

**SPORTS AND PLAY AND COMMUNITY MOBILIZATION IN THE GA SOUTH  
MUNICIPALITY**

**BY**

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## DECLARATION

I do hereby declare that this work is the result of my own research and that all sources have been accurately reported and acknowledged, and that this document has not previously in its entirety or in part been submitted at any university in order to obtain an academic qualification.

I bear sole responsibility for any shortcomings.

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## **DEDICATION**

This research work is dedicated to my lovely daughter, Rumaisa Titiaka kipo and to my siblings (Cosmos Kipo, Marther Kipo, Abiba Kipo, Adia Kipo, Seidu Kipo and Zuwera Kipo) for their encouragement, support and understanding, and to my Love, Mrs. Iddrisu Sophia Kipo for her encouragement and understanding during the period of the study.



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**LIST OF ABBREVIATIONS**

FIFA	Federation of International Football Association
GASMA	Ga South Municipal Assembly
GSGDA	Ghana Shared Growth and Development Agenda
IOC	International Olympic Committee
NGOs	Non Governmental Organization
RTP	Right To Play
SRH	Sexual Reproductive Health
UNCRC	United Nations Convention on the Rights of the Child
UNDP	United Nations Development Program
UNICEF	United Nations Children's Fund
WHO	World Health Organization



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## ABSTRACT

The introduction of sport into development programs can and will provide a better and greater social impact and benefit. Beyond the immediate experience of participation, sport as a tool for development has a profile with extremely high expectations and is consequently widely applied by various organizations. The mobilization of sport as a vehicle for contributing to social responsibility can be seen as a distinct opportunity for all development organizations. It was against this background that this study was conducted with the objective of assessing the effects of sports and play and community mobilization in the Ga South Municipality.

This study adopted the survey method to sample the views of 100 community members of the Obom community in the Ga South Community. In addition, 15 personnel from Right to Play and 10 from the Ga South Municipal Assembly were interviewed.

The research found that there are several sports policies at the sub-national levels, some of which have been embedded into the education curriculum and these present clear opportunity for community mobilization. The study further revealed that football was the most effective sport in promoting community mobilization and enhancing social interaction around development activities. In effect, sporting events generally have led to stronger social cohesion in the study area thereby reducing incidences of social conflicts. Furthermore, school level sports have also contributed to improved school attendance of pupils. In spite of all these benefits of sports for social mobilization, the study found that the lack of or inadequate sports infrastructure threatens the effectiveness of sports as a vehicle for community mobilization and social interaction

Recommendations made included the fact that sport and play should be considered as a highly effective tool to support community/social mobilization. Government should consider

establishing sports colleges to train more professionals in the field; the GASMA should consider adopting football as sport for mobilizing community for development; the government through the district assemblies should identify and make available resources for sport initiatives.

The private sector partners, sports organizations and civil society should be encouraged to support sport for development and peace initiatives in communities.

## CHAPTER ONE

### INTRODUCTION

#### 1.0 Background of the Study

According to Smith and Westerbeek (2007), the clichés are thick when it comes to sport's influence in the world. Nelson Mandela's averment that sport can change the world holds much ideological sway. This is supported by reports from the United Nations Inter-agency Task Force on Sport for Development and Peace, which articulated a strategy for sport's contribution to peace, political stability and health. Indeed, a former United Nations Secretary- General Kofi Annan once commented that he was interested in the power of football to teach lifelong lessons about playing against others as rivals, not enemies.

The sentiment has been echoed by the president of the Federation of International Football Association (FIFA), Joseph S. Blatter who claimed that the game had been developed and taken to the world and now it is time to use football to make the world better (Smith and Westerbeek, 2007). The social value of sport is also recognized by the United Nations, which now have a Special Advisor with the task of using the social power of sport in the service of the UN's Human Rights agenda. This recognition of the social value of sport was confirmed when the then Secretary General of the UN Kofi Annan launched the International Year of Sport and Physical Education in 2005, declaring that:

*Sport is a universal language. At its best sport can bring people together, no matter what their origin, background, religious beliefs or economic status. And when young people participate in sport or have access to physical education, they can experience*

*real exhilaration even as they learn the ideals of teamwork and tolerance* (Annan, 2005).

These statements show the high expectations of the potential of sport, particularly with respect to multiculturalism and overcoming ethnic divides. This role of sport has been expressed by policy-makers and scholars alike. According to Krouwel et al. (2006), several factors make recreational sport a promising social site for the enhancement of interethnic contact and tolerance. First, many people practice sport. The high participation rates mean that in addition to education, family and paid labour, sport has become a potentially important site for interethnic interaction and the transfer of social values. Secondly, the criteria for success in sport are different from those in other social practices such as education. The cultural practice of sport generally emphasizes physical capabilities instead of cognitive capabilities, and as a result, patterns of social interaction are often less racially or ethnically stratified than the interaction patterns in other socio-cultural spheres. People participating in sport are, therefore, more likely to meet individuals of other ethnic origins than people who do not participate in sport. Thirdly and related to the second aspect, policy makers often see sport as a race-free arena in the sense that social distinctions do not play a major role in sport. With its appeal to a variety of ethnic groups, it is considered relatively easy to bring together people of various ethnic origins in sport.

The last decade, and especially since the UN declared 2005 to be its International Year of Sport and Physical Education, has seen a significant expansion in the use of sport (broadly defined) as a tool for initiating social change. Projects involving sport have included attempts to educate young people to appreciate health concerns (such as the dangers of HIV and malaria), engender

respect for local communities, discourage anti-social and criminal behaviour, increase gender-awareness, as well as assist with the rehabilitation of people with disabilities and the reconciliation of communities in conflict.

This phenomenon is not new since sport has long been viewed, particularly by governments, as having potential to help induce social order, and to some extent economic development. However, this recent expansion of sport as an actor for social change, especially in what the World Bank classifies as low-income countries (otherwise referred to as the 'Global South'), is partially a result of the recognition that the orthodox policies of 'development' have failed to deliver their objectives. Such policies (advocated strongly by Western Liberal Democracies in the post-war era), emphasize the economic rather than the social environment, yet have often been unsuccessful in enhancing standards of living as absolute poverty remains endemic in many parts of the world (see for example, Black, 2002; Sachs, 2006; Calderisi, 2007).

When the UN declared 2005 to be the International Year of Sport and Physical Education, the wide-ranging contribution expected of sport was stated clearly (United Nations, 2005), the world of sport presents a natural partnership for the United Nations system. By its very nature sport is about participation. It is about inclusion and citizenship. Sport brings individuals and communities together, highlighting commonalities and bridging cultural or ethnic divides. Sport provides a forum to learn skills such as discipline, confidence and leadership and it teaches core principles such as tolerance, cooperation and respect. Sport teaches the value of effort and how to manage victory, as well as defeat. When these positive aspects of sport are emphasized, sport

becomes a powerful vehicle through which the United Nations can work towards achieving its goals.

Similarly, a growing number of traditional, mainstream development NGOs are turning to sport to further some of their development goals. For example, the Catholic Agency for Overseas Development (CAFOD) has developed projects that include using football to help integrate former child soldiers back into Liberian society by training them with life and social skills and tracing their families (CAFOD, undated). Northern governments attempt to harness some of sport's attributes to assist in objectives linked to its international development/relations objectives. The Netherlands, Switzerland, Canada, Norway, and Australia are examples of developed countries that use sport in such a manner. Governments in the Global South are also using sport for macro development purposes. Countries such as Zambia include sport in their national poverty reduction strategy and national development plan to stimulate.

One organization that has effectively used sports and play as a vehicle for development and social cohesion is Right to Play (RTP). RTP is a global organization that uses the transformative power of play and sport to educate and empower children, youth and communities facing adversity. Through games, play and sports, RTP helps children build essential life skills and better futures, while driving social change in their communities with lasting impact. RTP believes that sport possesses unique attributes that enable it bring value to the development and peace process. The organization's work is guided by the United Nations Convention on the Rights of the Child, a human rights treaty, which sets out the civil, political, economic, social, health and cultural rights of children.

Since RTP Ghana is a Non Governmental Organization (NGO) that uses sports and play as a tool for mobilization and development, social cohesion, this study sought to examine into detail the activities of the Organization and also ascertain the effectiveness of sports and play as a tool for community/social mobilization and cohesion.

### **1.1 Statement of the Research Problem**

The mobilization of sport as a vehicle for contributing to social responsibility can be seen as a distinct opportunity for both the organizations in charge of sport and those that seek to use sport in their efforts to make contributions to communities (Smith and Westerbeek 2004). According to Smith and Westerbeek (2007), sport, more than any other potential vehicle, contains qualities that make it a powerful force in effecting positive social contributions.

There is wide-spread acceptance that sport is an emerging tool of development. Today it is extensively believed that introduction of sport into development programs can and will provide a better and greater social impact and benefit, beyond the immediate experience of participation (Kay, 2009). Therefore, sport as a tool of development has a profile with extremely high expectations and is consequently widely applied by various international, national and local organizations such as RTP's activities in the Ga South Municipality (GASMA). In many cases, it is believed that sport has potential to build capacity in individuals and society in general. The contribution of sport varies from empowerment, conflict-management, prevention and resolution of numerous development issues, including mass unemployment, HIV/AIDS, malnutrition, health, education, poverty and others that are included into the Millennium Development Goals (Dyrberg 2010).

In spite of the numerous benefits of sports and play towards social cohesion, development and peace building, to the best knowledge of the researcher however, there is very little work on the subject matter in the country – an obvious research gap that needs an attempt at bridging. Thus a research into the role of sports and play in community mobilization was deemed very timely since it will contribute to the academic discourse on the subject matter in the country. It was against the foregoing therefore that this research was undertaken to empirically identify the role of Sports and Play in community mobilization in the Ga South Municipality.

## **1.2 Objectives of the Study**

The general objective of this study was to assess how sports and play affects community mobilization in the Ga South Municipality.

The specific objectives of this study were:

1. To review specific sports and play policies that encourage community mobilization in the Ga South Municipality Assembly (GASMA)
2. To assess the role of RTP's activities in engendering social cohesion in the Ga South Municipality
3. To identify the success factors that enables RTP to use sports as a tool for social mobilization

## **1.3 Research Questions**

To achieve the above stated objectives of this study, the following research questions were asked:

1. What are the specific sports and play policies that encourage community mobilization in the Ga South Municipality?
2. What is the role of RTP's activities in engendering social cohesion in the Ga South Municipality
3. What are the success factors that enable RTP to use sports as a tool for social mobilization?

#### **1.4 Significance of the Study**

This study is deemed very significant because it will not only contribute in raising the awareness of the importance of sports and play in social cohesion and development but also come out with recommendations and suggestions that will enable stakeholders derive maximum benefits in using sports and play as tools for social mobilization, cohesion and development in the Ga south Municipality in particular and the whole country in general.

Again, the findings and recommendations of this study will be of tremendous importance to RTP. The findings and recommendations will facilitate and also enhance the utilization of sports and play as a vehicle for engendering social cohesion and mobilization in Ghanaian communities.

Furthermore it is the researcher's conviction that this study will enable key stakeholders players such as the RTP, National Sports Council, Ministry of Youth and Sports and Ghana Football Association just to mention a few streamline various policies and regulations that will facilitate better usage of sports and play as a tool for building social cohesion and development.

In addition, the researcher believes that this study will contribute to the academic discussions and knowledge on the subject matter especially when there is very little work on the subject matter in Ghana.

Lastly, this study is in partial fulfillment of the award of a Master of Arts degree in Social Policy from the University of Ghana.

### **1.5 Scope and Limitation of the Study**

Determining the scope is critical because common agreement and understanding is needed on what and who to include or exclude in the study. In this context, scoping referred especially to the geographical, time, respondent and organization scope. The organizations chosen for this study were the Ga South Municipal Assembly, Right to Play Ghana and the Obom Community in the Ga South Municipality. The time scope for this study was the 2012/2013 academic calendar of the University of Ghana.

In addition to the usual challenges of inadequate finances and the obvious lack of time on the part of both students and supervisors, this study was subjected to some limitations that threatened the validity, reliability and generalization of the findings.

The first limitation of this study was the inability of the researcher to interview more organizations and communities within the Ga South Municipality. This research focused exclusively on the Obom Community in the Ga South Municipality. Ideally more communities in the Municipality should have been interviewed. However, the sample size obtained for this was deemed sufficient enough to the study's reliability and validity.

The second limitation was the difficulty of circulating the research instrument in the two organizations due to the very busy schedules of the respondents who were always away on assignments. However, patience and persistence enabled the researcher to gather enough information necessary for drawing a valid conclusion. This included meeting some of the respondents in their homes, odd times (late into the night or dawn).

The study was also limited on the elements of sports and play activities unique to Right to Play. The utilization of an organization as the basis of the case study is another limitation because of the fact that it cannot make generalizations. However, it is the view of the researcher that the findings of this study throws more light on the subject matter and that it can serve as base for future studies into how sports and play affects social cohesion and mobilization across the country.

## **1.6 Structure of the Study**

This study comprised five chapters. Chapter one served as the introduction to the research and it gave a synopsis of the rationale for the study, its objectives, significance and specifies the problem statement. Chapter Two on the other hand was a review of literature pertaining to the subject area under study. The third chapter was a detailed account of the methodology used in arriving at the conclusions. The methodology comprised the data type and the methods used in analyzing collected data. Furthermore, in this chapter the justification of the choice of analysis tools were stated and explained. It also contained the sampling techniques used, the sample size, and the data source. Chapter Four examined the results of the study in relation to the stated

objectives. It referred to the analysis of the survey and other data collected. Chapter five was dedicated to summary, conclusions and recommendations of the study.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter of the study among others reviews the literature on the subject by defining, explaining and discussing key concepts such as the difference between sport, play and recreation, social cohesion, development, community development, the role of sports in development, the challenges of using sports as a tool for social mobilization and the development of a conceptual framework to facilitate the operationalization of the study's objectives.

#### **2.1 Defining Key Concepts of the Study**

The section of the chapter defines and explains the key concepts of the study.

##### **2.1.1 Defining and Differentiating Sports, Play and Recreation**

According to Coakley (1994) sports can be described as institutionalized competitive activities that involve vigorous physical exertion or the use of relatively complex physical skills by individuals whose participation is motivated by a combination of intrinsic and extrinsic factors. While this description may seem overly restrictive it does help clarify the role of sport. Sport involves physical exertion therefore chess would not qualify as sport. Thus, it can be said that Chess would best be defined as a game – it abides by certain rules and formats and is more structured than simple play or recreation, but it does not really require any physical effort. Sport is competitive therefore two boys throwing a Frisbee would not be classified as sport but rather a play which is more spontaneous and unstructured.

Play involves complete freedom and spontaneity (e.g. the boys may stop playing Frisbee anytime they choose) and is thus motivated by intrinsic factors, a desire to play! Sport, however, is motivated by both intrinsic and extrinsic factors. Participants play sport because they enjoy the game but also since there are extrinsic rewards (e.g. money, medals, recognition etc). Furthermore the participants in a sports match cannot just stop playing as and when they desire – they have a duty to finish the game, unlike in play. In fact, Stone (1955) claims sports are composed of two elements – play and display. While sport does involve a “spirit of play” it is also a manner of display performed for recognition and the benefit of spectators. It is not acted out entirely like WWF wrestling – this would qualify as a spectacle – but it is important to note this aspect of sport which has become pertinent with massive television audiences and high-profile tournaments.

Recreation activities such as going to the gym or hiking are also regarded as different from sport. Recreation is regarded as a way to ‘take a break’ from everyday stresses, by engaging in voluntary leisure pursuits to refresh one’s body and mind. It does not necessarily involve physical activity (e.g. reading could be a form of recreation) and corresponds closely to play though it is usually more structured and planned as an after-work pursuit (Coakley, 1994).

Another manner in which sport differs from play is that it has been institutionalized with a set of standardized rules and behaviours which have been maintained and adjusted over time and can be replicated in different situations. Certain regulatory bodies (i.e. sports federations) are responsible for upholding and enforcing the rules. The learning of the game becomes more scientific with players encouraged to improve their skills through formalized channels such as coaching. The technical aspects of the game become more prominent with the development of

strategies to optimize performance and a higher level of organization with leagues, set times for games and the appointment of referees (Coakley, 1994). In short, sports have become a regular and important part of society like many other social institutions.

This study views sport in a broad sense. Incorporated into the definition of ‘sport’ are all forms of physical activity that contribute to physical fitness, mental well-being and social interaction. These include play, recreation, organized casual or competitive sport, and indigenous sports or games. Play, especially among children, is any physical activity that is fun and participatory. It is often unstructured and free from adult direction. Recreation is more organized than play and generally entails physically active leisure activities. Sport is more organized again and involves rules or customs and sometimes competition. Importantly, play, physical recreation and sport are all freely chosen activities undertaken for pleasure.

### **2.1.2 Social Mobilization**

Social Mobilization, as defined by UNICEF, is a broad-scale movement to engage people’s participation in achieving a specific development or health goal through self-reliant efforts — those that depend on their own resources and strengths. It involves all relevant segments of society: policymakers and other decision-makers, opinion leaders, the media, bureaucrats and technical experts, professional associations, religious groups, the private sector, NGOs, community members, and individuals. It is a planned decentralized process that seeks to facilitate change through a range of players engaged in interrelated and complementary efforts (Elaine, 2012). It takes into account the felt needs of the people, embraces the critical principle of community involvement, and seeks to empower individuals and groups for action (ibid).

Mobilizing the necessary resources, disseminating information tailored to varying audiences, generating inter-sectoral support, and fostering cross-professional alliances are part of the process.

### **2.1.3 Social Development**

Social development is a complex process determined by many factors. Research has demonstrated that although social development is strongly related to economic development, economic development is not a necessary precondition for social development to take place (Prasad, 2008). On the contrary, social development should be deliberately pursued by countries at all levels of development. The UNDP defines social development as sustainable human development which enhances human capabilities for enlarging human choices. Streeten (1981) defines social development as a 3D process, consisting of social services (health and education) and social transfers (social security and safety nets); economic access and productive returns (livelihood generation and remunerative employment); and social integration (peace and absence of violence). Ghai (2000) shows that successful social development is determined by three factors: strong leadership committed to social service provision; strong state capacity, infrastructure and the state's central role in providing social services; and the composition of social spending especially on basic education and healthcare.

Social development is defined in the broadest social terms as an upward directional movement of society from lesser to greater levels of energy, efficiency, quality, productivity, complexity, comprehension, creativity, choice, mastery, enjoyment and accomplishment. Development of individuals and societies results in increasing freedom of choice and increasing capacity to fulfill

its choices by its own capacity and initiative. Growth and development usually go together, but they are different phenomena subject to different laws. Growth involves an expansion of existing types and forms of activities. Development involves a qualitative enhancement. Social development is driven by the subconscious aspirations of society for advancement or progress.

It is now considered a cliché to say that the “social” and “economic” spheres are interlinked. In the real world, people do not live in two different domains (Prasad, 2008). There are different institutional responsibilities for economic policy and social policy, different policy analysis communities, and different interest groups. Elson (2004) argues that mainstream approaches reinforce these differences and the idea that the economic policy could be pursued independently of social policy. For example, economic policies are given priority over social policies, which are considered as residual and are often “added on” as an afterthought. Social policy is thought to only deal with “widows and orphans, the lame and the sick” (ibid). Economic production is privileged whereas social production (for instance, unpaid care economy in which services are produced for the family, friends and neighbors in an altruistic and reciprocal manner) is regarded as a “bottomless well”. The separation between “social” and the “economic” is an artifact of academic analysis and government departmentalization (United Nations, 1961). Facts that make up this reality can be classified as social or economic.

The idea of improving social conditions through economic growth was propelled by the World Bank and its institutions in the 1950s and 1960s. In the 1970s, alternative concepts were proposed that included employment, distribution of income and quality of life. Although the trickle-down approach has often been ineffective in meeting basic needs, this approach still predominates development circles.

#### **2.1.4 Social Cohesion**

The term social cohesion is widely used in social policy discussion (Cantle, 2001), commentary (Giddens, 2000), literature (Scott, 2007) and theory (Offe, 1999) but its meaning is typically taken for granted. One definition refers to the degree to which participants in social systems feels committed to the system and the wellbeing of other participants (VCC, 2008). Such commitment is desirable to enable members of a society to develop mutual trust. In a system driven entirely by rational considerations (whether of immediate self-interest or more long-sighted) there is always the risk that advantaged groups may not respect the interests of the disadvantaged (Taylor-Gooby, 2012). The central tradition in social policy has tended to argue that state institutions play a strong role in securing social cohesion (Taylor-Gooby, 2012). More recently a number of writers have suggested that such interventions are possibly of negative value and in any case of diminishing authority. Instead, the foundations of social cohesion are to be sought in civil society.

As understood by the Council of Europe, social cohesion is the capacity of a society to ensure the welfare of all its members, minimizing disparities and avoiding polarization (CDCS, 2004). A cohesive society is a mutually supportive community of free individuals pursuing these common goals by democratic means. All societies have to live with the strains and stresses caused by divisions and potential divisions (Taylor-Gooby, 2012). For example, there are in all societies, disparities of wealth between richer and poorer people; when these disparities are excessive, or tending to increase, cohesion is put at risk. Again, no society is without ethnic and cultural diversity; the question is how to manage diversity so that it becomes a source of mutual enrichment rather than a factor of division and conflict. A cohesive society is one which has

developed satisfactory ways of coping with these and other strains in an open and democratic manner. This means taking action to reduce inequalities and restore equity so that these various divisions remain manageable and do not grow so as to threaten the stability of society.

Social cohesion is an ideal to be striven for rather than a goal capable of being fully achieved. It constantly needs to be nurtured, improved and adapted. Each generation has to find afresh a manageable equilibrium of forces. This is a constantly shifting equilibrium which has to adapt to changes in the social and economic environment, in technology and in national and international political systems. Social cohesion is not only a matter of combating social exclusion and poverty, but also creating solidarity in society such that exclusion will be minimized (CDCS, 2004). At the same time, in so far as poverty and exclusion continue to exist, there is also a need to take specific measures to help vulnerable members of society. A social cohesion strategy must therefore tackle exclusion by means of both prevention and cure.

### **2.1.5 Community Defined**

According to Black and Hughes (2001), the term ‘community’ has been the subject of much debate. The usage of the term can vary greatly from one context to another. For instance, Hillery (1955) identified 94 definitions of community and found many inconsistencies and differences of emphasis between them. Nevertheless, most of the definitions referred to social interaction within a geographic area and having goals or norms in common (Black and Hughes, 2001). More recently, the term ‘community’ has also been applied to categories of people who engage in a particular purpose, task or function together, or who have some form of identity in common, though not necessarily associated with the same locality. The shared function may be related to work, education, sport, or entertainment, for example. The shared identity might be that of ethnic

origin, occupation, disability, age, gender, sexual orientation, religion or some other characteristic. Communities are sometimes created by a particular intersection of history that creates and sustains a group of people.

According to Black and Hughes (2001), there are two major types of communities and these are communities of location and communities of interest.

### **Communities of Location**

Communities of location are usually defined by identifying physical boundaries that separate one group of people from another (Black and Hughes, 2001). Between communities of locality may be open fields, natural bush, mountains, rivers or other features of the landscape which make the separations clear. Nevertheless, in many rural areas, there will be a small, dense area of housing, surrounded by areas in which the housing is less dense. Occupants of these dwellings, along with others, perhaps living at some distance from the centre of population, may use the same sets of services and other resources, be subject to the same governance, and identify with the same community. In some cases, it may be better to identify communities of location in a centred way rather than in a bounded way. Instead of seeing people as either in a community or outside of it, it may be preferable to see people as close to the centre of a community or more peripheral to its life.

### **Communities of Interest**

According to Black and Hughes (2001), for many people, it is not the locality where they happen to reside that provides their primary experience of community life. Rather they find community

through interest groups or functional groups. These may be work-related groups, and there is some evidence that the workplace is increasing in importance as a primary place of interpersonal interaction. For others, a sporting group or a group of people who share a common interest or hobby provides a sense of community.

## **2.2 The Role of Sports and Play in Social Cohesion and Development**

Today, there are 1.3 billion young people between the ages of 12 and 24 (The World Bank, 2006). The explosion in the youth population, particularly in the developing world, provides unprecedented opportunities for harnessing the energy and potential of youth to further development objectives. Ensuring that the next generation is prepared to lead is crucial to the continued development of growing economies, and it is therefore critical to find new and creative ways to give them the tools they will need to thrive. Especially important in developing countries, sports programs can help prepare vulnerable young people to meet challenges and to take leadership roles within their communities, while providing them with opportunities to express themselves and become agents for change (UNICEF, 2007).

### **2.2.1 The Effects of Sports on Social Cohesion and Community Mobilization**

Youth participation in sports can contribute to a wide range of positive social outcomes. Sports encourage positive relationships and build social cohesion and capital. Team games and play promote positive social integration and provide a unique forum for facilitating the development of social skills, including cooperation, coping mechanisms, sharing, teamwork, self-esteem, discipline, and respect for oneself and for others (Chappell, 2001). Team membership gives

young people a sense of belonging and offers them opportunities to learn how to communicate, cooperate, and negotiate on and off the playing field (Brady and Khan, 2002).

Of the various social elements within a community, sport is widely recognized as a way to build positive social capital (Lawson, 2005; Zakus et al., 2008). The work of Crabbe and Brown (2004), and Coalter (2007) in the United Kingdom (UK), Zakus (1999) in Canada, and Putnam (2000) in the United States of America (US) support this argument. Moreover, some studies found that sporting activities at the grassroots level have the potential to motivate, inspire, and forge a community spirit in face of social ills (Cairnduff, 2001).

Similarly, Atherley (2006) argues that social capital is important to rural community everyday life. She maintains that district sport clubs are a key focus of community life. Social inclusion in or social exclusion from such organizations can influence the daily life, social networks, community assimilation, and the stream of information that helps a resident create a sense of belonging. Both of these authors offer other references to support the contention that “sport clubs in particular are often regarded as a central element of rural life” (Tonts and Atherley, 2005). Likewise, Pooley et al., (2005) in their case study on life experiences in urban and rural settings identified three key themes: membership, emotional connection, and integration and fulfilment of needs. They concluded that belonging to and participating in local sport clubs can add to the social capital of communities, whether in an urban or rural context.

### **2.2.2 Sports and Education (Improved Performance)**

Sports activities act as an attractive hook to draw young people into programs that aim to improve their circumstances, serving as a gateway to engage targeted youths with social, health,

and education programs (Ewing, 2002). Sports-based programs have also been shown to improve the learning performance of children and young people. A recent study on sports involvement with young people in Namibia showed that those who participated in sports and physical activity were more likely to pass Grade Ten examinations (The World Bank, 2006).

### **2.2.3 Sports and Peace Facilitation**

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

Sport can also play a significant role in improving the lives of children through the promotion of development and peace. Sport for youth development has been used as one component of a holistic peace-building program in conflict settings, bringing together young people from hostile communities, and helping with the reintegration and psychosocial recovery of child soldiers.

In conflict areas, sports can provide traumatized children with a sense of hope and normalcy and help them address the pain, fear and loss they have experienced (UNICEF, 2008). The World Health Organization (WHO) asserts that participation in sports and play help “prevent and

control the feelings of anxiety and depression,” giving young people opportunities for natural self-expression, achievement, self-confidence, relief from tension, and social interaction (WHO, 2003).

Factors that contribute to young people turning to crime include the absence of positive role models, a lack of self-discipline and boredom. Sport can tackle these causes of juvenile crime by helping disaffected youth make positive connections with adults and peers, by integrating them into constructive activities within society and by providing a useful activity for their time. Thus, the links between sport and peace are thus, powerful.

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

#### **2.2.4 Sports and Gender**

Girls’ participation in sports represents a departure from traditional femininity and challenges male privilege and cultural myths about female frailty (Brady and Khan, 2002). Girls are often socially conditioned to view their bodies solely in sexual and reproductive terms, rather than as sources of power and strength for themselves. Sports participation helps girls develop a sense of ownership of their bodies, allowing them to challenge traditional notions of femininity and establish self-worth outside of their sexuality.

Adolescent girls who participate in sports tend to become sexually active later in life, have fewer sexual partners, and are more likely to use contraception than girls who do not play sports (ibid). The 1994 Brighton Declaration on Women and Sport and the Platform for Action at the Fourth World Conference on Women held in Beijing in 1995 emphasized the importance of sports and physical activity for girls and women (Brady and Khan, 2002).

### **2.2.5 Positive Health Impacts**

Sport and physical activity are essential for improving health and well-being, and integral to the achievement of the MDGs. Appropriate forms of sport and physical activity can play a significant role to prevent as well as help cure many of the world's leading non-communicable diseases. Evidence shows that regular participation in physical activity programmes provides all people with a wide range of physical, social mental health benefits. Such active participation also interacts positively with strategies to improve diet, discourage the use of tobacco, alcohol and drugs and enhance functional capacity. Consequently, physical activity is an effective method of disease prevention for the individual and, for nations, a cost-effective way to improve public health.

In addition to the obvious benefits of sport to overall health, sport-based programs have been shown to be effective in combating HIV/AIDS. Sport for youth development programs such as Kicking AIDS Out! use sport and physical activity to emphasize behavioral changes like abstinence and condom use and build awareness about HIV/AIDS, while also encouraging peers to discuss issues affecting their lives and their communities. Sport programs around HIV/AIDS may also reduce the disease's stigma (Koss and Alexandrova, 2005). An HIV-prevention youth

project in South Africa, Shosholoza AIDS Project trains young male football players as peer educators to spread HIV-prevention messages to others in their social network. Due to the popularity of football among young people in South Africa, the messages of the players carry more significance among their peers. Sport programs also improve the health of people living with HIV/AIDS. Studies have shown that physical activity, including sports, has a positive effect on those infected and decreases HIV-RNA viral loads (Bopp, 2004).

### **2.2.6 Sports and Social Interaction**

Sport is also regarded as a possible tool of social interaction because it occasions collective experiences, as well as direct physical contact, between the participants. According to Harms (1982), people jointly participating in active sport, especially in team sports, enter into “direct physical contact” with one another, which practically provokes the emergence of intensive interpersonal relationships.

### **2.2.7 Sport as an Instrument of Cultural Understanding and Integration**

Due to the benefit of a prescribed set of norms and rules governing all established codes, sport displays the greatest number of common features, which transcend specific cultures. As Harms (1982) points out, this commonality qualifies sport as a pre-eminent area for intercultural exchange and communication. Stüwe (1984) describes sport as an instrument of culture of international character because of its world-wide presence, which ensures that its rules are known to members of practically all cultures.

### 2.3 Success Factors of Using Sports as a Tool for Community Mobilization

According to Dorokhina et al., (2011), sport should be seen primarily as an *added value* and not as a social panacea that can fix anything that does not work in a society. This idea was confirmed by Coalter (2007), when he stated that participation in *some* types of sport can assist *some* participants only *some* of the time. For one thing, although sport provides important social meanings to individuals who participate, social exclusion is also a problem of sport itself, for instance through racism in amateur or professional football.

According to Dorokhina et al., (2011), another complicating fact attesting to the modest social role of sport is that, as a relatively autonomous field, sport cannot be isolated from other socio-cultural spheres. Participants in sport intervention initiatives often have social and personal problems that originate in social fields outside sport, such as traumatic war experiences, problematic family circumstances (e.g. broken families, single mothers), financial problems (financial debts that force people to take temporary jobs), or problems in relation to legal status (refugee status, difficulties in obtaining a work permit). Sport-based intervention programmes have only very limited power to address all these complex and overlapping problems.

In order to address the complex problems of participants from a “holistic perspective” (Sherry, 2010), the involvement of multiple actors and community organizations in sport-based intervention work would be needed. As Schulenkorf (2010) rightly argued, it is too much to expect sporting events to have an impact on social relations without the support of other contextual actors, such as local and national political parties and social partners. Sport should, in

other words, be only one part in a much broader web of actors dealing with the larger social problems of the targeted group (Dorokhina et al., (2011).

These points to a crucial factor of the success of sport-based intervention work: in order to promote non-sporting social change through the use of sport, it is essential to address the broader social context of the society in question and develop a network of partnerships accordingly (Dorokhina et al., (2011). The main challenge is to build up engagement from the local community and create social and cultural engagement with the sport project from the beginning.

According to Dorokhina et al., (2011), it is important to involve national institutional partners with the project, since such national partners can help to connect the micro level of the sport project with the macro level of broader sports policy and knowledge building. In other words, the involvement of national organizations means that these organizations can learn from the project and integrate aspects of the project in their own national policies. The involvement of social partners is additionally important for linking participants in the sport programme to accommodation, the labour market, community support networks or rehabilitation programmes. Social partners can, therefore, provide participants with a much broader social and personal development programme than the sport activities alone can offer.

Furthermore, an overview of the literature shows that social sensitivity to the specific needs of the target groups is essential. It means taking the voices and values of participants seriously and tailoring the programme according to their needs. Studies conducted by Sherry (2010), Spaaij (2009) and Van Sterkenburg (2004) showed that this can be facilitated by engaging peer

educators who have been in the same social situation as the participants in the intervention programme, and understand where potential problems lie and how to talk to the participants. Sensitivity to the target group also means that the focus that policy makers often place on the stimulation of *bridging* social capital instead of *bonding* social capital should be critically reflected upon.

#### **2.4 Development of a Conceptual Framework for the Study**

The literature review has shown that sports, play and recreation play a crucial role in social cohesion and community mobilization. Thus, for this study, the conceptual framework of the effects of using sports and play as a tool for social cohesion and development will be operationalized by using seven items (Figure 2.1) on page 31. In effect, this means that when sports, play and recreation are effectively utilized, they play crucial roles in:

1. Social Cohesion and Community Mobilization
2. Sports and Education
3. Sports and Peace Facilitation
4. Sports and Gender Equity
5. Positive Health Impacts
6. Sports and Social Interactions
7. Sport as an Instrument of Cultural Understanding and Integration

***Social Cohesion and Community Mobilization:*** Sport is a particularly effective element to support social mobilization efforts. The convening power of sport makes it a useful tool to gather communities for direct public initiatives. It allows for broad delivery of messages and

programmes to a wide range of people at local and national levels, drawing diverse groups of people together in a fun and supportive environment. Whether as an additional element to an existing sports event or as a sports festival specifically organized to support mobilization efforts, sport platforms provide a practical and cost-effective medium to get critical information and programmes to hard-to-reach groups in a comfortable and familiar atmosphere.

***Education:*** Education is central to the achievement of all of the MDGs and sport has a natural place in education, whether the approach used is formal, non-formal or informal. In schools, physical education is a key component of a quality education and can be used to promote schooling among young people. Outside the classroom, sport is a ‘school for life’, teaching basic values and life skills, important for holistic development. Sport is also a powerful vehicle for public education, while sporting events can effectively increase awareness and galvanize support and action around key issues (see Sport and Communication).

***Peace facilitation:*** With respect to the facilitation of peace, the potential links between sport and peace are also powerful. From international events to the grassroots, sport brings people together in a way that can cross boundaries and break down barriers, making the playing field a simple and often a political site for initiating contact between antagonistic groups. Consequently, sport can be an ideal forum for resuming social dialogue and bridging divides, highlighting the similarities between people and breaking down prejudice. The popularity of sport and its convening power further contribute to sport being a powerful voice for communicating messages of peace and site for symbolic public acts on the global and local levels. Sport is an effective element in community-based initiatives that aim to create sustainable peace. The skills and

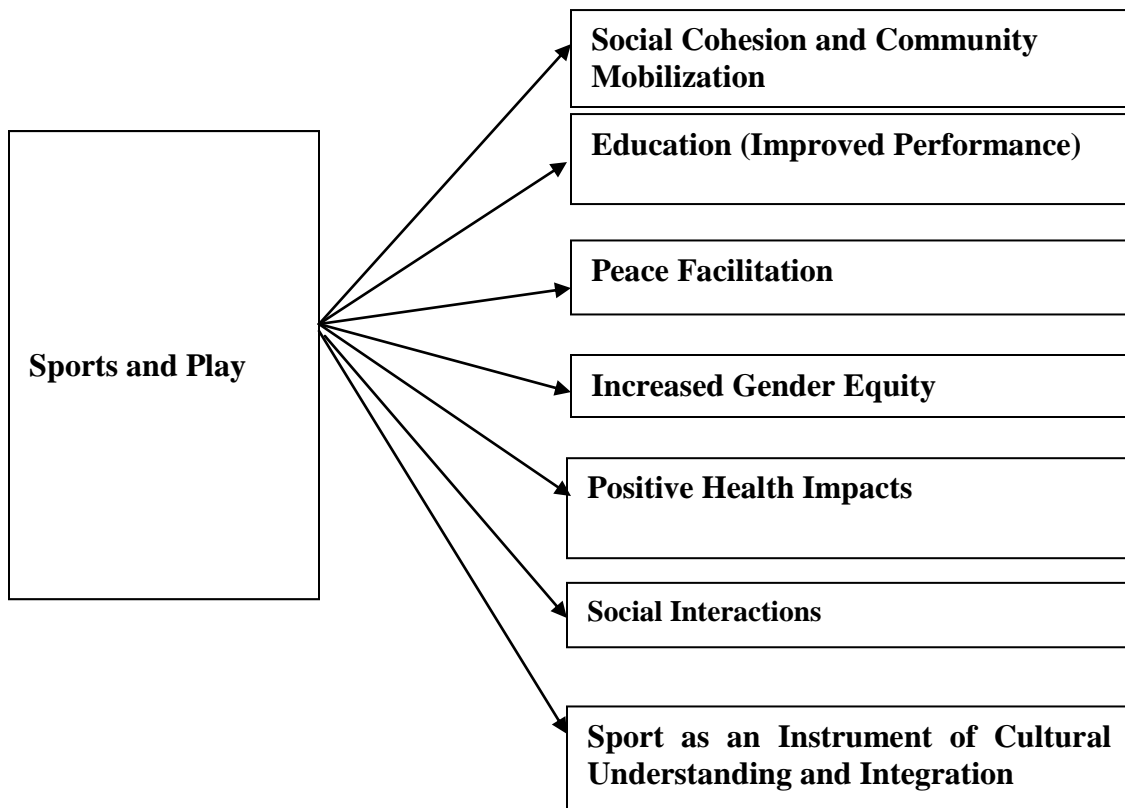
values learned through sport are many of the same skills and values taught in peace education to resolve and prevent conflict and create conditions conducive to peace, from the inter-personal to the international. Well-crafted sports activities teach respect, honesty, communication, cooperation, empathy,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

***Gender equity:*** Sport can be an effective tool for empowering girls and women, given that they are often excluded from participating and enjoying the physical and psychosocial benefits offered by sport. By directly challenging and dispelling misperceptions about women's capabilities, integrated sport programmes help to reduce discrimination and widen the role prescribed to women. In the US, research shows that regular participation in sport correlates to girls being less sexually active, lower rates of teen pregnancy and higher academic performance.

***Positive Health Impacts:*** Sports emphasizes one of the key solutions to the common social problem of deteriorating health standards. By its very nature, sport offers an ideal platform to encourage activity and health awareness. Ideal programmes can leverage this relationship, cognizant of the need to neutralize any potential physical risks. The advantages of physical activity require little justification, and have been well established in numerous national and cultural circumstances to promote psychological well-being, reduce stress, anxiety and depression, improve physical development, diminish risky behaviors, strengthen communities and decrease government health expenditure (Headley 2004; WHO 2003).

***Social Interactions:*** Sport offers a platform for encouraging social interaction in a functional way. Although perhaps overstated and with notable exceptions, sporting rivalry can be a force for stability, democracy and peace. Case (2005) argued, for example, that places for children to play in Afghanistan mean more than just slides and swings; they are in fact a force and symbol for peace. This view has been propagated by the UN as well as several of the largest international sporting bodies in the world, including the IOC and FIFA. In addition, the economic and social benefits that accompany the hosting of hallmark sport events can cast a spotlight on the political activities of governments, such as with the Beijing Olympics. Sport programmes designed for social return may also stimulate social cohesion and fair play (Morris *et al.* 2004).

***Cultural Understanding and Integration:*** Sports offers the opportunity for cultural diaspora. Sport can spread understanding and tolerance through the introduction of new cultural values in fun and interactive ways (Lenskyj, 2002). The obvious example can be found in the opening and closing ceremonies of major sport events such as the Olympic Games, but may also be found in local circumstances through community sport.

**Figure 2.1 Conceptual framework of the study**

Source: Researcher 2013.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

This chapter gives detailed account of how data was obtained for the study. It gives a brief geographical description of the study area as well as the background profile of Right to Play. It also contains the research design, population of the study, sample size, sampling technique, data sources, data collection instruments, data collection procedure, data processing and analysis, data quality assurance and ethical consideration.

#### **3.1 Research Design**

A survey design was used in this study. The descriptive survey according to Collis and Hussey (2003) is frequently used in business research in the form of attitude surveys. The descriptive survey as defined by Ghauri et al. (1995) is furthermore the characteristics to indicate how many members of a particular population have a certain characteristic. The descriptive survey was used because it was intended to provide statistical information about aspects of discipline that interest policy makers and educators. According to Ajala (1996), descriptive survey is the best method where there is the need to capture people's opinion, experience, values and impressions about an issue. This is exactly what happened in this research where the experiences and opinions of the community members of the Obom community in the Ga South municipality formed inputs to the data. These data were subsequently analyzed and incorporated into the discussions of the findings.

The consensus among researchers nowadays is that both quantitative and qualitative methods are best seen as complementing each other and as such; whenever possible should be combined, Amaratunga et al, (2002). Thus this study used mixed methods where both quantitative and qualitative analyses were conducted.

## **3.2 The Study Area**

### **3.2.1 Profile of Ga South Municipality**

The Ga South Municipal Assembly (GASMA) was in late 2007 one of the four (4) newly created districts in the Greater Accra Region. The Ga South Municipality was carved out of the erstwhile Ga District in February, 2006 in pursuance of the government's decentralization and local government reform policy as enshrined in the LI 1867. The inaugural name of the district was "Weija Municipal Assembly" but the Assembly resolved to have the name changed to "Ga South Municipal Assembly" with its capital at Weija. The Municipality shares Boundaries with Awutu-Senya-East District to the West, Accra Metropolitan to the East.

Chieftaincy disputes, land disputes, boundary disputes, indiscriminate development without adhering to the layout are the main causes of conflicts in the Municipality. Such conflicts retard the development of the Municipality. Land conflicts have been observed in the Tuba irrigation area and Bortianor. Irrigated and arable lands used for farming are being turned very fast into estate development. This attitude of selling land by the chiefs in the area has generated conflict between farmers and the landlords during the period under review. The issue of multiple land sales is a major cause of conflict in the Municipality.

### **3.3 Brief Profile of Right To Play Ghana Office**

Right to Play is a registered International NGO in Ghana and has been implementing the Sport Health programme since November 2001. The programme started with RTP's participation in the 5 in 1 immunization festival. The Ghana Sport Health Project, which has been funded by a variety of governmental and private organizations, is now known as the Play to Learn Project which reflects the national government's priority of achieving universal basic education as enshrined in MDG2. RTP uses specially-designed sport and play programmes to improve health, build life skills, and foster peace for children, youth and communities affected by war, poverty and disease.

Through sport and play, RTP mobilizes and engages children, youth and communities, using active learning methods to cultivate knowledge, skills and behaviors. RTP also facilitate building safe, supportive, and consistent learning environments where it operates and also partners with communities and governments to deepen and sustain impacts. Working through trained teachers and community coaches (volunteers), the programme builds essential life skills in children and youth, helps promote the adoption of healthy attitudes and behaviors related to HIV and other preventable diseases, and foster increased inclusion of girl and women, persons with disabilities and vulnerable children in community decision making through the power of sport and play.

#### **3.3.1 Social Mobilization**

Right To Play Ghana uses various thematic days to raise awareness, mainly through festivals, on topics like HIV/AIDS, Immunization and the dangers of Tobacco. Every year Right To Play commemorate World AIDS Day, National Immunization Day, World Health Day, The Day of

the Ghanaian/African child, Malaria Day, World No Tobacco Day and UN Volunteer Day. Right To Play also collaborates with its implementing partners to raise awareness on (health) issues and to promote *sport for development*. In 2006, activities included the Immunization Awareness Festival in support of Ghana's national Polio/Measles Campaign and a walk for Children to raise awareness on HIV and AIDS on World AIDS Day. In 2007, activities included An annual sponsorship walk on July 38, under the theme Education for the Need and Deprived with Street Academy, one of Right To Play's partners, and the celebration of the Day of the Ghanaian Child on August 31, in collaboration with the Department of Children, under the Ministry of Women's and Children's Affairs (WOMAC).

### **3.3.2 RTP's Interventions in Obom Zonal Area (Ga South Municipality)**

RTP began working with the Obom Zonal area (16 communities) through the Municipal Assembly in early 2008 to improve the lives of children and empower youth to take up leadership roles within their communities. Using its sport and play-based methodology, the NGO currently reaches a total of 4,912 child and youth and through the support of 128 trained teachers and coaches in schools and communities respectively who engage the children and youth in weekly play, games and sports sessions. RTP implements its interventions through 21 schools, eight communities.

Right To Play also partners with the Obom Community Health Clinic through the municipal health Directorate to implement health promotion and disease prevention programs. Right To Play through its social mobilization has established a quarterly gender and community tournament out of which the competing communities initiated a monthly community clean-up in

the Obom Zonal area. The quarterly tournaments are also used to educate the community on issues of child rights, gender, HIV/AIDS among others. The organization is also involved in rehabilitating the community parks and providing logistical support(sports equipments) to schools and communities to help in community mobilization. The Organization also play a key role in advocating for inclusion of Sports For Development in Developments plans.

### **3.4 Primary and Secondary Sources of Data**

#### **3.4.1 Primary Research Data**

The essence of any data collection method is the ability to unambiguously answer the research questions. The data was collected directly from the key and relevant personnel of the various organizations being studied using the survey method. Primary source of data is tailored to a particular need. It has the ability to elicit the needed or required data from the respondents to enable effective analysis. In gathering qualitative data, the researcher mainly used key informants to conduct in-depth interviews. For the quantitative data, this research relied on self administered questionnaires due to the busy schedules of the respondents. The self-administered questionnaire enabled the respondents to complete the questionnaires at their convenience and by so doing getting responses that enabled the drawing of valid conclusions.

### **3.5 Target Population of the Study**

It is required with any survey, that the study population be clearly defined, which is defined by Collis and Hussey (2003) as any precisely defined set of people or collection of items which is under consideration. The target population of this study therefore included senior officials of the Ga South Municipal Assembly and Right to Play as well as key members of the Obom

Community in the Ga South Municipality. Key participants contacted in the Obom Community included Opinion Leaders, Assemblymen, teachers and Chiefs. The target population at the Ga South Municipal Assembly and RTP were selected based on their expert knowledge on the subject matter. With respect to the Obom Community, this study focused on children and youth that fell within ages 11 and 24 as per the criteria set by RTP.

### **3.6 Sample Size**

In total, 125 respondents were used; 15 from RTP, 10 from GASMA and 100 from the Obom community. Respondents from each institution consisted of different profiles. For example, out of the 15 respondents from RTP, 10 (66.7%) were Project Assistants, two (13.3%) were Project Coordinators and one (6.7%) each was a Country Manager, Project Manager and Project Officer respectively. The researcher contacted personnel of RTP, GASMA and Obom community who were knowledgeable and had sufficient information about the study area. This means that accurate and factual information was elicited and this led to the drawing of valid and reliable conclusion all things being equal.

### **3.7 Sampling Procedure**

#### **3.7.1 Sampling Frame**

A sampling frame is the source material or device from which a sample is drawn. It is a list of all those within a population who can be sampled, and may include individuals, households or institutions. With respect to the respondents from the Obom community (100), the sampling frame was drawn from sporting clubs and associations such as Keep Fit Clubs, Football Clubs,

and religious bodies. The sampling frame for RTP (15) was drawn from top management to field officers. While the sampling frame for GASMA was drawn from top department heads.

### **3.7.2 Sampling Technique**

This study employed two non-probability sampling techniques. Faced with constraints (for example, financial, administrative, and time), the author used the convenient sampling technique to sample the opinions and experiences of the members of the Obom community. The convenient sampling technique was used because it enabled the author to have reasonable control over the sample. The researcher used his judgment to select cases or units which best allowed him to answer the research questions and achieve the objectives of the study.

The purposive sampling technique was used to collect data from the officials of Right to Play and Ga South Municipal Assembly. This technique was used because the kind of information required was available only to a few members of the two organizations. Thus, the researcher purposively sought the right personnel with the requisite knowledge and information on the subject matter to participate in the study. Thus the selection of the respondents was based on their expert knowledge on the subject matter of this study.

### **3.8 Data Collection Instruments**

The data collection tool employed by the researcher in gathering the primary data was the questionnaire, semi structured questionnaires and interviews. The survey questionnaire was used to collect data from the members of the Obom community.

With respect to gathering data for this study, the researcher used self- administered questionnaire and structured interviews. Structured interviews are a means of collecting data for a statistical survey. Interviewers read the questions exactly as they appear on the survey questionnaire. The reason for the choice of self- administered and the structured interviews was the time constraint on the part of respondents as well as the researcher.

### **3.9 Data Collection Procedure**

Prior to the conduct of the interviews and administration of the questionnaires, permission was sought from the management of the two organizations of interest for this study. A letter of introduction was taken from the Centre for Social Studies, University of Ghana to confirm the fact that the researcher was indeed a student of the university and genuinely wanted to embark on academic research in the area of the role of sports and play on community mobilization and that any information obtained would be confidential.

### **3.10 Data Handling**

Analyzing and interpreting research data forms a key part of any research. Defining the analytical method is vital to any research strategy (Amaratunga et al, 2002).

The data collected was analyzed in both descriptive and quantitative forms such as using frequency tables, percentages etc. The data collected was then coded and translated to an SPSS and excel (Statistical Package for Social Science). SPSS especially is a versatile computer package that has the ability to perform a wide variety of statistical procedures (Voelkl and Gerber, 1999).

## **CHAPTER FOUR**

### **DATA ANALYSIS AND DISCUSSION OF FINDINGS**

#### **4.0 Introduction**

This chapter discussed data analysis, findings and implications. The data was gathered through a survey questionnaire and structured interviews with officials of both the Ga South Municipal Assembly and Right to Play Ghana. The data analysis and findings of the study are presented in the following sections.

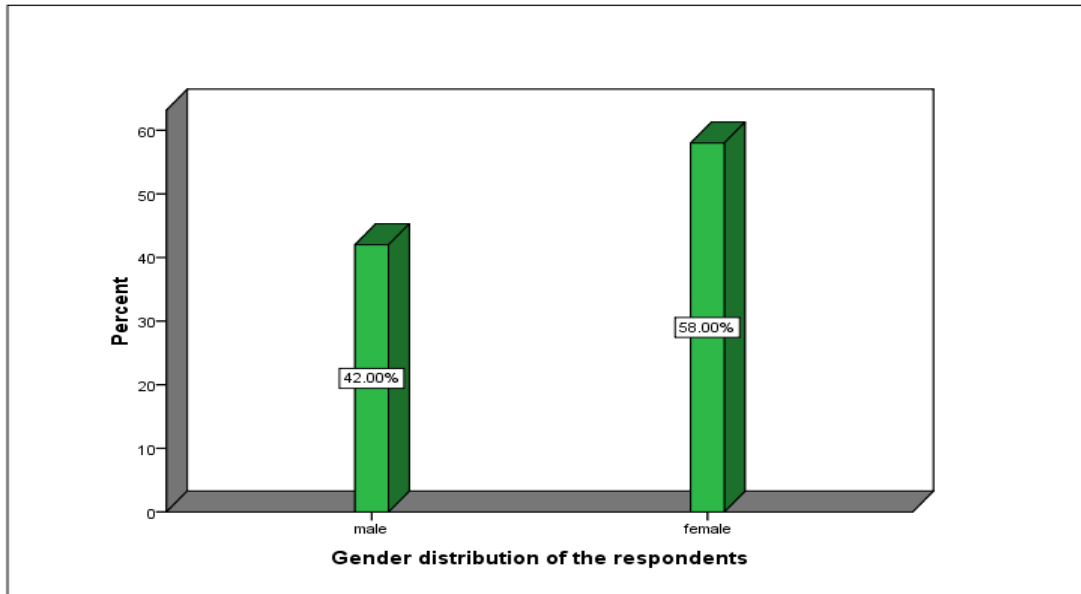
#### **4.1 General Information**

This section of the study discussed the background data of the respondents and this included their age, gender, number of years with their various institutions, their roles, the factors that determines the choice of communities that RTP works with and the sources of funds for RTP's activities.

##### **4.1.1 Gender Distribution of the Respondents**

With respect to the gender of the respondents from the Obom community, it was interesting to find as illustrated in Figure 4.1 below that out of the 100 respondents, 58 representing 58.0% were females while the remaining 42 respondents representing 42.0% were males.

Figure 4.1 Gender of the Respondents



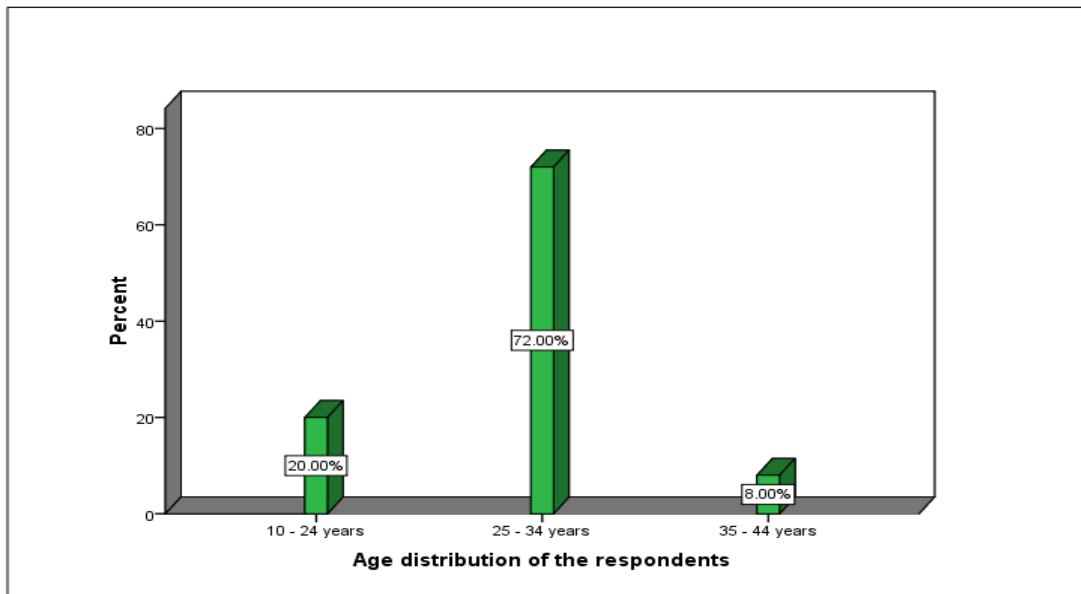
Source: Field data (2013)

#### 4.1.2 Age Distribution of the Respondents

It was found as shown in Figure 4.2 below that as many as 72 respondents representing 72.0% fell between the ages of 25 – 34 years while 20 respondents representing 20.0% fell between ages 10 – 24 and the remaining 8 respondents representing 8.0% were between 35 – 45 years.

The findings of this study indicate that most of the respondents were quite youthful.

Figure 4.2 Age Distribution of the Respondents

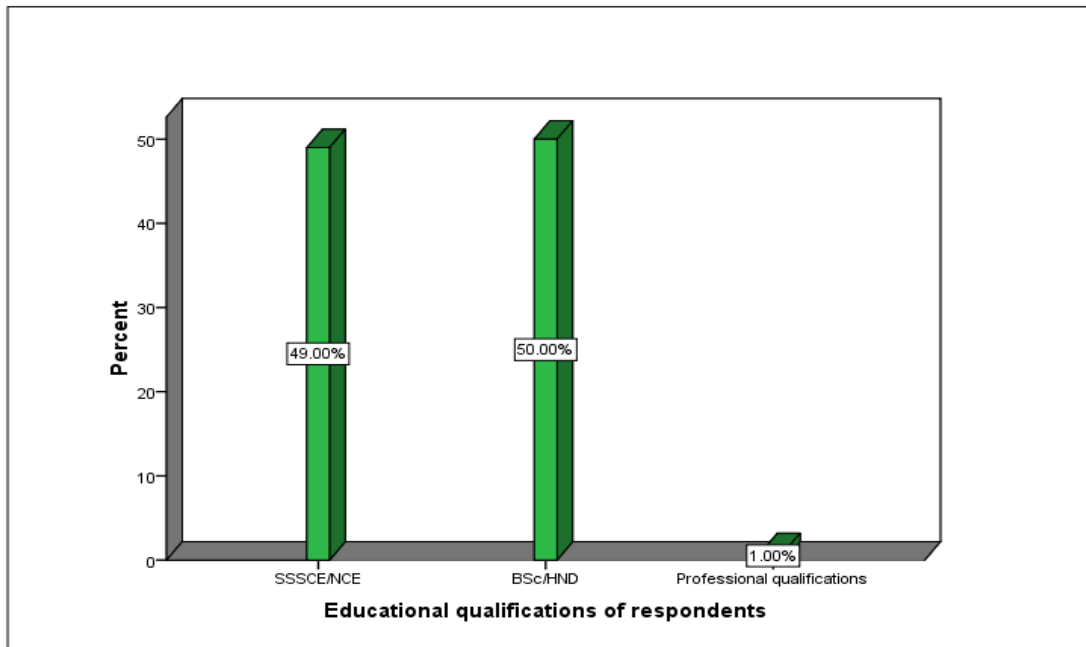


Source: Field data (2013)

### 4.1.3 Educational Qualifications of Respondents

It was also found that 50 respondents representing 50.0% were BSc/HND holders while 49 representing 49.0% had SSSCE/NCE and only 1 respondent representing 1.0% had unspecified professional qualification. The finding on the educational qualifications of the respondents implies reliable and accurate responses were elicited because they were well educated enough to have a deeper understanding and appreciation of the subject matter of the study.

Figure 4.3 Educational Qualifications of Respondents



Source: Field data (2013)

#### 4.1.4 Background of RTP Respondents

Table 4.1 The specific roles of the respondents at Right to Play

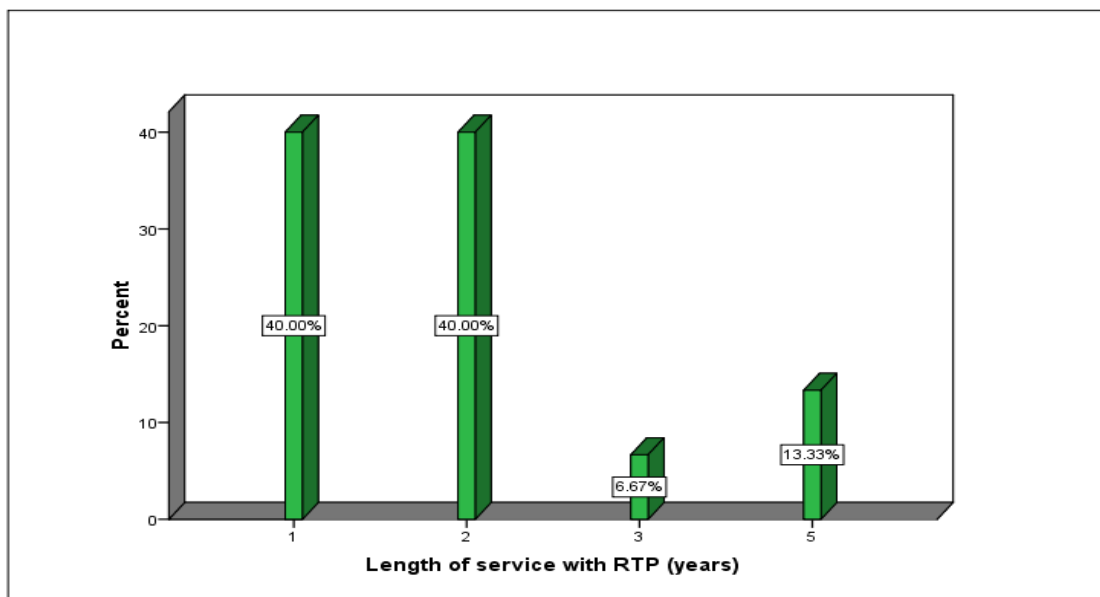
Position	Specific role
Country manager	<ol style="list-style-type: none"> <li>1. Direct and guides staff on the vision and mission of the organization</li> <li>2. Taking the lead in advocacy and lobbying government to incorporate Sport For Development into national development plans</li> </ol>
Project officer	Coordinate the activities of project coordinators and Assistants in the operational areas
Programme manger	Manages all programmes related activities and set targets and timelines for program staff. Also performs administrative functions
Project coordinator	Supervises Project Assistants and also support them in building capacity of community volunteers in Right To Play modules
Project assistants	Conducting capacity building trainings for community volunteers and also embarking on monitoring of volunteers in the implementation of RTP programmes

Source: Field data (2013)

#### 4.1.5 Length of service with RTP

The 15 officers' interviewed from RTP had served in their various capacities for between 1 to 5 years. 6 respondents representing 40% each had been with RTP for between 1 to 2 years. Two representing 13.3% had served for about 5 years and the remaining 1 respondent representing 6.7% had served RTP for about 3 years.

Figure 4.4 Length of service with RTP



Source: Field data (2013)

#### 4.1.6 The Factors That Determines the Choice of Communities that RTP Works With

It was found from the top management of RTP that even though there are several factors that determine the choice of communities, the overriding factors mostly comprise of poverty, hunger, disease and conflicts. As explained by the country manager,

*RTP is a global organization that uses the transformative power of sports and play to educate and empower children and youth facing adversity. Through sports and*

*games, we help children and youth build essential life-skills and better futures, while driving social change in their communities with lasting impact.*

The Programme Coordinator further added that

*RTP creates a safe place for children and youth to learn and fosters the hope that is essential to envision and realize a better future. The United Nations Convention on the Rights of the Child (UNCRC) guides our work. RTP programmes target the most marginalized individuals including girls, persons with disabilities, children affected by HIV and AIDS, street children, former child combatants and refugees.*

The Obom community in the Ga South district is a poverty stricken community which lacks basic amenities such as safe drinking water, good roads, and better sanitation. The community is also conflict prone due to land and chieftaincy disputes. Thus, RTP's choice of Obom is considered ideal in terms of employing sports and play in galvanizing the members of the community to live in harmony. This is more critical considering the fact that RTP's key objectives include using sports and play to foster the physical, cognitive and social development of children and youth to teach important values and life skills; educate and mobilize communities around national health and disease prevention priorities, including HIV and AIDS, malaria, immunization, conflict resolution and peace building.

As buttressed by the Country manager, "Our programs are tools for teaching conflict prevention and peace building skills. Participation in regular activities facilitates the healing of communities".

#### **4.1.7 The Sources of Funds and Support for RTP's Activities**

It was found that RTP is mostly funded by the Canadian International Development Agency (CIDA) and its (RTP) Athlete Ambassadors. According to the Country Manager,

“Our Athlete Ambassadors help us raise funds and serve as role models to inspire children and youth through sport and play. They help us raise awareness and lend their voice to our cause. We are supported by an international network of professional and Olympic athletes from more than 40 countries”.

#### **4.2 Specific Sports and Play Policies That Encourage Community Mobilization**

This section of the study tried identifying sports and play policies that encourages community mobilization in the Ga South Municipality.

According to the medium-term national development policy framework of the Ghana Shared Growth And Development Agenda (GSGDA), 2010-2013, besides the contribution of sports to improved public health, unity, social cohesion, enhancement of an individual's personal abilities, general health, self-esteem and professionalism, sports at a global level has attracted huge investments and earnings. This is in addition to fostering national and international friendship, cooperation and understanding. Accordingly, Government in collaboration with other stakeholders will promote extra-curricular educational activities through the provision of youth centres and other recreational facilities in all regional capitals and district centres, and ensure the active participation of young people and persons with disabilities. In addition, sports tourism will be employed to educate the youth to appreciate national diversity and break down barriers that inhibit national cohesion and integration.

According to the respondents from the Ga South Municipal Assembly, there is a sports policy which culminate into programmes and ensure that annual sports and play festivals or competition are organized by the Municipal Assembly for the children and youth, especially for first and second cycle schools in the Municipality. From the officials of the assembly, it was found that the key objectives of the Assembly's sports and play festivals are to:

1. to ensure a peaceful co-existence in the municipality
2. to enhance social interaction in the municipality
3. to keep people fit and healthy
4. it is used as a tool for development

It was also found that, the sports policy in the Ga South Municipality are in-line with the national policy and that the government is the sole financier of the Municipality's sports and play activities stipulated in the policy. As explained by the Planning Officer of the Assembly,

*Play is not a luxury; it is a tool for education and health. It can bring entire communities together and inspire every individual. A game of football for instance, can teach children about tolerance and peace, a game of mosquito tag by RTP can teach about malaria. Play helps teach important life lessons and develop skills like co-operation, leadership and teamwork. Play provides a retreat from everyday hardships and brings joy and laughter, allowing children to be children and also enjoy their childhood.*

From the respondents, Sport and play policies have been effective in encouraging community mobilization in the municipality.

This finding implies that the Assembly appreciates the essence of using sports and play in teaching the youth how to grow up to be responsible and useful citizens of their communities.

#### **4.3 Specific Sports and Play Activities Normally Used By RTP**

It was found from the Country Manager that RTP has several specific sports and play activities that it uses to facilitate its social and community mobilization initiatives. Some of the activities of RTP in the Municipality include the Gender football tournament; Football against malaria; Child rights education programs using sports; Bilharzia volleyball tournament; HIV/AIDS educational football tournament and play days involving different outdoor games for the Obom community. According to the officials of RTP, the reasons for choosing these sport and play activities in the social mobilization activities are the fact that they are the most popular games in the community.

It was found from the Programme Coordinator that RTP seizes opportunity during these sports tournaments and festivals to talk to participants about key issues that impact on their lives daily including; malaria, HIV/AIDS, Water and Sanitation Hygiene (WASH) and other child rights issues.

For instance, RTP's Sport for Development programmes embody the best values of sport and combine other non-sport components to enhance learning. These programs empower participants and communities and promote sustainability. RTP's Sport for Development represents the notion that sport is now recognized as a key tool in the development and pursuit of peace, most notably within the Millennium Development Goals.

Furthermore, RTP implements a varied number of resources and tools that help in facilitating the implementation of its programmes and concepts. These include the Core Resources which comprise Red Ball Child Play – RBCP, Early Child Play – ECP, Live Safe Play Safe – LSPS, Health and Hygiene Education through Play and Sports – HHETPS and Sports-Specific – Football-for-Development, Volleyball-for-Development and Basketball-for-Development. The Leadership Resources implemented in Ghana consist of Youth-As-Leader and Financial Fitness resources, whilst the Additional Program Support Resources consist of Abilities First, Gender Sensitivity and safer World resources.

It was further found that RTP has trained over one hundred and twelve (112) teachers and community volunteers who conduct regular sports and play activities with about 2,900 children and youth in the Red Ball Child Play resource in the Ga south Municipality. In addition, it was found that RTP has also rehabilitated schools in Ashifla, Nankasu Asuom, and Honi Obeilakwa communities. A number of school/community parks have also received a face lift from RTP including Obom. RTP organized a number of sensitization programs to enlighten the communities. These include; gender football tournaments, child rights and protection fora among others. RTP also, partner with the Municipal health directorate to embark on mosquito net hang up campaign, bilharzia eradication, and so on.

Again, the officials of the organization pointed out that RTP plays a key role in revamping the Physical Education (P.E) lessons in schools through the provision of play equipments and technical trainings. RTP also work with other NGOs and CBOs in the area including plan Ghana, Action Aid, etc.

#### **4.4 The Role of Sports and Play in Social Cohesion and Development in the Ga South Municipality**

This section of the study sought to determine the roles of sports and play in the social cohesion and development of the Ga South Municipality. From the Literature review, it was found that sports and play are vital components that communities can be leveraged to achieve social cohesion and development. The findings in this section of the study essentially confirmed the immense role of sports and play in communities including that of the Obom community in the Ga South Municipality

All the respondents indicated that they have participated in RTP's programmes or activities in their community and some of the main programmes or activities that the respondents participated in included RTP's "AIDS Day Football Tournament", Gender football tournament and "Eliminating Bilharzia through Community Athletics". It was further found that the benefits of RTP's programmes/activities to the Obom Community included the supply of sports equipment to schools and community groups, bringing the community together for sensitization on HIV, Malaria, Bilharzia as well as child rights through sports workshops. For instance and as illustrated in Table 4.2 below, all the officials of RTP agreed that their organization's sports and play activities has led to improved social cohesion and community mobilization and development in the Ga South Municipality (Obom).

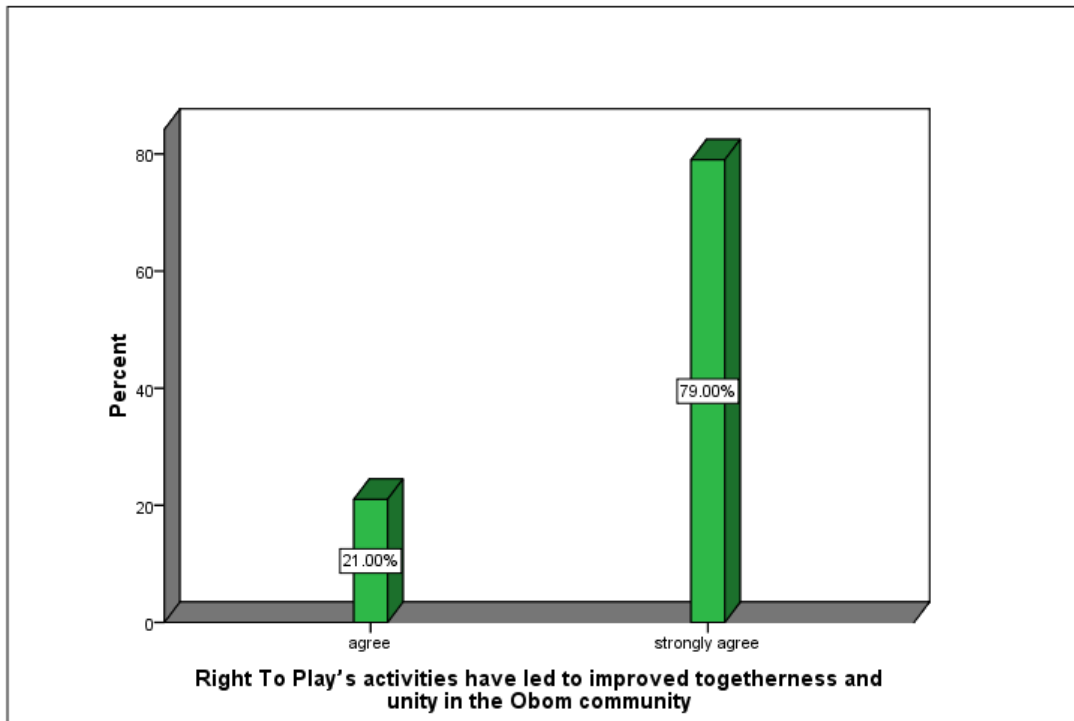
Table 4.2: Sports and play has led to improved social cohesion and community mobilization in development in the Ga South Municipality (Obom)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	15	100.0	100.0	100.0

Source: Field data (2013)

These findings were further corroborated by the members of the Obom Community. For instance and as illustrated in Figure 4.5 below, 21% and 79% of the respondents agreed and strongly agreed respectively that RTP's activities have led to improved togetherness and unity in the Obom community. Sport is considered as a possible instrument of social interaction since it facilitates group experiences, as well as direct physical contact, between the participants. As opined by Harms (1982), when people partake in sports and play activities, particularly in team sports, they enter into "direct physical contact" with one another, which basically stimulates and encourages strong interpersonal relationships.

Figure 4.5 RTP's activities have led to improved togetherness and unity in the Obom community



Source: Field data (2013)

This finding therefore confirms what UNICEF (2008) reported to the effect that sports and play activities tend to offer traumatized children in conflicts areas with a sense of hope and normalcy and help them address the pain, fear and loss they have experienced (UNICEF, 2008). In addition, the World Health Organization (2003) avers that partaking in sports and play help prevent and control the feelings of anxiety and depression and thereby giving the youth opportunities for natural self-expression, achievement, self-confidence, relief from tension, and social interaction.

This finding therefore implies that RTP's activities in the Obom community has fostered peaceful co-existence and this is quite significant because the Obom community is sometimes prone to both chieftaincy and land disputes which lead to the destruction of properties and the

loss of human lives. The fact that sports and play creates avenues where RTP educates and advocates peaceful co-existence means that sports and play is a critical tool for social cohesion. Thus sport can be an ideal forum for resuming social dialogue and bridging divides, highlighting the similarities between people and breaking down prejudice. The popularity of sport and its convening power further contribute to sport being a powerful voice for communicating messages of peace.

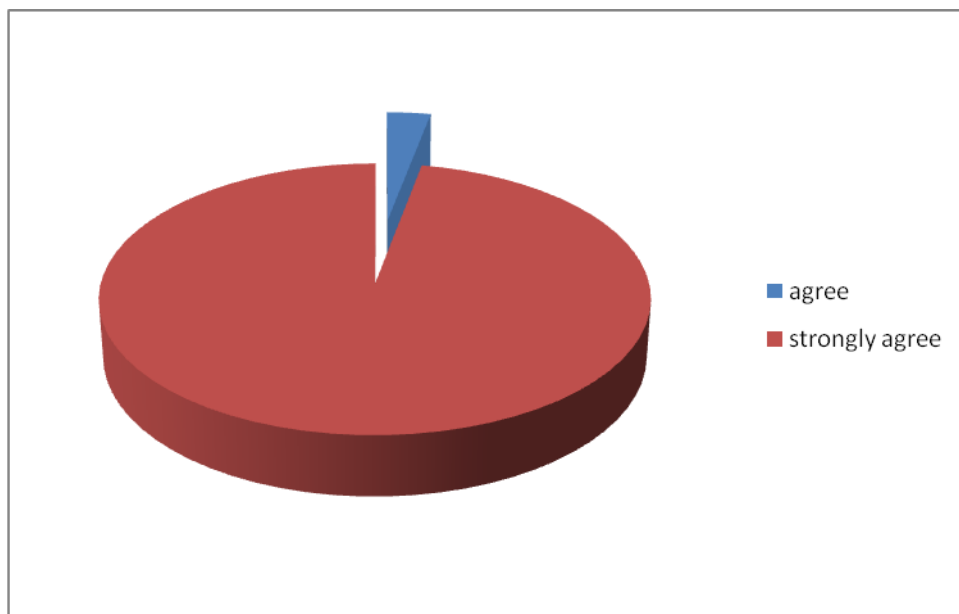
#### **4.4.1 Improvement in School Attendance**

Again, the findings depicted that 3% and 97% of the respondents agreed and strongly agreed respectively that RTP's activities have led to improvement in school attendance in the Obom community as indicated in the figure 4.6 below. This was reiterated by one of the community members and this is what he had to say. "...on days that sports activities takes place in the school, the attendance rate is high especially on Fridays" (Teacher from Obom M/A Basic School, 2013).

This finding resonates with that of Ewing (2002) who reported that sports activities act as an attractive hook to draw young people into programmes that aim to improve their circumstances, serving as a gateway to engage targeted youths with social, health, and education programmes. This finding implies that sports and play tend to encourage higher school attendance since children get attracted to sports and play activities.

The findings also implies that children will likely pass their exams more because as per the World Bank (2006), sports involvement with young people increases the academic performance of students since sporting activities develop their brains faster.

Figure 4.6: Improvement in school attendance in the Obom community

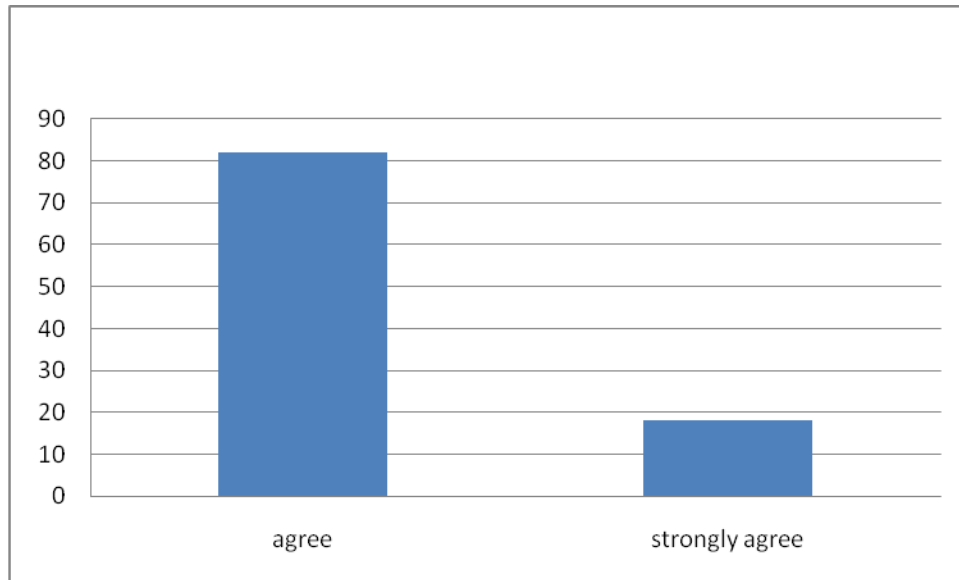


Source: Field data (2013)

#### 4.4.2 Peaceful Co-existence

It was found that 82% of respondents agreed that RTP activities have led to a peaceful co-existence of the people in Obom while 18% of respondents strongly agreed that RTP activities have led to peaceful co-existence in the Obom community since they participate in various sports and play activities organized by RTP in the community. This is further illustrated in the figure 4.7 below;

Figure 4.7: Right To Play’s activities have led to peaceful co-existence in the Obom community



Source: Field data (2013)

#### 4.4.3 Participation of Girls and Women in Sports and Decision Making

As vividly illustrated in Table 4.3 below, as many as 99% of respondents agreed that RTP’s activities have led to increased girls’ and women’s participation in sports and decision making in the Obom community. This was affirmed by a community volunteer for RTP’s programme.

*“... Prior to Right to Play’s intervention in Obom, women and girls participation in sports and play was relegated to the background. However, RTP’s gender tournaments and sports workshops has seen an increase in girls participation in sports and issues affecting the community”*

As opined by Larkin et al., (2007), research on sport, gender, and development indicates that sport benefits girls and women by enhancing health and well-being; fostering self-esteem and empowerment; facilitating social inclusion and integration; challenging gender norms; and providing opportunities for leadership and achievement. This means that through structured sport programmes such as that of RTP, girls and women become more physically and socially active,

benefiting their physical and mental health. Sport is also a powerful health information and education platform, connecting girls and women with the information, skills and strategies they need to reduce health risks in their lives, particularly in connection with their sexual and reproductive health (SRH).

Sport programmes help to reduce the social isolation and exclusion that many girls and women experience; particularly those that do not attend school and live in poverty. Sport programmes provide girls and women with safe places to gather, help them to build social networks, offer social support, and connect them to health, education and employment information, services, and opportunities that can help to address their marginalization in society. Sport programs enhance the empowerment process by challenging gender norms, reducing restrictions and offering girls and women greater mobility, access to public spaces, and more opportunities for their physical, intellectual and social development.

This finding implies that RTP has been quite instrumental in encouraging more girls/women to embrace sports and play as an effective tool for social mobilization.

Table 4.3 RTP's activities have led to increased girls' participation in sports and decision making in the Obom community

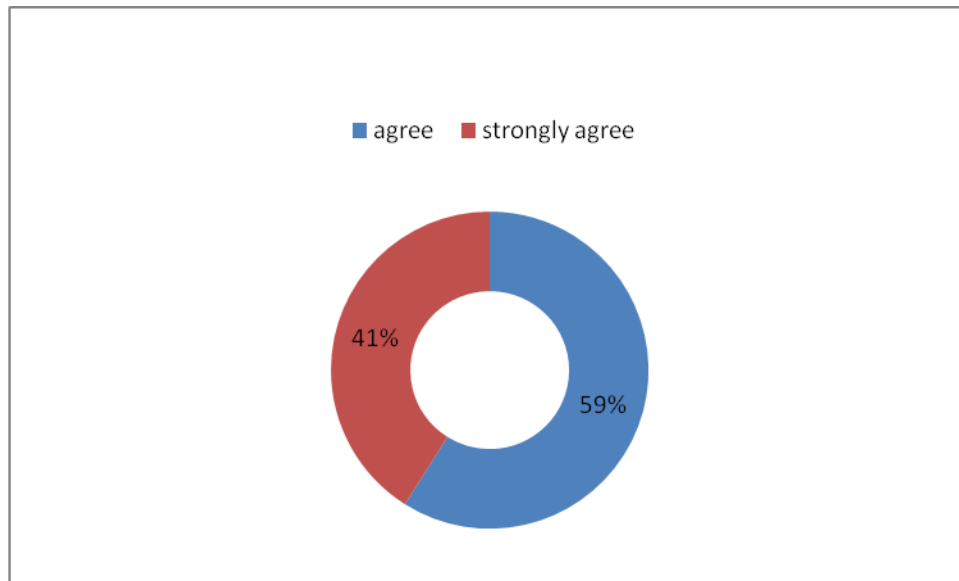
	<b>Frequency</b>	<b>Percent</b>
Agree	99	99.0
Strongly Agree	1	1.0
Total	100	100

Source: Field data (2013)

#### 4.4.4 Positive Health Practices

Furthermore, 59 respondents representing 59.0% and 41 respondents 41.0% agreed and strongly agreed respectively that RTP's activities have led to positive health practices in the Obom community.

Figure 4.8: RTP's activities have led to positive health practices in the Obom community



Source: Field data (2013)

Girls and women for instance need access to information about their bodies, protective aids, support and strategies that are context appropriate to help them avoid unsafe sexual practices and preventable illnesses. The use of sport as a health information and education platform is particularly important for girls entering adolescence and confronting choices, challenges, and risks in connection with sexual activity, pregnancy, and HIV.

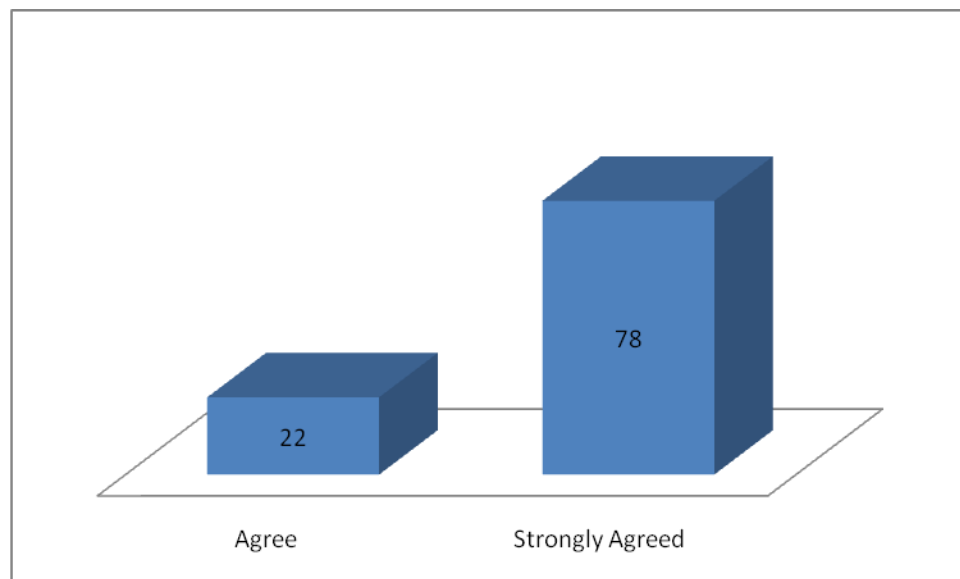
This finding implied therefore that RTP's sports and play activities had contributed in offering multiple avenues of addressing these health challenges and has positively promoted good health for girls and women. This is because of RTP's strategy of using sports and play activities serve

as important avenues of sharing critical health information and education and a safe and neutral space where women can discuss sexual and reproductive health issues and strategies to address them.

#### 4.4.5 Social Interactions and Mobilization

It was very interesting to find as shown in figure 4.9 below that 22 respondents representing 22.0% and 78 respondents representing 78.0% agreed and strongly agreed respectively that RTP's activities have enhanced social interactions and mobilization in the Obom community.

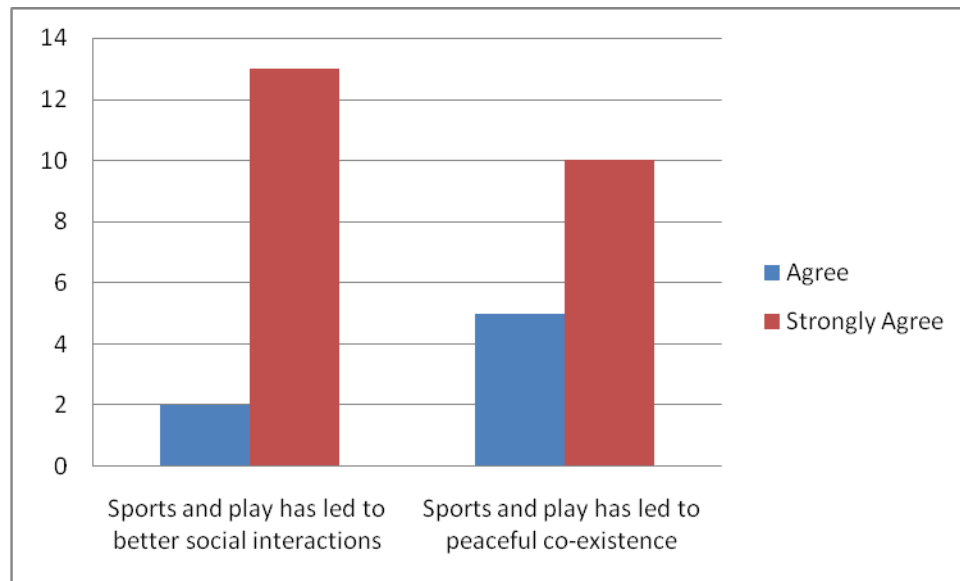
Figure 4.9: RTP's activities have enhanced social interactions and mobilization in the Obom community



Source: Field data (2013)

In fact, the above findings were reiterated by officials of RTP. For instance, in figure 4.10 below, 2 respondents representing 13.3% and 13 respondents representing 86.7% from RTP agreed and strongly agreed respectively that sports and play has led to better social interactions in the Ga South Municipality (Obom). Figure 4.10 again shows that 5 respondents (33.3%) and 10 respondents (66.7%) agreed and strongly agreed respectively that Sports and play has led to peaceful co-existence in the Ga South Municipality (Obom).

Figure 4.10: Social Interaction and Peaceful Co-existence



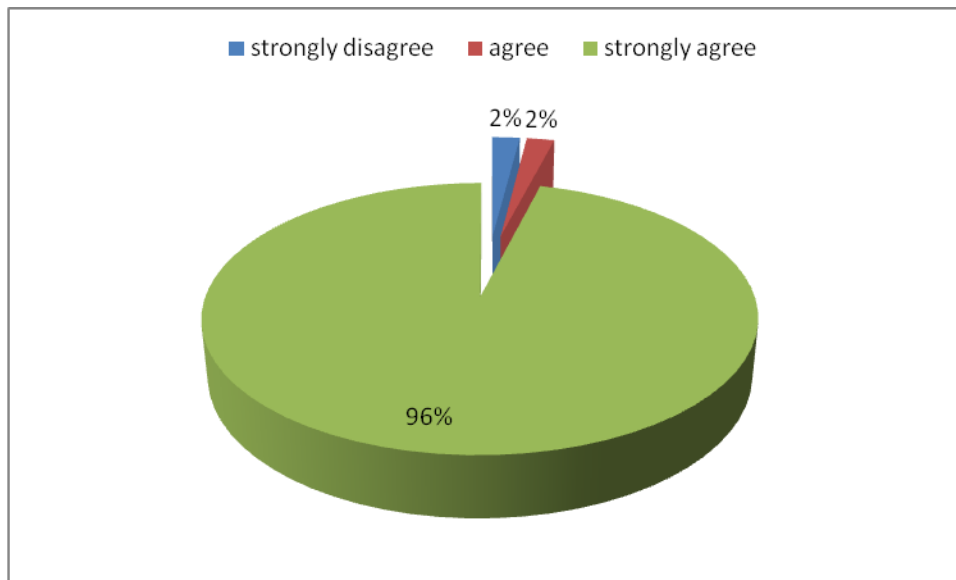
Source: Field data (2013)

The above findings therefore confirms what was reported in the literature (e.g. Lawson, 2005 and Zakus et al., 2008) to the effect that sports and play are effective instruments of building positive social capital and that sporting activities at the grassroots level have the potential to motivate, inspire, and forge a community spirit in the face of social ills (Cairnduff, 2001).

#### 4.4.6 Effectiveness of Right To Play's Activities in Addressing Community Challenges

The study further found that as many as 96% of respondents strongly agreed that RTP's activities has been successful in addressing the community's challenges. 2 respondents representing 2.0% each agreed and strongly disagreed respectively.

Figurer 4.11: RTP Programmes' in Addressing Community Challenges



Source: Field data (2013)

These findings therefore implies and actually buttresses the fact that in addition to education, family and paid labour, sport has become a potentially important avenue for social interaction and the transfer of social values. This therefore demonstrates the need for organizations, government agencies and donors to channel more resources and efforts to sports and play so that it benefits more communities since one of the vital component of any nation is peace, social cohesion and stability of which sports and play abundantly provides.

## 4.5 The Success Factors of Using Sports as a Tool for Community Mobilization in the Ga South Municipality

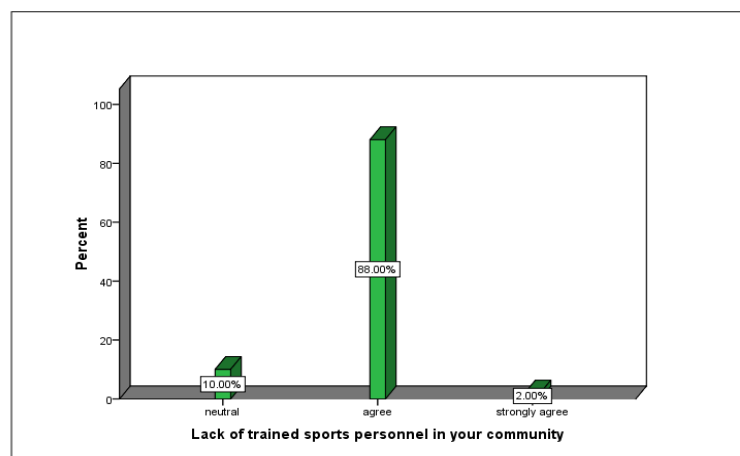
This section of the study sought to identify the critical factors that inhibit or enhance the utilization of sports and play as tool for community mobilization. Organizing sports and play activities is not easy and requires concerted efforts from all stakeholders.

### 4.5.1 The Challenges of Using Sports as a Tool for Community Mobilization in the Ga South Municipality

#### a. Lack of Professional Sports Personnel

It was found from the members of the Obom community that sports and play activities organized in their community encounters some challenges. For instance, as many as 88 respondents representing 88.0% and 2 respondents representing 2.0% agreed and strongly agreed respectively that one of the challenges of using sports and play in social mobilization and development in the Ga South Municipality is the lack of trained sports personnel in their community. The remaining 10 respondents representing 10.0% were neutral.

Figure 4.12 Lack of trained sports personnel

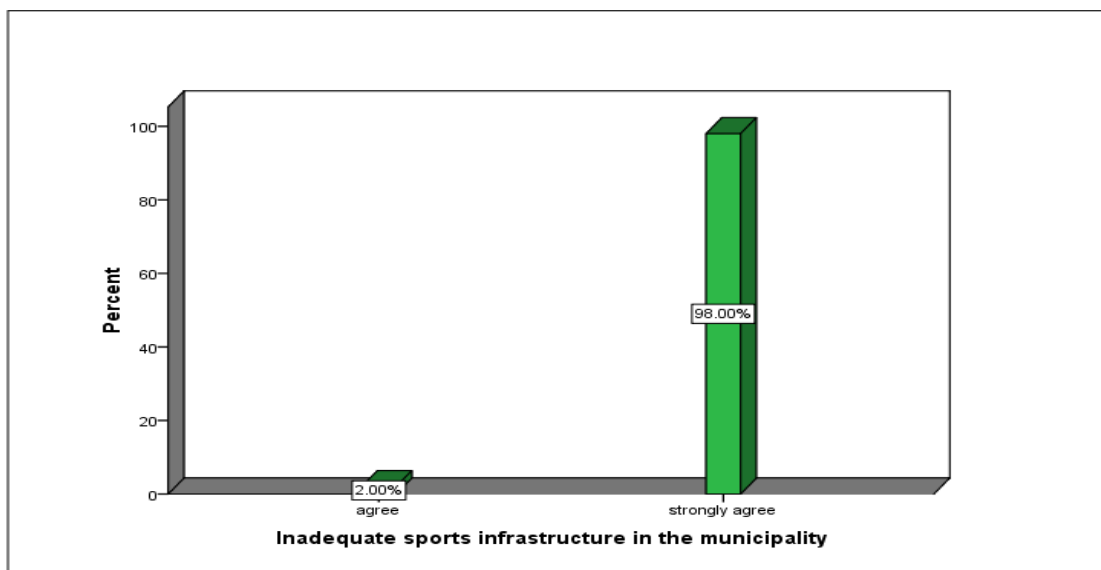


Source: Field data (2013)

### b. Inadequate Sports Infrastructure

It was also found as illustrated in Figure 4.13 that 2 respondents representing 2.0% and 98 respondents representing 98.0% agreed and strongly agreed respectively that another challenge of using sports and play in social mobilization and development in the Ga South Municipality is inadequate sports infrastructure in the municipality. Almost every sports activity requires some play space to perform. This is especially true because players need a space to play the sport while spectators also need a space to watch the play

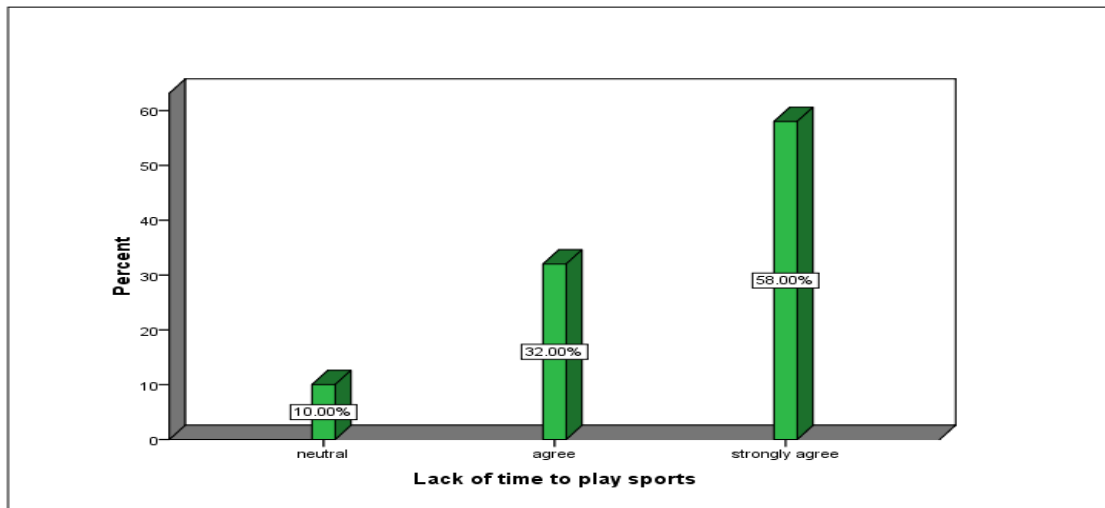
Figure 4.13 Inadequate sports infrastructure in the municipality



### c. Lack of Time to Play Sports

As further illustrated in Figure 4.9, 32 respondents representing (32.0%) and 58 respondents representing 58.0% agreed and strongly agreed respectively that one of the challenges of using sports and play in social mobilization and development in the Ga South Municipality is the Lack of time to play sports. The remaining ten respondents (10.0%) were neutral.

Figure 4.14 Lack of time to play sports



Source: Field data (2013)

The above challenges were corroborated by both the respondents of RTP and the Ga South Municipal Assembly. For instance, the officials of RTP mentioned the key challenges of organizing sports and play activities to include the lack or inadequate community durbar centers / parks, lack of understanding and appreciation of the concept of *Sports for Development* and also inadequate Sports equipments and materials to facilitate sports and play events. On the other hand, the key challenges outlined by the Ga South Municipal Assembly were similar to those of the RTP respondents. These included the absence or inadequate sports infrastructure, inadequate funds as well as the inadequate qualified sport personnel.

The above finding implies that sports and play programmes even though effective in facilitating social cohesion and community mobilization needs certain crucial conditions to be in place before its benefits can be enjoyed. In order to tackle challenges of using sports and play as tools for social mobilization requires concerted efforts of all stakeholder - from the organizers,

participants, district assemblies and the national authorities. As Schulenkorf (2010) stated, it is too much to expect sporting events to have an impact on social relations without the support of other stakeholders.

#### **4.5.2 The Important Factors that Encourage the Use of Sports as a Tool for Community Mobilization in the Ga South Municipality**

The responses from the two organizations – Right to Play and the Ga South Assembly indicated that there are certain critical success factors needed for successful utilization of sports and play as a tool for community mobilization.

With respect to RTP, the critical success factors of sports and play were found to be the availability of vibrant youth who are willing to play and compete, non-discriminatory nature of sports and play; support from the Ga South Assembly and the central government as well as continuous support from the mother organization, RTP International headquartered in Canada.

These findings affirms what Dorokhina et al., (2011) stated, that to ensure better promotion of non-sporting social change through the use of sport, there is the need to garner wider support from key stakeholders and also create a network of partnerships accordingly.

According to Dorokhina et al., (2011), it is vital that national institutional partners are involved with sports and play projects, since such national partners can help to connect the micro level of the sport project with the macro level of broader sports policy and knowledge building. In other words, the involvement of national organizations means that, these organizations can learn from the project and integrate aspects of the project in their own national policies.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.0 Introduction

This chapter discussed the summary, conclusions and recommendations of the study.

#### 5.1 Summary of the study

This study sought to assess how sports and play affects community mobilization in the Ga South Municipality. The key findings of the study were:

##### **Sports and Play Policies that Encourage Community Mobilization in the Ga South Municipality**

The research revealed that there are sports policies from which the Municipal Assembly organizes the annual sports festival programmes for the children and youth in the Municipality. These policies included the incorporation of sports programmes in the educational curriculum which culminated in the organization of annual sports programmes for school children and youth.

The research also revealed a clear sports policy and programmes enshrined in the GSGDA 2010-2013.

This study found that the factors that determine the choice of communities that RTP works included communities with high degrees of vulnerability, while the popular sports and play activities employed included; football, volley ball, netball, athletics and tug -of-peace. However, football was the most used sporting event by RTP in its community mobilization activities.

### **The Role of Sports and Play in Social Cohesion and Development in Ga South Municipality**

Firstly, the findings of this study confirmed and affirmed what was reported in the literature to the effect that, sport and play leads to improvement in community mobilization and social cohesion; improvement in school attendance and academic performance and development; peaceful co-existence; better social interactions and instruments of cultural understanding and integration.

Secondly, the findings of the study revealed that sports has been used as a tool to promote social inclusion in the Ga South Municipality as more girls and women were given opportunity to participate in sports which was labeled as men's , and decision making thereby challenging the status quo.

### **The Success Factors of Using Sports and Play as a Tool for Community Mobilization in the Ga South Municipality**

It was found that the key success factors using sports and play as a tool for community mobilization in the Ga South Municipality included the fact that sport and play programmes were not discriminatory; that sports and play programmes were less expensive to organize; that there were high community acceptability of sports and play programmes; availability of support from central government and support from NGOs and other stakeholders.

The main challenges of using sports and play as tools for social cohesion, mobilization and development in GASMA were the inadequate sports infrastructure in Ga South Municipality; lack of time to play sports, inadequate sports professionals and lack of understanding on the concept of sports for development.

## **5.2 Conclusion of the Study**

Sport and play are innovative and effective tools of assisting existing efforts to achieve specific targets such as those concerning education, gender equality and health. More broadly, well-designed sport programmes are also a cost-effective way to contribute significantly to health, education, development and peace, and a powerful medium through which to mobilize communities as well as communicate key messages. This study has amply demonstrated that sport and play have been effectively employed by Right to Play to engender community/social mobilization and cohesion. This study therefore has brought to the fore the importance of using sport and play as a viable option or valuable addition of pushing forward the developmental agenda of the country. It is therefore imperative that urgent steps are taken by all stakeholders such as NGOs, development partners, the government and District Assemblies in incorporating sport and play in their development plans. This is more essential considering the fact that sports has the tendency of fostering teamwork which ultimately leads to better social mobilization and cohesion when creatively utilized.

## **5.3 Recommendations of the Study**

Based on the findings of this study, recommendations made included the following:

It was found from the members of the community that the support from the Municipal Assembly with respect to sport and play activities is very low.

It is therefore recommended that the government should through district assemblies identify and make available more resources for sports initiatives, within communities and also strengthen the position of sport and physical activity in policy development generally.

Also, private sector partners, sports organizations and civil society should be encouraged and urged to generate in-kind and financial support for sport for development and peace initiatives since as found in this study, sport and play are viable alternatives of achieving social cohesion and development.

It was also found that the lack of adequate sports infrastructure is a challenge for organizing sports and play activities in the municipality. It is therefore recommended that the government as a matter of urgency should provide adequate and appropriate sports and recreational facilities at local, district, regional and national levels; rehabilitate deteriorated facilities; enhance mass participation in sports infrastructure development.

The government and other stakeholders should consider establishing sports colleges and promote sports programmes in existing Universities and colleges to train more qualified sports professionals to promote the concept of Sports For Development.

**Other recommendations made included the following:**

- The assembly should consider using football as a specific sport for community mobilization for development since this is the most patronized sports in the community.
- The assembly should put in efforts for the demarcation and development of sports parks and facilities
- The assembly should consider partnering with other organizations to embark on their sports for development programmes

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**APPENDIX “A”****QUESTIONNAIRE FOR THE STAFF OF RIGHT TO PLAY GHANA**

Dear Sir/Madam,

**RESEARCH QUESTIONNAIRE: SPORTS AND PLAY AND COMMUNITY MOBILIZATION IN GA SOUTH MUNICIPALITY**

My name is Habib Kipo, from CSPS, University of Ghana, Legon and I am conducting a research on the above mentioned topic. This research is in partial fulfilment of requirements for a Master of Arts degree. Your willingness to complete the questionnaire will be much appreciated. This research is purely for academic purposes and your response will be treated with utmost confidence.

**SECTION A (General Information)**

1. Your position in Right to Play

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2. Number of years with Right to Play

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3. Your specific role at Right to play

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4. How long have you been involved in community mobilization activities?

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5. What factors determine the choice of communities that your organization works with?

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6. What are the sources of funds and support for organization's activities?

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**SECTION B (Specific sports and play policies that encourages community mobilization in the Ga South Municipality)**

7. Are there any sports and play policies that encourage community mobilization in the Ga South Municipality? (Please explain your answer)

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**SECTION C (The role of sports and play in social cohesion and development in the Ga South Municipality)**

8. To what extent do you agree with the following statements as being the role of Right to Play's activities in promoting social cohesion and development in the Ga South Municipality? (Where 1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5= Strongly Agree)

S/N	Variables	1	2	3	4	5
1.	Sports and play has led to improved social cohesion and community mobilization in development in the Ga South Municipality (Obom)					
1.	Sports and play has led to improved school attendance and academic performance development in the Ga South Municipality (Obom)					
1.	Sports and play has led to peaceful co-existence in the Ga South Municipality (Obom)					
1.	Sports and play has led to increased gender equity in the Ga South Municipality (Obom)					
1.	Sports and play has led to positive health impacts in the Ga South Municipality (Obom)					
1.	Sports and play has led to better social interactions in the Ga South Municipality (Obom)					
1.	Sport and play have been used as instruments of cultural understanding and integration in the Ga South Municipality (Obom)					
1.	Other(s)					

9. Can you please list some of the community challenges that Right To Play has used its sports and play activities to address?

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10. Has Right To play Ghana been successful in addressing the challenges mentioned above? (Please tick)

1 = Strongly Disagree

2 = Disagree

3 = Neutral

4 = Agree

5= Strongly Agree

**SECTION D (The success factors of using sports as a tool for community mobilization in the Ga South Municipality)**

14. What have been the challenges of using sports as a tool for community mobilization in the Ga South Municipality?

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15. What are the key factors that facilitate the utilization of sports as a tool for community mobilization in the Ga South Municipality?

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16. Does Right to Play receive support from the Ga South Municipal Assembly? (Please explain your answer)

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17. Does Right to Play receive support from the government? (Please explain your answer)

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18. How sustainable in to the future is Right to Play's activities? (Please explain your answer)

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19. What steps have the organization taken to ensure the sustainability of its operations? (Please explain your answer)

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**THANK YOU FOR YOUR COOPERATION**

**APPENDIX “B”**  
**QUESTIONNAIRE FOR THE GA SOUTH MUNICIPAL ASSEMBLY**

**Dear Sir/Madam,**

**RESEARCH QUESTIONNAIRE: SPORTS AND PLAY AND COMMUNITY MOBILIZATION IN GA SOUTH MUNICIPALITY**

My name is Habib Kipo, from CSPS, University of Ghana, Legon and I am conducting a research on the above mentioned topic. This research is in partial fulfilment of requirements for a Master of Arts degree. Your willingness to complete the questionnaire will be much appreciated. This research is purely for academic purposes and your response will be treated with utmost confidence.

**SECTION A (General Information)**

1. Your position in the Ga South Municipal Assembly

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2. Number of years in the Ga South Municipal Assembly

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3. Your specific role in the Ga South Municipal Assembly

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4. What are the sources of funds and support for the assembly’s sports and play activities?

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**SECTION B (Specific sports and play policies that encourages community mobilization in the Ga South Municipality)**

5. Are there available sports and play policies in the assembly?

6. What are the intended purposes of the assembly’s sports and play policies?

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7. What are some of the activities of RTP in the Municipality?

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**SECTION C (The role of sports and play in social cohesion and development in the Ga South Municipality)**

8. What has been the role of sports and play in encouraging community mobilization in the Ga South Municipality? (Please explain your answer)

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9. Would you say RTP's activities are beneficial to the community? (Explain your answer)

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**SECTION D (The success factors of using sports and play in Ga South Municipality)**

10. What have been the challenges of using sports as a tool for community mobilization in the Ga South Municipality?

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14. What are the key factors that facilitate the utilization of sports as a tool for community mobilization in the Ga South Municipality?

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15. What steps have the Ga Municipal Assembly taken to ensure the better implementation of the assembly's sports and play policies?

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**THANK YOU FOR YOUR COOPERATION**

**APPENDIX “C”  
QUESTIONNAIRE FOR THE OBOM COMMUNITY**

**Dear Sir/Madam,**

**RESEARCH QUESTIONNAIRE: SPORTS AND PLAY AND COMMUNITY  
MOBILIZATION IN GA SOUTH MUNICIPALITY**

My name is Habib Kipo, from CSPS, University of Ghana, Legon and I am conducting a research on the above mentioned topic. This research is in partial fulfilment of requirements for a Master of Arts degree. Your willingness to complete the questionnaire will be much appreciated. This research is purely for academic purposes and your response will be treated with utmost confidence.

**Section A (Socio –Demographic Characteristics)**

1. Sex:

- a. Male
- b. Female

2. Marital status:

- a. Single
- b. Married
- c. Other(s), please specify \_\_\_\_\_

3. Age:

- a. Less than 10
- a. Between 10 and 24
- b. Between 25 and 34
- c. Between 35 and 44
- d. Above 45

4. Educational Qualifications

- a. No educational background
- b. SSCE/NCE
- c. B.Sc/HND
- d. MBA/MSc
- e. Professional qualifications
- f. Other(s), please specify \_\_\_\_\_

5. Nature of Employment

- a. Student
- b. Self employed
- c. Civil service
- d. Private Employment
- e. Unemployed
- f. Other(s), please specify \_\_\_\_\_

### Section B (The role of sports and play in social cohesion and development in the Ga South Municipality)

6. Have you ever participated in a Right to Play programme or activity in your community?

a. Yes

b. No

6b) If yes which activity (s) or programme

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7. How beneficial are Right To Play's activities to you and the Obom community?

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8. Do you believe that sports and play leads to social cohesion (unity and togetherness) in your community? (Please explain your answer)

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9. To what extent do you agree with the following statements about the benefits of Right to Play's activities bringing social cohesion and development in your community? (Where 1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5= Strongly Agree)

S/N	Variables	1	2	3	4	5
1.	Right To Play's activities have led to improved togetherness and unity in the Obom community					
1.	Right To Play's activities have led to improvement in school attendance in the Obom community					
1.	Right To Play's activities have led to peaceful co-existence in the Obom community					
7.	Right To Play's activities have led to increased girls' participation in sports and decision making in the Obom community					
7.	Right To Play's activities have led to positive health impacts in the Obom community					
1.	Right To Play's activities have to better social interactions in the Obom community					
1.	Right To Play's activities have led to enhanced mobilization of the members of the Obom community					
1.	Other(s)					

10. Can you please list some of the community challenges that Right To Play has used its sports and play activities to address?

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11. Has Right To play Ghana been successful in addressing these challenges? (Please tick)

1 = Strongly Disagree

2 = Disagree

3 = Neutral

4 = Agree

5= Strongly Agree

### Section C (Challenges of using sports and play in social cohesion and development in the Ga South Municipality)

12. To what extent do you agree with the following statements as being the challenges of sports and play in social cohesion and development in the Ga South Municipality? (Where 1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5= Strongly Agree)

S/N	Variables	1	2	3	4	5
1.	Lack of trained sports personnel in your community					
1.	Inadequate sports infrastructure in the municipality					
1.	Lack of time to play sports					
7.	Lack of community participation and support in Right to Play's activities					
7.	Other(s)					

### Section D (Recommendations)

13. What are your recommendations in using sports and play in social cohesion and development in the Ga South Municipality?

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**THANK YOU**