conflict?

b) Role Play

MODULE 3 CONFLICT TRANSFORMATION

Objectives:

- ✓ Help peace and sports facilitators identify and address political, cultural/social and economic structures that promote violence
- ✓ Help peace and sports facilitators enhance effective inter-cultural communication
- ✓ Help peace and sports facilitators address the personal and relational dimensions of actors in conflict

3.1 What is conflict transformation?

Conflict transformation recognizes the fact that conflicts are here to stay but they can be transformed from being violent to being non-violent. It is about transforming communities from a culture of violence to that of non-violence. It therefore entails the following:

- Conflict transformation focuses on the people as agents of change. The people affected by conflict must have the will and participate in the change. Outsiders only help facilitate the process but the change lies with the people
- Conflict transformation recognizes the fact that conflicts will always be with us. It is therefore the responsibility of the people/communities to identify and use a process that is non-violent to transform conflicts from being destructive.
- Conflict transformation addresses the root causes of the problem. If root causes are not addressed there is continuous suppression and the conflict is likely to recur.
- Conflict transformation theory assumes that conflict is caused by problems of inequality and injustice. Therefore, structures in the society that promote inequality and injustice must be addressed
- Conflict transformation aims at transforming relationships among peoples/communities/social systems. This is inclusive of men/women relationships and the structures that define gender roles.
- Conflict transformation aims at positive change on attitudes and behaviour
- Conflict transformation is a process and therefore may take time
- Conflict transformation is an important part of peace-building process.

Conflict Transformation should ensure the following:

- Change political, economic, socio-cultural and economic structures and frameworks that cause inequality
- Change political, economic, socio-cultural and economic structures and frameworks that cause injustice
- Develop processes and systems that promote empowerment, justice, equity, peace, and reconciliation in the society
- Develop systems that enhance effective inter-cultural communication across cultural diversities. Use cultural diversities to promote peaceful co-existence so that diversities become an asset.
- Reduce hostility and cycles of revenge between different groups/communities
- Encourage dialogue

3.2 Dimensions of conflict transformation

Conflict Transformation addresses the following dimensions:

Personal, relational, structural and cultural

- At personal level conflict transformation should address ways of enhancing personal growth. Individuals are affected during conflict in different ways; physically, emotionally etc. Some individuals are more traumatized than others, others agonize for a longer time than others and others overcome bad experiences faster than others. In this regard therefore, the individuals need attention. This can be done through formal and informal education, resilience, and constructive occupation.
- At relational level it concerns mending and improving relationships and finding ways of ensuring mutual co-existence and co-operation. We should improve on quality of our relationships all the time. We should strive to increase understanding and respect among peoples to improve relationships. We have to communicate and dialogue to improve relationships
- At structural level conflict transformation concerns development of structures that encourage and maximize community participation in issues that affect them. It advocates for non-violent means to reach the required change. The structures include, economic, political, social and religious. The structures should ensure justice, equality and equity as much as possible. Unfair structures have promoted violence and

therefore should be addressed. The question here is, how can we bring desired change in the structures that impact negatively on the communities and therefore promote violence?

- At cultural level conflict transformation addresses cultural practices that promote conflict. It is important to discourage such practices and only encourage cultural values and practices that are constructive.

N/B To reduce violence we must address the issues that promote violence. To increase justice we must ensure that people have access to the political procedures and participate in decisions that affect them. People should be aware of their rights and responsibilities as citizens. People must be encouraged to participate actively in nation-building.

Activity

Group Task

Identify the cultural and political practices that promote violence in your community. Are there attempts to change such practices?

Role Play

In a role play demonstrate one aspect of a cultural practice that promotes violence in your community

3.3 Conflict Mapping as a tool¹

Conflict Mapping is a visual representation of social relations between groups and between individuals. It is a "snapshot" of the situation right now, in terms of social relationships. It gives you a clear overview of the different actors who are directly or indirectly involved in the conflict.

Why is conflict mapping useful?

Graphic-based conflict mapping is useful because it permits the condensing of dense, complex information into a single, clear visual "map" that is easy to understand. Similar to a road map, the conflict map lets you see the whole picture and the details at the same time.

- ✓ it gives you a clear overview of different actors involved;
- ✓ it visualises the relations between different actors;
- ✓ it helps you to visually represent a large amount of data;
- ✓ it gives you a visual overview of the subject area;
- ✓ it enables you to plan routes/make strategic choices;
- ✓ it is a powerful analytical tool that encourages problem identification and problem solving by showing you new, creative pathways. For example, it could give you information on which actor could play a role in mediation (the one which has the best relations with all the other actors)

Before you draw a conflict map, use a systematic line of questions.

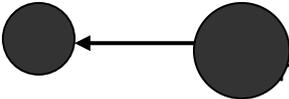
Example:

- (1) WHO are the principal actors—both groups and individuals—involved in cattle raiding?
- (2) WHO are the other actors connected in some way to cattle raiding, including actors external to the local context?
- (3) WHAT are the current relationships between these actors, and how can we visually represent these in a clear way? (See 'symbols,' below.)
 - Strong relationships?
 - Alliances?
 - Broken relationships?
 - Confrontation? Etc.

¹ This paragraph is based on a workshop (and related paper) given by Chris van de Borgh and Mario Fumerton of the Centre for Conflict Studies, University of Utrecht, the Netherlands.

Technique of Conflict Mapping for Visualising Relations:

SYMBOLS²

	Parties in Conflict
	External parties with influence; no direct involvement
	Relationship
	Strong Relationship
	Alliance
	Informal Links
	Broken relationship
	Smaller Conflict
	Main Conflict
	Arrows indicate predominant direction of influence activity
	Issues
	Interests

² Symbols by Chris van de Borgh & Mario Fumerton

Interests - Alternatives

The next step is to try to gain a deeper understanding of the reasons and stakes that each actor has in the conflict around cattle raiding. We can define stakes in terms of interests/needs and alternatives.

1. Interests

An actor's interest (e.g. to continue cattle raiding, to become rich through cattle raiding) arises out of a deeper need (e.g. economic survival, personal prestige, pursuit of power or excitement, etc.).

You should try to identify the interests and the deeper needs of each party.

Example:

- What are the interests of each actor in cattle raiding?
- What is the need that underlies the actor's interest in engaging in cattle raiding?
- What are the interests and underlying needs of the other actors in relation to the conflict? (e.g. arms traders want business, etc.)
- Which interests and needs are *shared*, which are just *different*, and which

2. Alternatives

Once you identified the interests of the different actors, you can explore the various alternatives that are present. What alternatives do the various actors see available that might satisfy their interests and needs, instead of cattle raiding?

Activity:

Draw a conflict map of all the actors in your community who are directly and indirectly involved in cattle raiding. Try to draw the relationships between them by making use of symbols. Use either the example above or create your own symbols. Once your map is finalised, look clearly at the different relations between actors. Between which actors is the conflict the most serious? Then decide which of all the actors you would choose to mediate

3.4 Types of Intervention in Conflict

Interventions in conflict take different forms. They can be applied at the different levels of conflicts already mentioned. They range from informal discussions/problem solving to coercion.

- Informal discussions are a day-to-day means of solving conflicts e.g. among children/among employees/among personal relationships. Most disagreements are solved this way. PSFs should not ignore the minor disagreements because it is such that grow into bigger conflicts if not handled in good time
- Negotiations - is a bargaining relationship that parties in conflict enter into voluntarily to reach a peaceful solution. Nobody from outside will enforce the solution except the parties themselves. If one party neglects the solution then the process stalls.

There are three stages of negotiations:

a) Pre-Negotiation stage

- The agenda has to be agreed upon by both parties before the negotiations takes place
- The choice of a mediator is made and should be one that is acceptable to the parties in conflict
- Legitimate parties in the conflict are identified
- The venue is chosen and has to be agreeable to both/all parties

b) Actual negotiation stage: here one needs to have prepared the negotiators to articulate the issues. This stage requires patience and time

c) Post Negotiation stage

- This stage is for the implementation of the Agreement; It is important to involve the mediator at this stage to help monitor whether the agreement is being honoured. Other actors can be involved in the monitoring and evaluation of the implementation. The implementation should be all inclusive so that all citizens own the process and feel committed to the sustainability of the peace.

- Facilitation - Is a process where parties in conflict meet with the help of a third party who facilitates the meeting of the parties in conflict but does not take part in the actual solving of the problem. In most cases the facilitator keeps a low profile but provides lots of assistance in the background.
- Mediation - Is a process where a third party assists the parties in conflict to reach a peaceful/acceptable solution. A mediator is usually one who has skills in mediation. He/She does not make any decisions on the conflict but only assists the parties to arrive at a decision. A mediator helps the negotiation process. A mediator, in the case of many African communities, should be respectable, elderly, conversant with the conflict, impartial, experienced, committed to the cause, honest and some times with a professional background, among others. In other words certain characteristics must be taken into consideration.
- Reconciliation - is the process of healing of broken and hurt relationships. There is need to consider both individual reconciliation and political reconciliation. Political reconciliation should be more about looking at the past and using the past to make the future better for the generations to come. The past should not destroy the future. It is about using history to better the lives of communities that have lived in suffering.

Bench marks for political reconciliation are:

- Reconciliation is a process and can take generations to accomplish
- Is not about immediate forgiveness
- Is about survival "WE and OUR FUTURE"
- It is important to give time and space for people to mourn/cry/heal
- Is about talking and listening to others
- Is about justice/fairness
- May involves reparation/compensation
- Reconciliation is about acknowledging the truth
- Reconciliation is all about remembering the past and using such memories to build the future

(Adapted from *Institute for Justice and Reconciliation, Cape Town, S.A*)

- Arbitration - Is a process where a third party is appointed to arbitrate. He/She decides how the dispute is resolved. The decision can be binding or non-binding. Examples of such parties are village elders, and church leaders. Arbitrators are usually chosen by the parties in conflict.
- Judicial approaches/including litigation - involves socially recognized authority, which decides the outcome. The decision is legally binding. Example of this is the court of law.
- Legislative approaches - this involves decisions determined by voting. It is a win by the majority. When people participate in the voting and elections of their leaders they are involved in decision-making.
- Coercion - in most cases this type of intervention involves use of military strength and/or economic sanctions/travel bans. Examples are: UN Peace keeping, and national forces.
- Other traditional mechanisms which vary from one community to another
- Advocacy - is a continuous process that leads to positive change in attitudes, behaviour and relations at all levels of society, be it family, community, national or international. Through advocacy we seek positive changes in structures: political, social, economic and religious among others.

3.5 Advocacy

What is Advocacy?

The rapid growth of advocacy training in the last decade has generated a wide variety of definitions, approaches, and strategies. Diverse advocacy approaches are not just different ways of reaching a similar end. They embody different values, political views, goals and thus seek different ends. The distinctions have important implications for excluded groups such as women, indigenous communities, and ethnic minorities. Some definitions of advocacy refer to policy change or the technical aspects of advocacy while others explicitly refer to power. Some focus on who does advocacy and who is meant to benefit from advocacy. Effective advocacy challenges imbalances of power and changes thinking.

- One definition of advocacy focuses on outcomes. Advocacy is a strategic action that influences decision making (for and against) in order to

improve the social, economic and political environment towards the improvement of the community.

- Another definition focuses on action and process. Advocacy in this sense is about bringing positive changes to all levels of society through the identification of issues, taking of a position, mobilization of resources, organization of structures and mechanisms and implementation of strategies.
- The third definition of advocacy focuses on both outcomes and processes. Advocacy is therefore a continuous process which leads to positive change in attitudes, behaviour and relations, for example, within the family, at workplace, community, state and society at large (i.e. all social institutions).

Steps in Advocacy:

- Determine whether there is an issue/what change do you want?
- Be aware of all the legal instruments that go with the issue
- Know who you are targeting and at what level
- Carry out research on the issue and have facts. Facts will give you backing and make you have confidence as well.
- Set your objectives clear, why this advocacy? Do you want change in policy, or you want justice done or you want economic empowerment, or political empowerment?
- Design advocacy strategies in terms of order of activities e.g. collect data, sensitize the people etc.
- Educate the public and mobilize support. Share your findings and sentiments with other partners/organizations/networks. This makes it a collective responsibility. It becomes our problem and not my problem. Do not pocket issues because the more people involved the better the results.
- Secure the required resources. The type of strategy will determine the resources you need.
- Plan your activities/who does what, when, where, and how
- Mobilize for action and implement strategy
- Constantly evaluate every advocacy steps and strategy. The steps are subject to change and so must be improved where necessary.

Levels of Advocacy

- Local
- National
- Regional
- International

N/B It is important to understand the structures at the level of concern. Different levels may require different strategies. So it is advisable to know which level is of concern.

Examples of Advocacy Approaches

Advocacy approaches are many; one has to select the appropriate approach that suits the specific situation:

- Literature campaign e.g. printed T/Shirts, caps, signposts, posters, leaflets, banners
- Drama/Thematic plays/Puppetry shows
- Songs for change
- Media Campaign
- Lobbying the parliamentarians and leaders
- Conduct investigations and write a report to the international NGOs to put pressure on the international community
- Awareness raising through media, public rallies and other events
- Peaceful processions
- Documentation, for example, DVD, CDs
- Use of Internet
- Action Research
- Policy analysis

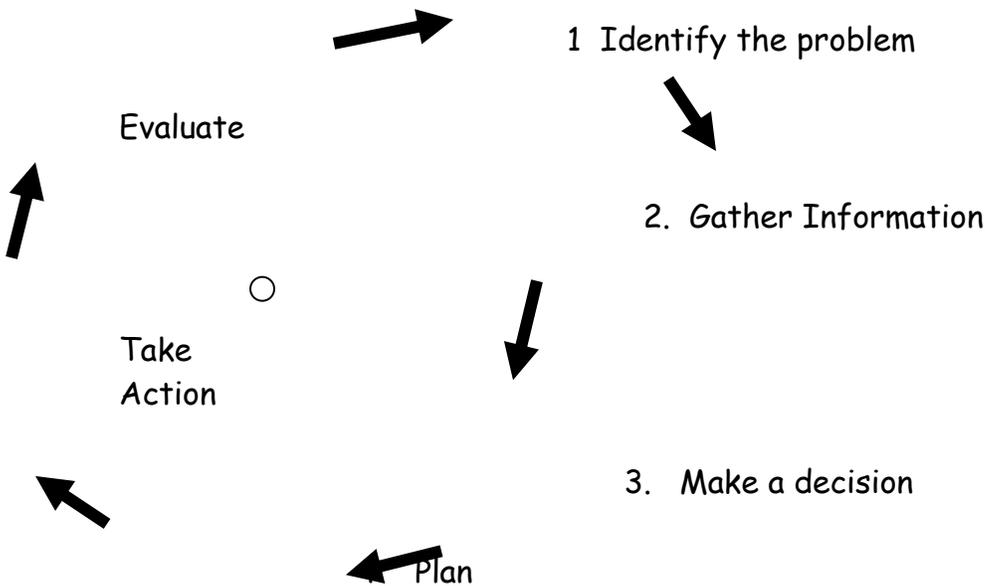
Effective Advocacy entails the following:

- Must be participatory initiated
- Requires strong organization and leadership
- Requires effective communication and education
- Calls for joint effort of everyone and should be passed on to other levels until the objective is achieved. If it is a regional concern there should be a link to the national level so that there is effect.
- A plan of action

Tips in Advocacy

- Be persistent
- Engage in informed dialogue
- Be persuasive
- Do not be aggressive

ADVOCACY CYCLE



Activity

With reference to the interventions you have used, give examples of success stories, if any

Role Play

Organize a peace meeting between two warring communities in your setting

MODULE 4 PEACE AND DEVELOPMENT

4.1 Definition of Peace

It is at times difficult to define what peace is but we know we need peace in our lives and in our society. A vision of a peaceful society best describes what peace means to us.

Examples of a peaceful society include:

- ✓ Democracy
- ✓ Human Rights
- ✓ Security
- ✓ Justice
- ✓ Access to Education
- ✓ Access to Jobs
- ✓ Access to Food
- ✓ Development
- ✓ Good health etc.

N/B The above become pillars of Peace in the communities

These pillars of peace can be illustrated by a bridge or a house that is supported by pillars. A strong bridge/house has to have strong pillars.

PILLARS OF PEACE

A PEACEFUL SOCIETY															
S E C U R I T Y	G O O D N E I G H B O U R L I N E S S	G O O D E D U C A T I O N	H E A L T H C A R E	F R E E D O M O F W O R S H I P	G O O D I N F R A S T R U C T U R E	I D U S T R I A L D E V E L O P M E N T	H U M A N R I G H T S	L A W A N D O R D E R	R E C R E A T I O N	D E V E L O P E D A G R I C U L T U R E	I N T E R N A T I O N A L T R A D E	P R E S E R V E D E N V I R O N M E N T	R U R A L D E V E L O P M E N T	F R E E D O M O F M O V E M E N T	D E M O C R A C Y

By looking at the pillars, the conclusion one arrives at is that:

- Peace is not just the absence of war.
- A peaceful situation is where stability and harmony prevails.
- It is a situation where justice and equity prevail
- Peace must be nurtured from all levels (family, community, national, international). In this way we are able to link up peace from the bottom to the top.
- We need to have a vision of that peace on which we can base our decisions/work/approaches to issues
- Fulfillment of this peace vision takes the joint effort of all peoples in a country

Activity

- a) Identify some of the factors in your community/country that weaken the pillars of peace
- b) Identify some of the factors in your community/country that strengthen the pillars of peace

4.2 Dividers and Connectors

Using part of Do NO Harm Framework to analyze the context of Conflict:

Understanding the context of Conflict:

The Context of Conflict is characterized by two sets of realities.

- The Division and Tensions between groups - War Interests or Capacities for War
- Surprising and far more interesting - the same context of conflict is also characterized by things that connect conflicting side or the parties that are at war - Local Capacities for Peace.

How to analyze the context

- Identify and describe the actual (geographical) location of conflict - where ?
- Identify the conflicting parties, describe and name them; describe other groups behind the scenes and those not actually fighting - who?
- Describe how the fighting is organized, and weapons used -how?
- Describe and quantify the nature and magnitude of destruction of property, loss of lives, displacements and suffering - what?, who?, how many?
- Describe the activities which the groups are normally engaged in when there is no war - daily lives, non-war activities
- Find out reasons why the groups are fighting
- Describe, if any, the kind of assistance provided by any agency, how it is provided and who are the primary and secondary stakeholders

Finally, ensure that your conflict profile is as detailed as possible. If your analysis is incomplete, your conclusions will be insufficient and your project design inadequate

Understanding dividers and connectors

DIVIDERS

The more obvious tensions and divisions or war interests in conflict situations are called **Dividers**.

These can be grouped as follows:-

1. Systems and Institutions
2. Attitudes and Actions
3. Different Values and Interests
4. Different Experiences
5. Symbols and Occasions

What to do:

- Identify, analyze, disaggregate and categorize the dividers in the communities in which you are working.
- Which ones are strong enough to increase tensions, how can you address and weaken them using the project, in this case sports?
- If you weaken them what is likely to happen between or among the communities you are working with?
- Ensure that in the process of trying to weaken any of the dividers you are not equally weakening a connector.

CONNECTORS

In the midst of warfare, there continue to exist a whole series of things that connect people who are fighting. These are called **Connectors** and are grouped as follows:-

1. Systems and Institutions
2. Attitudes and Actions
3. Shared Values and Interests
4. Common Experiences
5. Symbols and Occasions

What to do:

- Identify, analyze, disaggregate and categorize the connectors in the communities in which you are working.
- Which ones are strong enough to increase peaceful coexistence?
- How can you address and strengthen them using the project, in this case sports?
- If you weaken them what is likely to happen between or among the communities you are working with?
- Ensure that in the process of trying to strengthen any of the connectors, you are not equally strengthening a connector.

Conclusion:

Any project carried out in the context interacts with both dividers and connectors in different ways. In this interactive process, the project can:-

1. STRENGTHEN the DIVIDERS and therefore increase tensions and violence
2. WEAKEN the CONNECTORS and therefore INCREASE or reinforce fighting
3. STRENGTHEN the CONNECTORS and therefore REDUCE tensions and enhance coexistence
4. Weaken the DIVIDERS and hence REDUCE tensions and enhance Peaceful Coexistence

4.3 Peace-building

The term peace building has a wider meaning.

One definition says "peace-building is the comprehensive concept that encompasses, generates and sustains the full array of processes, approaches and stages needed to transform conflict toward more sustainable, peaceful relationships."

- ✓ It refers to processes that strengthen local capacities for peace that can start even before the national peace processes.
- ✓ It refers to many different steps towards peace that aim at involving the entire society to embrace a culture of peace and non-violence.
- ✓ The term 'building' shows we are building, not in a vacuum but, on something that already exists e.g. local knowledge, local competence, local initiatives, and other initiatives at all levels.
- ✓ Peace-building is a complex process which takes place at the same time and at different levels and through different actors.
- ✓ The overall aim of peace-building is to transform conflicts positively and to create an environment for sustainable peace.

The operating principles for peace-building can be seen along the following:

- ✓ being comprehensive by looking at the overall picture
- ✓ being inter-dependent/working with other stakeholders because there is need for joint effort
- ✓ being strategic by considering 'the who, the what, the how, and the when'
- ✓ having the infrastructure in place e.g. institutions
- ✓ being able to sustain the peace

Strategic Analysis for Peace-Building

In strategic peacebuilding one asks questions like:

- ✓ Who are the strategic individuals/actors in the process
- ✓ What are the capacities for peace from grassroots to top level
- ✓ What activities are strategic
- ✓ Which locations are strategic

N/B The challenges in strategic peace-building is how to create mechanisms that would allow all levels of society to participate in peace-building. It is necessary that peace-building is participatory and inclusive at all levels of society.

MODULE 5 PRACTICE -SPORTING AND PLAYING FOR PEACE-

5.1 Beginning to train (sports)

Qualities

Within the Peace and Sports program there are several people connected to the sports activities in different ways. The Peace and Sports facilitators have a variety of tasks in which the mentoring and training of sports leaders is included. Before a Peace and Sport facilitator is able to train and mentor a Sports leader, he or she should have knowledge of sports and conflict transformation and peace building activities. Besides the knowledge, certain qualities are necessary.

As a Peace and Sports facilitator or a Sports leader there are qualities you should have. A list of qualities is also mentioned in the Introduction of this manual. Some of them are related to the qualities of a good sportsman. Who is a good sportsman? When does the world think you are the best sportsman of the year? It's not only because of your technical skills. The people value the sportsman because of other qualities as well, such as...

- Being a team player
- Having good social skills
- Being an effective communicator
- Being committed
- Etc.

As a facilitator or sports leader you are a **role model** for your community. So make sure that you're a player who earns his respect in and outside the field.

Example:

Tegla Loroupe (born [9 May 1973](#) in [Kapsait, Kenya](#)) is a [long-distance runner](#) and [road](#) runner, and a global spokesman for peace, women's rights, and education. Tegla Loroupe was born in *Kapsait* village, *Lelan* division of [West Pokot District](#).

She grew up with 24 siblings; her father had four wives. She spent her childhood working fields, tending cattle and looking after younger brothers and sisters. At the age of seven she started school, making a barefoot run of ten kilometres to and from school every morning. At school she became aware of her potential as an [athlete](#) when she beat others years older at school races held over a distance of 800 or 1500 metres. She decided to pursue a career as a runner, but - except for her mother - was not supported by anyone.



Loroupe now holds the [world records](#) over one hour, 20, 25 and 30 [kilometres](#) and previously held the world marathon record. She has won marathons in London, Boston, Rotterdam, Hong Kong, Berlin, Rome and dozens of other cities. In 2003, Loroupe created an annual series of Peace Marathons sponsored by the [Tegla Loroupe Peace Foundation](#) "Peace Through Sports". Presidents, Prime Ministers, Ambassadors and government officials run with warriors and nomadic groups in her native Kenya, in Uganda and in Sudan, to bring peace to an area plagued by raiding warriors from battling tribes. She has established a school and orphanage for children from the region in [Kapenguria](#), a high-mountain town in north-west [Kenya](#). With her talent she had won

Besides being a role model, there other roles you have when you start training groups. You are a:

- **Motivator** to generate a positive and enthusiastic approach in every participant, you'll motivate them to practice frequently with a lot of joy.
- **Organizer** to ensure every participant knows when and where to attend sport sessions. You have to organize materials and other equipment for every session and besides that organize matches, competitions and tournaments.
- **Instructor** to help participants acquire skills in a competitive and non-competitive environment.
- **Trainer** to improve physical fitness and health.
- **Coach** to help the sportsmen to become better by advising them inside and outside the field on their skills.
- **Referee** to be a leader during a match or tournament.

Guidelines for sports leaders

In order to improve your skills as a Peace and Sport facilitator or a sports leader, this manual includes a list of guidelines and recommendations. Some of the skills mentioned in this list can be used in sport sessions as well as in peace meetings. So where is written sport session, you can also read peace meeting.

Motivation

To start with a sports team in a community you have to be able to motivate people to participate in the sports sessions. The first session is of great interest as it will be a starting point and will be used to build on the sessions that follow.

The following list gives you some tips on how to keep participants motivated.

- Keep your sessions fun
- Be enthusiastic and active yourself
- Keep information short and simple
- Avoid long queues, keep every participant active
- Encourage effort rather than ability or winning
- Change activities frequently to avoid boredom
- React positively to mistakes from participants

*To participate is more
important than to win!*

Fair Play

In sport many people are motivated by their desire to win. This can be positive, providing they also show respect, for example towards opponents and officials, and behaving in a sporting manner. Encourage the participants to appreciate the importance of Fair Play. Those who play fairly will be respected not just as good sportspeople, but also as fair people in general.

The slogan of the Peace and Sports program is "Playing for Peace". The slogan has to be known by the participants, and also be practiced. As already mentioned in the slogan of the Olympics, participating is much more important than winning.

You should therefore try to;

- Internalize the slogan Playing for Peace with the participants and every other community member
- Talk about Fair Play frequently
- Set and maintain standards of Fair Play before sports sessions and most of all matches and tournaments
- Be consistent in your approach and treat all participants equally
- Praise sporting behavior
- Teach all the participants to play by the rules, accept decisions especially made by officials or referees
- Penalize unfair play

Tips

Volunteers and colleagues from all over the world suggest that awards for fair play motivate players to practice playing fairly. For example, you could award a prize to the team who appears to have enjoyed themselves the most or who have shown the best sporting behavior.

They also suggest penalties for players for unfair play. For example, banning them for 5 minutes.

When you start training a team, you should talk about Fair Play during sport sessions, matches and tournaments. In annex 2 you find an example of a Fair Play code that can help you discuss Fair Play within the team.

TET

Visual information is easier to take than long explanations. So as a trainer try to use the methodology of TET; a Talk, followed by an Example and a Try out.

Talk

Effective communication is vital in every training situation. Communication involves sending and receiving. It can be most effective when the sender and receiver are optimal. When you are the trainer in a peace meeting or in a sports session you should try to be a very good sender. To be a good sender, you can make use of the following guidelines;

- Make sure you have the attention of the whole group
- Try to gain and maintain eye contact
- Speak loud enough for everyone to hear, but don't scream
- Use simple words and short explanations

- Consider your target group, who are the receivers?
- Encourage those you train to ask questions

Example

"Actions speak louder than words"

Visual information is easier to take than long explanations. Communication can be verbal or non-verbal. As you use non-verbal communication, you should be aware of the different kinds.

- Body movements/language
- Facial expressions
- Gestures
- Symbols

In a peace meeting you might make use of all of them. While explaining a game or exercise the use of body movements are indispensable. Remind the next items;

- Position the group so they can all hear and see you.
- Position the group so they're not facing the sun
- Make sure the demonstration is simple enough for everyone to copy
- Repeat the example at least twice

Try out

After the Talk and the Example, you give the participants an assignment to see if they understood the explanation. This is called the Try out. Give them enough time to practice before you start correcting their performance or before changing the exercise. During the try out you'll have the chance to see if your explanation was clear enough.

Activity

In annex 3 you'll find a checklist, which you can use during your sports sessions. The checklist is about your skills as a trainer, coach or a referee referring to the guidelines mentioned in 1.3. Ask somebody to observe your sport session and use the checklist. Afterwards discuss the answers with your observer.

Summary

As a sports leader or Peace and Sports facilitator you are a role model to your people. Make use of the mentioned guidelines to improve your skills.

5.2 Safety

Accidents and minor injuries often occur during sport. Some sports by nature are more dangerous than others, for example rugby. Trainers are responsible for taking every possible precaution to avoid accidents and injuries. However, sometimes they are unavoidable and you should therefore know what actions to take if they occur.

Safety first

It is important to create a safe setting before you begin. Check the playground on any dangers like mud, rocks or sticks and see if there's a place with shadow nearby. You should know who are the participants and what is their background. By the time you will start with your sports session it is important to agree on some rules like;

- One meeting at the time (if the trainer speaks, others should listen)
- The use of a sound or command that tells when to stop a game. It can be a whistle or a word like 'stop'
- In case of an emergency or smaller injury a First Aid kit is available.
- The participants should be informed about the rules of the games and sport they play.
- Fair Play; even though you know the rules, the most difficult part is to keep to the rules. Fair Play is very important, especially within the Peace and Sports program.

Warm-up

Warming up at the start of the session helps to prepare people for physical exercise. A warm-up includes several steps;

- a talk or a prayer
- slow pace running exercises

- loosening the joints (neck, shoulders, arms, wrists, hip, knees, ankles)
- stretching the muscles and tendons (see annex 5)
- more vigorous exercises

There are several reasons to do a warm-up. Referring to the Olympic Rings you can say they're connected to each of the rings:

 MIND Cognition & Intellect	 BODY The Physical	 SPIRIT Feelings & Emotions	 HEALTH Absence of Disease & Infirmary	 PEACE Human & Environmental Relationships
<p>The mind gets set on playing and sporting as you start with the warm-up.</p>	<p>After starting to run, the blood starts to circulate faster and the muscles warm up. Your body gets prepared to perform.</p>	<p>By starting a session with warm-up, you can already start releasing the stress or thoughts that troubled your mind during the day, the happy emotions can come in</p>	<p>Warm-up prevents injuries on the muscles and joints. If you'll start with a vigorous exercise, they body will protest and the muscles get hurt. A warm-up reduces also muscle aches after the session.</p>	<p>Starting all together doing the warm-up the feeling of team spirit will rise before you start the training or match. Teamwork will be better!</p>

Cool-down

Especially in a cold environment it's important to give some time for a cool-down. It helps to relax the body and to avoid muscle aches the next day. A cool-down might include gentle jogging or walking and stretching. They should never involve any vigorous movements. Examples on stretching are in annex 5.

Injuries and first aid

As a sport trainer you should have some basis skills and knowledge about first aid. If you are not familiar with first aid, you're supposed to know the nearest

first aider. In order to help you with some basic rules it would be wise to read and remember the following information;

In an event of an injury or accident, you should 'STOP';



- S = Stop the activity and stay calm.
- T = Talk to the injured person, ask what happened and whether he or she feels pain.
- O = Observe the injured person; How's the behavior? Any body parts swollen? In case you're worried, send somebody for help, but remain with the injured person.
- P = Prevent further injury by stabilizing the person.

Smaller injuries

Most injuries in sport do not need emergency treatment. They need time and good treatment to make full recovery. Here are some guidelines for treating smaller injuries;

Cuts and grazes

Wash and clean the wounds with clean water, pure alcohol or iodine. Cover the wounds if necessary with clean cloth, Elastoplasts or suitable dressing. If the wounds are not too big and bleeding too much, let them dry at night while sleeping.

Bruises

Cool with ice or cold water, raise the specific body part.

Muscles, ligaments and tendons

Cool with ice or cold water and rest. Wrap the injured part with a piece of cloth or a bandage and raise it. This will reduce the swelling. Don't wrap it too tight, you'll notice that the blood circulation stops and it hurts even more.

General rule; RICE

- R = Rest Stop the activity immediately
- I = Ice Apply ice or cold water; protect the skin from ice burns with a thin layer of cloth
- C = Compress Wrap the injured area tightly with a bandage or cloth
- E = Elevate Raise the injured limb

NOTE

Do not use heat or massage on any of the injuries earlier mentioned!
Do not pull arms, legs, fingers or any other injured body parts!

Activity

A safe playground is very important during sport sessions. So to ensure that the field is cleared of any possible materials that might injure the players and supporters you can start the next activity.

Together with the players and other people who are involved in the Peace and Sports activities clean the sports field or playground of all the big rocks, stones, sticks and others. Make sure that the surface is plane and there are no big holes. Also around the field there should be no bushes with sharp thorns or sticks that can injure a player or supporter or even puncture the ball. A small effort, with big results.

Summary

To avoid injuries the trainer should take care of safety, before, during and after the sessions. Always use a warm up and have a First Aid kit available.

5.3 Planning a sports session

"Those who fail to plan, should prepare to fail"

Why planning is important

Good sessions in sport do not just happen; they require good planning and organization. Good planning can make all the difference in safety, enjoyment and success of a session. Time invested in thorough planning is time well spent. In this chapter there will be examples of session plans for sports training. You can use the format of a session plan for any kind of sport or game.

Before you start planning there are a few questions you should ask yourself:

- Who will be in the sessions?
- What is their experience in (this specific kind of) sports?
- What are the session goals or objectives?
- What activities should be included?
- What materials are needed?

If you have the answers, you can start filling the preparation form like used in 3.5.

Phases in a sport session

When you start training a group of warriors, it might happen that the warriors have never kicked or thrown a ball before. So be aware of the level of their skills. Don't start playing volleyball 6-6 or soccer 11-11 in your first training

session. The skills will be improved if you start slow and in small groups. If you have little equipment, divide the group in smaller teams.

With volleyball you start with a lot of catching and throwing of the ball in small games and plays. After a few sessions you can start playing with volleyball techniques. The same counts for soccer. Start with games in which you play 1-1, 2-2, 3-3, etc. In these small games the players will be able to develop their skills faster because there is a lot of contact with the ball.

You can divide a sport session in several phases;

- 1- Warming up
- 2- Main content
- 3- Endgame

Make sure that during the second phase you practice specific skills like passing the ball over short distance. See the example in 3.6.

Set objectives

The overall objective of the Peace and Sport facilitators is to use sports as a strategy for Peace building. When you start training a team on soccer or volleyball you should use session objectives every time there's a sport session. Planning helps you and the sportsmen to achieve goals and ambitions. The specific objectives may be enjoyment, participation or improving skills on a short and long term.

To set an objective, use the following steps;

- make the objective specific
- make it measurable
- make it realistic
- make it exciting/ challenging

In the example in 3.6 you will see that in one session the trainer tries to improve the throwing and catching skills of the sportsmen.

"to help participants to learn how to throw a tennis ball over a distance more than 20 m"

"to help participants to learn how to catch a tennis ball over a big distance using both hands"

That's the short term objective of one or maybe a few sessions. The long term objective is to let them play baseball together. To perform well in baseball you must be able to catch and throw properly. You are recommended to set objectives for every single session in order to achieve the long term objective.

How to end a session

At the end of a session, always try to recap on what your groups have achieved. This reinforces progress and learning. Being positive at the end of your sessions will help to encourage sportsmen to practice more of their skills and look forward to the next session. You should ask your group to help you clear away the equipment. Encourage them to drink plenty of water after the session as the body loses a lot of fluids during the exercise. To prevent muscle soreness and injury, the group should cool down at the end of each session.

After the session

An important part of a sports session, which is often forgotten, is the evaluation. This is very important because it forms the basis of future planning. It gives you feedback on the process of your group and on your own performance. Make notes as soon as possible after the session so that you have an accurate record. You can write them down on the preparation form. Your comments should include:

- What went well and why?
- What went badly and why
- What the participants enjoyed/disliked
- How the participants behaved
- How well the group achieved the objectives
- How individuals achieved the objectives; you should make a note of those who made good progress and those who need more help
- What improvements you can make to your sessions

-

Example

Preparation form

Date: 22 February 2007
Venue: Kakuma soccer pitch
Time: 5:00 pm.
Duration: 45 minutes

Objective: to help participants to learn how to throw a tennis ball over a distance of more than 20 m
to help participants to learn how to catch a tennis ball over a big distance using both hands

Participants: 20 peace and sports facilitators in training

Materials: cones, 10 tennis balls

Explanation:

Warming-up

- 3 x run around the court on slow speed
- Keep on running, on a whistle blow you change direction, two whistle blows is a jump in the air, three whistle blows is three push ups
- Loosening of the joints; neck, shoulders, back, hips, knees and ankles
- Stretching of the muscles and tendons, especially the arms and shoulders

Main content

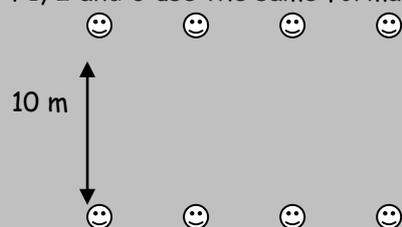
- F1: Make two lines. Work in pairs. Hit the ball with a flat hand towards each other over a small distance.
- F2: Same format. Throw the tennis ball on a short distance with a lower hand technique. Changes can be made in distance, speed and technique.
- F3: Same format. Throw the tennis ball on a short distance with a lower or upper hand technique. Changes can be made in distance and speed. Catch the ball using both hands.

Endgame

Play the end game 9-9 of baseball as we're used to. Apply all the official baseball rules. Explain them thoroughly before and during the game.

Drawings

F1, 2 and 3 use the same format as drawn below



Evaluation remarks

- ...
- ...
- ...

Activity

Sportsmen are more motivated for an exercise they invented themselves than always follow the orders of the trainer. So to give them a chance to show their trainer skills you can divide the tasks of a training. The sportsmen can help in the preparation of the field or the training.

After you have been training a team for a while, you ask one of the sportsmen to prepare a warming-up for the next training. If the results are positive, let the sportsmen take turns in preparing a warming-up exercise.

Summary

A sports session should be well prepared. You can use a preparation form as in the example. Pay enough attention on setting an objective and the evaluation afterwards.

5.4 Variety of games, plays and sports

Why games and plays?

When you introduce new participants to sports, it is important to start with some basic skills. Do not be tempted to think these skills are only necessary for children; they are vital for anyone on any age who is new to sports. As you become more familiar with sports you will notice that many sports are a combination of basic skills.

An easy entry point to start sport sessions within a community and to attract youth warriors are traditional games like Eweite, hide and seek, or throwing a spear through a ring. The first sports session will be a lot of fun if you will be able to use one of these games.

During the training in Kakuma, several games and plays were used to improve basic skills or to improve team spirit. In short these games and plays will be listed and explained in the annex. As Peace and Sports facilitator or sports leader you can add as many as you want, using your own words and drawings.

Example

Name "Row, row, row your boat"

Venue : any kind of pitch, size depends on the amount of participants

Duration : 15 minutes

Objective : improve the running skills, pleasure and team building

Participants : 10 - 100

Materials : none

Explanation : group games

Make several groups of 5 people or more. All groups sit in line on the ground, behind one another, with the legs spread. Hold your hands on the shoulders of the person in front of you. The trainer gives them a number which indicate a certain amount of rows/ bends the line has to achieve. At the same time, the people in line bend forwards and backwards, as if they are rowing a boat together. After finishing the amount, the whole group stands up and runs as fast as possible to the other side of the field, where they sit in the same order again. The group that reaches the other side first and is seated in a straight line in correct order is the winner.

Remark : as a trainer check if the groups aren't cheating

Internet you can find the most updated rules at the FIFA website. Here we list only the most important ones.

line. The opposing team is not allowed to enter the kick off circle during the kick off.

During the game

The ball might go out of the field in different ways and on different spots.

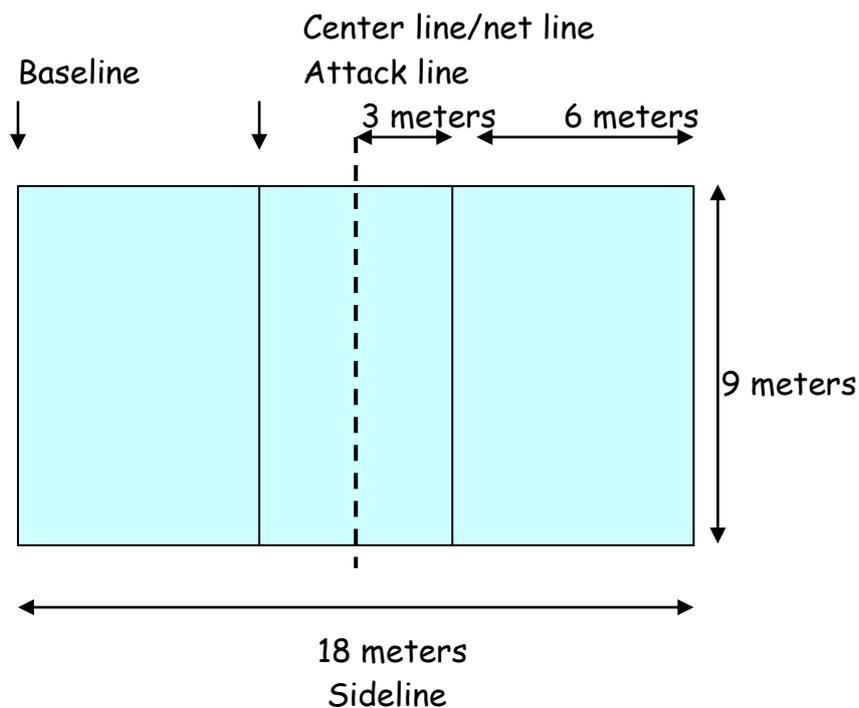
- A throw-in is taken when the ball goes over the sideline. The team who last touched the ball loses possession and the ball is being thrown in by the opposing team.
- A corner-kick is taken when a team kicks the ball behind their own goal line. The ball is kicked from one of the corners, closest to where the ball passed the goal line.
- A goal kick is taken when the opposing/attacking team kicks the ball over the goal line. The defending team takes a goal kick from inside the goal area.
- A free kick is given when the opponents commit a foul. There is detailed information about a free kick in the rule books of FIFA.
- A penalty is given when the defending team makes a serious foul inside the goal area. The penalty is taken from the penalty spot and can only be stopped by the goalkeeper.
- On offside there are many rules. Here you'll find a short explanation; when a player of the attacking team makes a pass to one of his co-players and this player is in between the goalkeeper and a defender of the opposing team, the player is in an offside position.

Why volleyball?

Volleyball is a team sport like soccer. There is only one big difference. Soccer is a contact sport, which means that opposing players are physically in contact with each other during the game. Volleyball is being played in a field with a net separating the two teams. There is no physical contact during games and matches. Where soccer might be too vigorous, volleyball has no element of pushing and pulling. Volleyball is an exciting sport to look at, there are many ways of exposing strength and skills. Each game there are many scores to be made what makes it attractive for public to watch. Although it takes a while for players to learn all the volleyball skills, the results after a few weeks can be great!

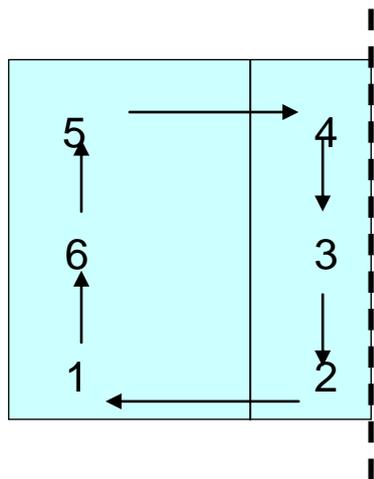
Field of play

The picture shows the official sizes of a volleyball field. Try to put the posts of the net 1 meter outside of every sideline.



Position of players

Each team consists of 6 players who rotate around six playing positions. Every player will play in all positions. When a team gains service, it rotates like shown in this picture. After the service of one of the teams, the players are free to move all over the field and even change positions.



Start of the game

After tossing a coin, like in soccer, one team starts with the ball. The player on position 1 can serve the ball from any place behind the baseline.

During the game

The ball is being played by the hands only. Each team can touch the ball maximum 3 times after which the ball has to cross the net. When a team faults,

the opposing team wins the rally and gets a point. Depending on which team was serving they also win the serve. If they were already serving, they continue serving.

A fault is called by the referee when;

- a player fails to serve the ball over the net to the opposing team
- the team fails to return the ball to the opposing team (maximum of 3 touches!)
- the same player touches the ball twice
- a player touches the net

A set is won by the first team who scores 25 points. At a 24-24 score, the teams continue until there is a difference of 2 points. A match is won by the team who wins 3 sets.

Why athletics?

Athletics is the beginning of all sports. In history the Olympic Games of Greece started with athletics. Competing athletes show who is the fastest, strongest or best in several disciplines. The Olympic Games used and still uses sports as a way to build peace. Athletics is a major part of the Olympic Games. Most of the disciplines are individual performances like the 100 meters run or throwing of the javelin. Though the disciplines are individual, at big tournaments you'll see a lot of team spirit. Everybody watches others performances, cheer, encourage and is happy for others achievements. To explain athletics in a few phrases is impossible. Here we will mention only a few of the different disciplines.

Athletics can be broken down in three kinds of activities

- field activities - throwing, for example shot put or javelin
- field activities - jumping, for example long jump and high jump
- track activities - for example marathon or 100 meter sprint

More information about athletics can be provided on request.

Other sports

Besides the mentioned sports there are many other sports to practice. At the start of the Peace and Sports Program we will focus mainly on soccer. Soccer is the most well known and most played all over the world. Not a lot of equipment is needed to start playing and the rules are not too difficult. Hopefully there will be a big tournament during the Peace and Sports Program in which former enemies will play together in a peaceful way. That would be an example for the whole world to show how sports can be used as a tool for Peace building.

During the training in Kakuma there was one sport we played several times and was very popular amongst the participants. To show an other example of a sport, baseball will be shortly mentioned here;

Baseball

Baseball is very popular in countries like the United States of America and Cuba. Baseball is played by two teams in a special field, using one small ball, a bat and gloves for catching the ball. Because the gloves are hard to get, we played the game in a different way, using other materials. The rules, which will be explained here, are a little different from the official baseball rules, but they make the game more attractive and easy to play.

Field of Play

The size of the field depends on the skills of the players.

Positions of players

The batting team just line up outside of the field. The defending players can scatter around over the field, except for a few. There is a pitcher who throws the ball at the home plate for the batter to hit. Then there's the backstop. He is positioned behind the batter to catch all the balls that pass the batter and to defend the home base from the batting team to make any scores. Most of the time some players are assigned to defend base 1, 2 and 3.

Start of the game

One team starts to bat and one team to field (or defend). The pitcher throws a ball at the batter. The throw should be passing the home plate and should be thrown at the right height, which is between the shoulders and knees of the batter. If the batter hits the ball into the fair territory of the field, he must run to the first base or even more. When he reaches the home plate, he made a score.

During the game

A batter at the home plate can be given a "strike" or an "out".

A "strike" is given if the batter;

- fails to hit the ball as it is thrown correctly by the pitcher (between the shoulder and knees)
- hits the ball into foul territory
- swings at the ball and misses

An "out" is given if;

- three strikes are given

- the base is tagged by a fielder, before the batter reaches it
- the batter who's running trying to reach another base is tagged with the ball

Other rules

- Only one batter may wait on a base. A batter waiting on a base is not obliged to run unless the batter behind him does so.
- A batter is not allowed to overtake his co-player while running from one base to the other.
- When after a hit the fielding team catches the ball immediately the batter is out and all runners must go back to their original positions.
- When three batters are out, the inning is over and teams change.

5.5 Organizing events

Introduction

Sport can be enjoyed without the need to keep score or have a champion. However, sportsmen are competitive by nature, especially youth warriors who are exposed to a competitive environment every day. If you offer them the challenges of competition, you must be very careful to make sure that every match or tournament will be played in a friendly environment and atmosphere. Competition presents players with pressures such as keeping (emotional) control during poor performance, maintaining motivation and coping with opponents and referees which includes controversial behavior and decisions. These skills can not only be improved and used in sport, but also transferred and used in many other situations, such as peace building activities between different ethnic communities.

Some players will respond more positively than others to competitive situations, for example some will fear losing more than others, and you should encourage them accordingly. So before participating in a match or tournament, the trainer or coach should have practiced several times with his own team of players to find out how they react in competitive situations. Besides that you should talk and discuss frequently the aspects of matches and tournaments which include winning and losing. Remind the slogan 'Playing for Peace'. We won't be playing to cause another conflict or problem, but we're playing to build a relationship between different ethnic communities.

Preparing a match or tournament will take a very precise organization. Not only sports will be included in a tournament, but several side events can improve it a lot. By side events are meant singing, drama, theater, dance and other ways of

entertainment. In the next paragraph you'll find an explanation on the side events.

When you are organizing an event in a community you need to confirm your excess to sites, equipment and helpers/officials. If you are recruiting helpers, make sure you explain exactly what they need to do. Take good care of you helpers and volunteers, so they will be willing to assist in all kind of activities.

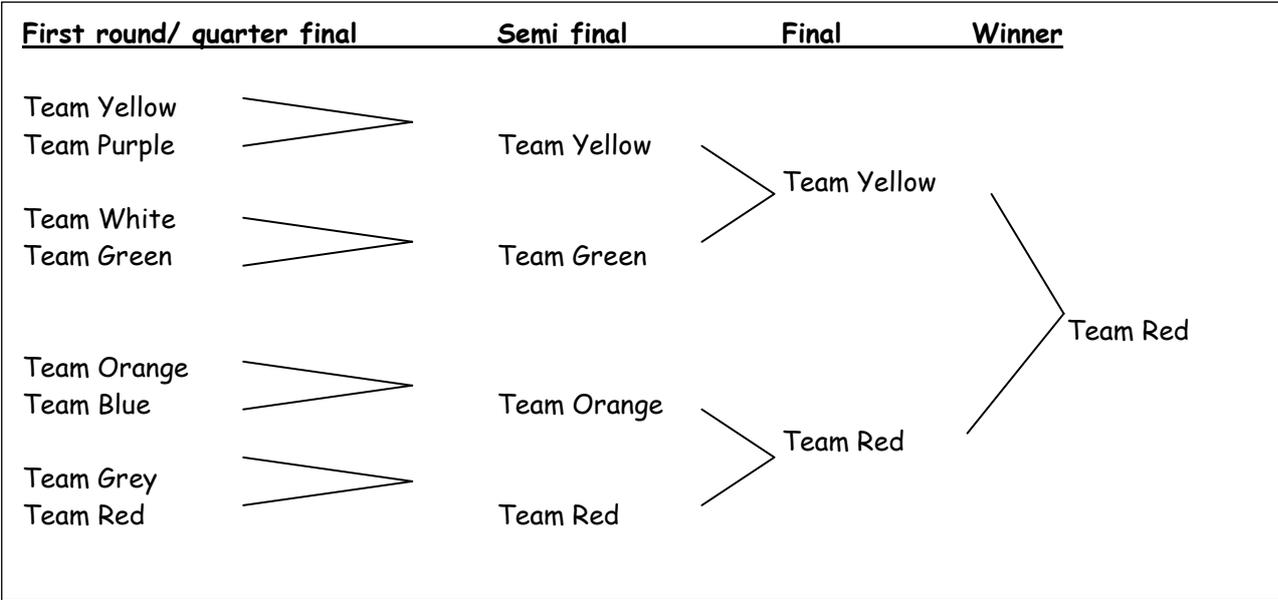
Type of event

Competitions may range from a simple friendly match between two teams to a multi-sports all-day competition. This section will explain different types of events and will help to decide which is the most appropriate.

Knock-out competitions

Many competitions are of a knock-out form. The disadvantage of this format is that after one match 50 percent of the teams are out of the tournament. If you do run a competition of this kind, you might consider a second knock-out competition for the first-round losers.

Example of a knock-out competition



Round-robin competitions

Round-robin competitions are very popular in sport because every team plays an equal number of matches. There can be a number of teams in a group, all of whom play each other. If there are many teams and you want to find a winner of the event, you can run a round-robin competitions first, followed by a knock-out round for the winners of each group.

The following example shows how you can organize a round-robin event for 8 teams.

Tournament

There are 8 teams, team A,B,C,D,E,F,G and H. The teams will be divided in two groups and play their matches according to the next time and match schedule. Each match takes 30 minutes. After each match there's 15 minutes of rest. There's no break during the matches. There are two fields available, so group 1 and 2 play at the same time.

	Group 1:	Group 2:
8:15 - 8:45	A versus C	E versus G
9:00 - 9:30	A versus D	E versus H
9:45 - 10:15	A versus B	E versus F
10:30 - 11:00	B versus D	F versus H
11:15 - 11:45	B versus C	F versus G
12:00 - 12:30	C versus D	G versus H

The organizers decided that a winning team gets 2 point, a losing team 0 points and an equal match gets 1 point for each team.

Fill in the scores after each match at the result card. Example;

Group 1: A versus C. The end score is 3 - 1.

	A	B	C	D
A	X		2 ³	
B		X		
C	0 ¹		X	
D				X

Team A won the match. Team A gets 2 points, team C gets 0 points. Above the big numbers you write down the amount of goals scored. Team A scored 3 and team C scored 1 goal.

After all the matches are played, the result card shows us the winner of group 1;

Group 1

	A	B	C	D
A	X	1 ²	2 ³	2 ⁴
B	1 ²	X	2 ¹	2 ³
C	0 ¹	0 ⁰	X	2 ⁴
D	0 ⁰	0 ²	0 ⁰	X

A = 1 + 2 + 2 = 5 points and 9 goals scored

B = 1 + 2 + 2 = 5 points and 6 goals scored

C = 0 + 0 + 2 = 2 points and 5 goals scored

D = 0 + 0 + 0 = 0 points and 2 goals scored

Winner of group 1 is team A. Although A and B have the same amount of points, team A scored more goals. Now team A can play the final against the winner of group 2.

MODULE 6 MONITORING AND EVALUATION

Once the Peace and Sports Program has started, you have to know whether you are moving towards achieving your goals or not. To do this, you need a system for measuring your success or failure. This is generally known as “monitoring and evaluation”.

6.1. Why monitoring and evaluating?

As change agents it is important to know what you are doing, why you are doing this and to which extent your efforts have been successful or not. If you achieve your goals, you will need to find ways of holding on to your gains. If the goals were not achieved, it should be seen as an opportunity to understand what went wrong, to review your plans and develop new strategies to reach your goals.

Activities should be constantly monitored, to keep things on track through immediate correction, revision, modification etc. Evaluation is not something one should do when the program is completed. Evaluation can be done on daily basis or at the end of each workshop or meeting to check whether you achieved the objectives you set. It should rather be an ongoing practice of gathering relevant information about the outcomes of the program and its implementation. This can be done through: recaps, reflections, Q&A, plenary, questionnaires. This might help you to design new plans and ways of doing things based on what you have learnt.

Example:

Amani and Whycky both have 2 cows and 1 bull, given by their fathers. Both boys take good care of their cows, each on their own way. During dry season they have to walk many miles to look for water and grazing lands. Both boys act, according to the situation they are in, to have the best result. Amani's herd extends bit by bit; his cows get 1 calves per year. After a while Amani's has 8 cows in total. He is a very proud boy and continues taking good care of his cows with the aim to extend the herd further. Whycky decides to find a quicker way to extend his herd. Although he knows it is very dangerous, he decides to go for cattle raiding. He raids 10 cows, but the owners take revenge and steal most of the cows and kill Whycky brother. Whycky remains with only 1 cow and grieves about the loss of his brother. He feels really sorry and decides not to go for raiding anymore. He decides to change his strategy and is given a bull by his friend Amani. After a while his herd also extends.

Both boys acted according to the choices and decisions they made. During the process of extending his herd, Amani thought about what he was doing and why (he was monitoring his activities). He consolidated his success by following the same path he decided to take. Whycky ended up with less cows than he had started with. However, Whycky decided to change his strategy and quit raiding to achieve better results. When we look back at the things that happened (when we evaluate the situation), we can say that Amani's strategy was more successful than Whycky. However, Whycky started thinking about what went wrong and reviewed his plan along the way, by adjusting his strategy.

It is generally recognised that the evaluation and assessment of peace initiatives is rather complex, since it is very difficult to know exactly what contribution your organisation has made in changing relationships and social processes. It is advisable to make your objectives and activities SMART

S SPECIFIC
M MEASURABLE
A ACHIEVABLE
R REALISTIC
T TIMEBOUND

6.2 Framework for M&E

As a Peace and Sports facilitator you are working on such a peace initiative, you are planting seeds of peace. But you have to take very good care of them, so they will grow and become strongly rooted peace trees. This can only be done if you are monitoring and evaluating the growth of your peace tree continuously. This requires flexibility since you have to adjust your activities or attitude/behavior to your environment (or conflict context), which changes all the time. Results of peace initiatives are more difficult to measure than for example the growth of a herd. Peace building is a long and complicated process so you have to be patient. But there are some methods, which can help you in monitoring and evaluating your peace work.

It is most important that you develop a workable framework for evaluation that provides you relevant information and which can be implemented by your organisation.

Below you find suggested elements for designing a monitoring framework:

Levels of monitoring

You can gather information for monitoring your activities on different levels: through experience of your staff, experience of the target group or by looking at changes in the broader experience and perception of the general population.

Monitoring methods

There are several monitoring methods to use such as observation by staff (producing an ongoing log book), in-depth interviews with youth warriors and other community members (women, elders, diviners), structured interviews with target groups (using a topic guide), or a questionnaire survey (see example in annex 1).

Indicators

If you want to measure the progress your organisation has made, or in other words if you want to *MEASURE CHANGE*, you can make use of indicators such as - reduction or elimination of violence surrounding cattle raiding, - reduction or elimination of social tensions, - improved social relations between former, actual, or potential conflict parties (transformation of image, relationships, interests, options, alternatives), attitude towards Sports and Peace program.

Activity 1

Monitor and assess the impact and development of a meeting on Peace and Sports you organise in a kraal, make use of monitoring techniques and set your own indicators. Depending on the outcome, adjust your strategy!

Activity 2

Make a SWOT of your programme activities, and think about how to transform weaknesses and threats into strengths and opportunities.

ANNEX 1

EXAMPLE OF QUESTIONNAIRE

EXAMPLE OF QUESTIONS
YOU USE DURING AN INTERVIEW

**Monitoring and Impact Assessment [dd/mm/year]
Conducted by [name of organisation]**

Serial No.:

Household No.:

Name of Interviewer:

I hereby affirm that all information provided here is true and accurate and has been obtained from the respondent as instructed.

.....
Signature of Interviewer

Good morning/afternoon/evening.

My name is and I represent [name of organisation], a partner organisation in the Sport and Peace Programme. We are currently conducting a survey as part of an ongoing process to monitor and assess the impact and development of the Sports and Peace Programme, and its attempts to resolve or reduce violence associated with the activity of cattle raiding.

We would appreciate it if you could spend some of your valuable time to answer a few questions on this issue.

I hereby assure you that your views expressed will be treated with utmost confidentiality.

Questionnaire

In order to compare your answers to the answer of other respondents, there will first be some questions on personal features.

What is your sex?

- Male
- Female

What is your year of birth?

19.....

What is the highest educational level you completed?

- Primary school
- Secondary school
- Lower vocational education
- Medium vocational education
- Higher vocational education
- University

A. Changes in level of Violence associated with Cattle Raiding in the past 6 months

1. Do you think that cattle raiding have become less frequent over the past 6 months?
 - Yes
 - No

2. Do you think that the number of non-violent incidents accompanying cattle raiding has decreased over the past 6 months?
 - Yes
 - No

3. Do you think the number of violent incidents accompanying cattle raiding, and resulting in deaths, have decreased over the past 6 months?
 - Yes
 - No

4. For the statements below, please tell me whether you strongly agree, somewhat agree, uncertain, somewhat disagree, or strongly disagree.

Statement	Strongly agree	Somewhat agree	Uncertain	Somewhat disagree	Strongly disagree	Don't know/ No response
The Sports and Peace programme has had an influence in the reduction of cattle raiding in the past 6 months						
The Sports and Peace programme has had an influence in the reduction of non-violent incidents in the past 6 months						
The Sports and Peace programme has had an influence in the reduction of violent incidents in the past 6 months						

B. Changes in Level of Social Tensions in the past 6 months

5. Do you think that social tensions (e.g. distrust between groups or between individuals, broken relations between groups or individuals, etc.) have decreased over the past 6 months?
- Yes
- No
6. I'd like to ask you some questions about conditions in the region that people often talk about. For each condition, please tell me whether you think that the condition has: (1) improved, (2) remained about the same, or (3) worse today than it was 6 months ago.

Conditions	Improved	About the same	Worse	Don't know/ No response
a. Economic/Subsistence conditions				
b. Non-Violent Crime (e.g. Theft)				
c. Violent Crime (e.g. Murder, Rape)				
c. Conflict between groups				
d. Communication between groups				

C. Changes in Social Relations between former, actual, or potential conflict parties in the past 6 months

Image Transformation

7. Which of the following groups in this region/district describes you?

- a.
- b.
- c.
- d.
- e.
- f.

8. Please rank the groups according to their closeness to you in terms of friendship, with 1 as your closest friend(s) and 6 as for the group which you are least friends with.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

9. Now I'm going to ask about each of the groups in this region/district, and I'd like to know whether you have a good or bad opinion of them. Please use the scale, where 1 means excellent and 5 means very bad.

- | | | | | | |
|---------|---|---|---|---|---|
| a. | 1 | 2 | 3 | 4 | 5 |
| b. | 1 | 2 | 3 | 4 | 5 |
| c. | 1 | 2 | 3 | 4 | 5 |
| d. | 1 | 2 | 3 | 4 | 5 |
| e. | 1 | 2 | 3 | 4 | 5 |

f.

1 2 3 4 5

10. For the statements below, please tell me whether you strongly agree, somewhat agree, uncertain, somewhat disagree, or strongly disagree.

Statement	Strongly agree	Somewhat agree	Uncertain	Somewhat disagree	Strongly disagree	Don't know/ No response
The Sports and Peace programme has had an influence in improving the image of former conflict parties in the past 6 months						
The Sports and Peace programme has had an influence in improving the image of actual conflict parties in the past 6 months						
The Sports and Peace programme has had an influence in improving the image of potential conflict parties in the past 6 months						
The Sports and Peace programme has had an influence in improving the image of groups with whom we have been on friendly and peaceful relations for more than the past 6 months						

ANNEX 2

EXAMPLE OF FAIR PLAY CODE

For those who want to be winners on and off the field.

1. No Indiscipline

I will always maintain good conduct and discipline on and off the field and compete without endangering other players or committing fouls.

2. No Unfair Play

I will never fake a foul or injury, use unfair tactics or indulge in any other unsporting conduct such as using abusive language or gestures.

3. No Retaliation

I will never retaliate when fouled or abused.

4. No Appeals

Only my captain or coach may speak to the officials. When a dispute arises I will always remain silent and ten steps away.

5. Respect the Coach

I will always obey the coach's instructions. I agree to be substituted or suspended for indiscipline or unsporting conduct.

6. Respect the Captain

I will always obey my captain during competitions, especially on teamwork and conduct.

7. Respect Teammates

I will always support and encourage my teammates on and off the field. I will never abuse a teammate who makes a mistake.

8. Respect Opponents

I will always treat my opponents with respect, assist injured players and offer to shake hands before and after every competition.

9. Respect the Officials

I will always obey the discussion of officials. I will stop immediately when required and move quickly into position to restart the competition.

10. Respect Myself and the Environment

I will not smoke, drink alcohol or use illegal substances. I will promote environmental awareness and improvement as healthy athletes need a healthy environment.

ANNEX 3

OBSERVATION FORM FOR SPORTS SESSIONS

Preparation

		Yes	No	na
1	Was the trainer on time?			
2	Did he prepare the equipment/materials?			
3	Were the participants/players received well?			
4	Did the trainer tell what's the objective of the sport session?			
5	Did the trainer prepare something (written)?			
6	Remarks			

During

	<i>Warming-up</i>	Yes	No	na
1	Did the trainer check the pitch on any bolders, sticks, spikes, etc?			
2	Did the trainer check motivation and concentration before training?			
3	Did the training start with some slow pace running?			
4	Did the training start with some stretching?			
5	Did the trainer use TET? (Talk-Example-Try out)			
6	Is the trainer facing the sun?			
7	Can everybody hear and understand the trainer's explanation?			
8	Is everybody able to see the example?			
9	Were the exercises good and was that everybody was able to do them?			
10	Remarks			
	<i>Introduction (Training)</i>			
11	Did the trainer use TET? (Talk-Example-Try out)			
12	Is the trainer facing the sun?			
13	Can everybody hear and understand the trainer's explanation?			
14	Is everybody able to see the example?			
15	Does the trainer check his explanation by asking questions?			
16	Were the exercises good so that everybody was able to do them?			
17	Were the exercises fun?			
18	Remarks			
	<i>Practise and Learning (Training and Coaching)</i>			
19	Did the trainer use TET? (Talk-Example-Try out)			
20	Is the trainer facing the sun?			
21	Can everybody hear and understand the trainer's explanation?			

22	Is everybody able to see the example?			
23	Were the exercises good so that everybody was able to do them?			
24	Does the trainer check his explanation by asking questions?			
25	Does the trainer relate the exercises to the endgame?			
26	Does the trainer allow the participants to give good examples?			
27	Is the trainer patient with every participant? (Coaching)			
28	Does the trainer complement good behaviour? (Coaching)			
29	Does the trainer punish bad behaviour? (Coaching)			
30	Remarks			
	<i>Application (Coaching)</i>	Yes	No	na
31	Did the trainer use TET? (Talk-Example-Try out)			
32	Is the trainer facing the sun?			
33	Can everybody hear and understand the trainers explanation?			
34	Does the trainer check his explanation by asking questions?			
35	Is he using ribbons or other material to determine the different teams?			
36	Does the trainer complement good behaviour? (Coaching)			
37	Does the trainer punish bad behaviour? (Coaching)			
38	If necessary, does he make changes in teams, position, materials, etc?			
39	Remarks			
	<i>Endgame (Refereeing)</i>			
40	Is the referee applying the rules correctly?			
41	Is the referee a good match leader? (Leadership skills)			
42	Is the game active enough? (Does the referee let everybody play...)			
43	Does the referee complement good behaviour?			
44	Does the referee punish bad behaviour?			
45	Remarks			

Afterwards

		Yes	No	na
1	Does the referee announce the score of the endgame?			
2	Does the referee announce the Fair Player of the match?			
3	Does the trainer ask the players what they learned after training?			
4	Does he involve everybody in taking care of the materials of the training?			
5	Remarks			

ANNEX 4

CATEGORY OF GAMES AND PLAYS

Name "Making groups"

Venue : any kind of pitch

Duration : 5 minutes

Objective : group the participants in a specific number, please

Participants : 0 - 100

Materials : none

Explanation :

All the participants are walking, running or hopping on the pitch.

The trainer claps his hands and shows a certain number using his

hands. All the participants make groups as fast as they can by

holding hands and squad down. Not every time you'll manage to

make equal numbers in the groups what makes the game very funny.



Name "Three is to much!"

Venue : any kind of pitch, size depends on the amount of participants

Duration : 15 minutes

Objective : improve the running and dodging skills

Participants : 0 - 100

Materials : none

Explanation : chase and touch game

A chasing pair is been pointed out. The pair is holding hands. They chase the

other participants. When they touch somebody, this person comes in between

the chasing pair, so now they are three. They continue chasing. If they touch

somebody, the group of three chasers splits up in two pairs. Then there are two

pairs chasing. Continue in the same way until nobody is left.

Name "Freedom touch"

Venue : any kind of pitch, size depends on the amount of participants

Duration : 15 minutes

Objective : improve the running and dodging skills

Participants : 0 - 100

Materials : none

Explanation : chase and touch game

A chaser is been pointed out. He closes his eyes for a moment, meanwhile a

secret Freedom toucher will be chosen. The chaser tries to touch the other

participants. When he touches somebody, this person stands still, like frozen.

He can be released from his frozen position by the Freedom toucher. The

Freedom toucher can free people by standing in front of them and wink. Once

the Freedom toucher has been caught, the game ends.

Remark : with groups up to 10, start with one chaser en one Freedom toucher. With groups of 10 - 20 participants, start with 2 chasers, end so on.

Name "Reaction game"

Venue : any kind of pitch, size depends on the amount of participants

Duration : 15 minutes

Objective : improve the running and reaction skills

Participants : 0 - 100

Materials : none

Explanation : chase and touch game

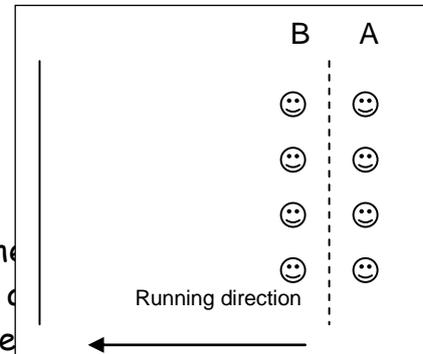
Pairs stand on either side of a line, facing each other.

One person (A) holds up his hand, with the palm up. The

Person (B) starts the game by touching the hand palm of A as fast as possible to the line. When B crosses the line

being caught, B wins the game. When B is being caught, A wins the game. Change roles after each game.

Remark : before playing this game, do an intensive warm-up and stretching to avoid muscle injuries in the upper leg.



Name "Zig Zag"

Venue : any kind of pitch, size depends on the amount of participants

Duration : 15 minutes

Objective : improve the running skills, pleasure and team building

Participants : 10 - 100

Materials : none

Explanation : group games

Make several groups of 5 people or more. All groups stand in line, behind one another, with a small distance in between. The last person in line runs zig zag through it's line until he's at the head of the line. He becomes number one.

Meanwhile the last person in line takes off and zig zags also through the line. In this way the lines moves slowly forwards until they reach the other side of the field. The group that reaches the other side first is the winner.

Remark : as a trainer check if the groups aren't cheating.

Name "Throw and squad"

Venue : any kind of pitch, size depends on the amount of participants

Duration : 15 minutes

Objective : improve the running skills, pleasure and team building

Participants : 10 - 100

Materials : balls

Explanation : group games

Make several groups of 5 people or more. All groups stand in line, behind one another, with a small distance in between. One person (A) stands in front of the group at a 3 meter distance facing the group. A) throws the ball at the first person in line, number 1 catches the ball, throws back and squads. A) continues throwing at number 2, 3, and so on. Until he reaches the last person in line. The last person catches the ball and takes over the position of A). A) now takes over position number 1 and the game continues. After A) gets in his starting position again, the game ends. The group that finishes first has won.

Name "Pass and roll on"

Venue : any kind of pitch, size depends on the amount of participants

Duration : 15 minutes

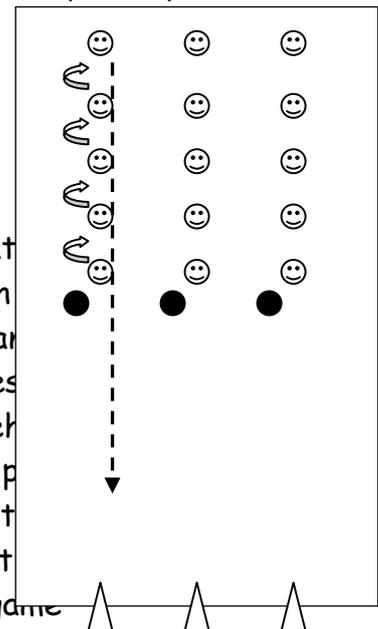
Objective : pleasure and team building

Participants : 10 - 100

Materials : balls, cones or bottles

Explanation : group games

Make several groups of 5 people or more. The groups are at a 20 meter distance of a bottle or cone. All groups stand in line, behind one another, with a small distance in between and legs spread. Number one in line has a ball. Number one gives ball over his head backwards to number two, the person behind him. Until the ball reaches the last person in line. The last person rolls the ball through the spread legs of the people in front of him at a bottle or cone. After hitting or missing the cone, the person collects the ball and gets in front of the line. The game continues until the group gets at a meter distance of the bottle. Count the hits on the bottle. The group with the most hits wins.



Name "To whom the ball belongs to???"

Venue : any kind of pitch, size depends on the amount of participants

Duration : 15 minutes

Objective : improve the running skills, pleasure and team building

Participants : 10 - 100

Materials : ball

Explanation : group games

All the players gather in the middle of the pitch. One has the ball and throws it straight into the air meanwhile he shouts; 'the ball belongs to..... Paul'. At that moment everybody runs as far as possible, except for Paul. He has to get the ball and shout 'Stop'. At 'Stop' everybody stops running, stands still and spread the legs. Paul can take three big steps to reach the nearest person. He attempts

to throw the ball between the legs of that person. Everybody gathers again in the middle and Paul continues the game by calling another name. If you catch the ball before it touches the ground, you call a new name instead of 'Stop'.

Extra rule

If somebody manages to throw the ball between your legs, you get a letter N. If you're not fast enough and people throw the ball between your legs again, you'll get an E, followed by an R and D, so the word NERD is being formed and you are the loser of the game.

ANNEX 5

STRETCHING EXERCISES

Perform this sequence of stretches only after you have warmed up the muscles, remember that your warm-up is the key to unlocking tight muscles, which is the cause of injury. Read the notes on how to warm-up prior to performing these stretches, and also the information on stretching techniques, for those new to stretching. Hold each stretch for a minimum of 20-30 seconds, breathing slowly through your nose, aiming to exhale out through your mouth as you ease into the stretch.

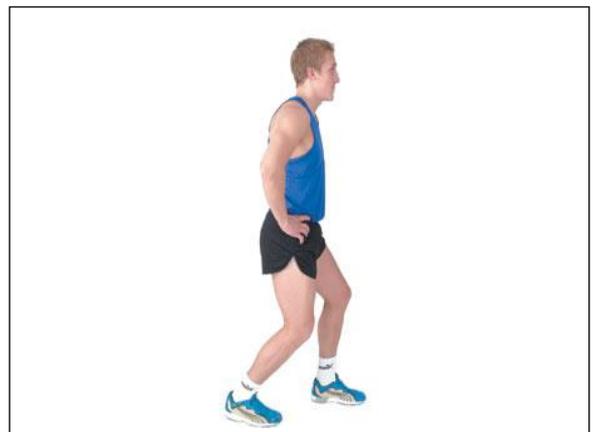


Calf Correct Foot Position

1. Foot alignment should be shoulder width apart, you can confirm this by standing either side of a straight line on the floor.
2. When you take your rear foot back, it should not cross or move away from the midline, your foot should be pointing forward with your heel either flat on the floor, or raised if aiming to develop the stretch.
3. Your front leg should bend so that when you look down over your knee, you can see the tip of your toes. Lean forward aiming to keep a straight line with your heel, hip and head.

Soleus

1. Stand with both feet flat on the floor, pointing forward, half a stride apart.
2. Keeping your back straight, with your hands on your hips, exhale and lower yourself down, resting your bodyweight on the rear foot.



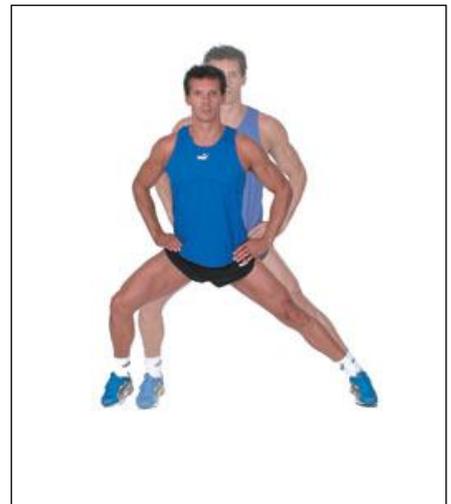


Quadriceps Standing

1. Stand holding onto a secure object, or have one hand raised out to the side for balance.
2. Raise one heel up toward your buttocks, and grasp hold of your foot, with one hand.
3. Inhale, slowly pulling your heel to your buttock while gradually pushing your pelvis forward.
4. Aim to keep both knees together, having a slight bend in the supporting leg.

Side Lunge

1. Stand upright, with both feet facing forward, double shoulder-width apart.
2. Place your hands on your hips, in order to keep your back straight, slowly exhale, taking your bodyweight across to one side.
3. Avoid leaning forward, or taking the knee of the bent leg over your toes. As you increase the stretch, the foot of the bent leg should point slightly outward.
4. To increase the stretch, relax upward, slowly sliding your feet out a few inches to the sides.



Spine curve

1. Begin the stretch by laying on your front, with your hands close to your chest, fingers pointing upward.
2. Exhale, pushing yourself up with your arms and contracting your buttocks while keeping both feet firmly on the floor.
3. Look up toward the ceiling, to also feel the stretch in your neck.

Hand Down Spine

1. Extend one hand down the center of your back, fingers pointing downward.
2. Use the other hand to grasp the elbow.
3. Exhale slowly, pulling gently downward on your elbow, aiming to take your fingers along your spine.



Source: www.netfit.co.uk

ANNEX 6 EXAMPLES OF ROLEPLAYS, PEACE POEMS AND SONGS

ROLE PLAYS

1) Role play on Intervention - Nyagah Kamau

Characters:

- Fujo: Kraal leader of the community and the father to John the only graduate in that community
- Amani: John's mother who is always against the acts of violence in the community and it's neighbourhood
- Vita: Kraal leader of Community B and is the father of Rose, a college student. The wife died when the village was attacked by raiders
- John: a young handsome man who has fallen in love with Rose who is from the enemy community
- Rose: A young lady who is still attending college, and is deeply in love with John

1: This two communities have been in conflict for years and many people have died and property destroyed in the course. Prepare a role play on how John and Rose's love can influence peace between the two communities

2: Remember John knows all his father's intentions and also does Rose; and their parents can not by any chance want to hurt their children's feelings

3: The role play should not exceed 15 minutes. Do it in the language that is easily understood by the local people.

4: The names of the characters given above should not limit your thinking. You are allowed to use your own local names.

2) Role play on Cattle Rustling - Nyagah Kamau

Description:

Warriors from community A attack and raid cattle in community B. They are fully armed and in the process they kill so many people. They manage to escape but are noticed from which community they came from. With all the anger and bitterness, community B prepares their warriors for revenge and the warriors are also asked by their elders and diviners to bring back what was stolen from them and not to spare anyone. Reaching community A they fire randomly and kill many people in that community and take all the cattle. The whole place (stage) is full of blood, dead bodies and tension is high.

Assignment

1. Prepare a role play using the above explanation
2. A Peace & Sports facilitator comes in and asks the following questions with a lot of pain:

Somebody tell me why
Our people are killing each other like flies
Our people no longer value life but animals
Our people no longer preach love but hatred
Killing innocent people
Women becoming widows, children are left as orphans
With no one to take care of their needs

Why can't we see that
We are loosing people?
Why don't we use our energy
In sports and development?
For a better future
Why is the question?

3. The role play should not exceed 15 minutes
4. Remember that community B had to purchase arms from a certain rich man and they bring him cattle as payment. How do you expose this mans role?

3) Role play on Causes of Conflict - Nyagah Kamau

Description:

A young man from a poor family wishes to get married and establish his own house. He already has a fiancé of whom the parents are demanding too many cattle from the young man, who does not have enough to pay the dowry. The girl loves this young man so much, and is giving him a lot of pressure to go and raid. She doesn't want people to say that she was married cheaply compared to other girls. The elders are also giving a lot of pressure to this young man.

Assignment:

1. Prepare a role play in your own setting showing the kind of pressure the young man has to under go from the girl

2. Since the young man wants to prove his manhood according to the elders' demand, show the pressure and the incitement they are causing to this young man
3. Try to make people learn by showing the positive or the negative sides of culture as a cause of conflict
4. The role play should not exceed 10 minutes

PEACE POEM

Peace Poem - Nyagah Kamau

My people I'm weeping and got no one to wipe off my tears
I try to scream and no one responds
I blow the whistle, no one is turning back to look
They are all leaving regardless of I calling on them

My people why do you abandon me?
And yet you know everyone has his own lucky day
If today you succeeded, tomorrow is another different day
An eye for an eye ends the world being blind

Who brought about these division among us?
Is it because of greed and selfishness?
I remember we used to share the same table,
regardless of how little the food was,
in order to solve the past conflict
But today is totally different

Can you convince me that you feel OK
when you shoot your in-laws and watch them die
Do you feel OK when their wives and children are suffering?
Do you feel OK when their aged parents go to bed without food but sorrow?
Do you feel alright when you leave the entire village in tears?

Listen to me my people, violence will do us no good but evil
Let's forget the enmity we have created amongst ourselves now
Remember the unity we had before
And work together for a peaceful future

PEACE SONG

Peace Song - Nyagah Kamau

Peace be to our Land
Peace be with our Neighbours
Peace with our Children
Peace be with us all

Let's put aside our differences
And build up one society of Loving Pastoralists
A society bound together by Love and Care for each other
The love that comes from God
The creator of Heaven and Earth

When we are at peace
We shall welcome development
Our area shall have schools
To brighten our children's future
There will be no more suffering, no more death
But we shall all be singing the songs of Peace and Joy

When we are at peace
We shall treat each other
As brothers and sisters of
The same mother
And not as enemies of the community
We shall share the resources available
Regardless of how little it might be
We shall welcome each other into our houses
And not chasing each other like cat's and dogs

Kenya, Uganda and Sudan
Let's unite together and end
This enmity brought by cattle raiding and
Build peace for the future generation