



Graduate School of Development Studies

**A CAPABILITY ENHANCEMENT INITIATIVE
FOR NAIROBI URBAN SLUM YOUTH IN KENYA:
A Case Study of Mathare Youth Sports Association
Approach in Mathare**

A Research Paper presented by:
Jamin Shitsukane Muliru
(Kenya)

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Members of the examining committee:

Dr. Loes Keyzers (Supervisor)
Dr. Auma Okwany (Reader)

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Inquiries:

Postal address: Institute of Social Studies
 P.O. Box 29776
 2502 LT The Hague
 The Netherlands

Location: Kortenaerkade 12
 2518 AX The Hague
 The Netherlands

Telephone: +31 70 426 0460

Fax: +31 70 426 0799

Dedication

I dedicate this paper to my dear mother Monica Avulamusi Muliru. I highly appreciate her care since childhood, prayers, efforts and commitment to support me to pursue my education all through. This is an invaluable offer which is so special in my life.

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List of Acronyms

AIDS	Acquired Immune Deficiency Syndrome
CBO	Community Based Organization
CS	Civil Society
EFA	Education For All
FIFA	Federation of International Football Association
HIV	Human Immune-deficiency Virus
ISS	Institute of Social Studies
KFF	Kenya Football Federation
KNYP	Kenya National Youth Policy
MDG	Millennium Development Goals
MYFC	Mathare Youth Football Club
MYSA	Mathare Youth Sports Association
MYSAA	Mathare Youth Sports Association Approach
NGO	Non-Governmental Organization
PRSP	Poverty Reduction Strategy Programme
NORAD	Norwegian Agency for Development Cooperation
PAYC	Pan-African Youth Charter
UEFA	Union of European Football Association
UNEP	United Nations Environment Programme
USA	United States of America

Abstract

A high rate of urbanization has been witnessed in the recent past, with urban population exceeding rural population. Consequently there is rising spread of slums in the world, more so in Sub-Saharan Africa. Of the urban population, youth form the largest group. Unfortunately, the urbanization is without proportional opportunities for the youth. The illusion of going to the cities for better opportunities has instead become a source of marginalization which has catapulted them into desperation and poverty.

The paper is based on capabilities as derived from Capabilities Approach by Amartya Sen (1993) and developed further by Ingrid Robeyns (2003).

In the light of the foregoing, youth lack basic capabilities. This has consequently reflected adversely to their ability to fend for themselves.

It is argued in this paper that youth can cause and propel development, but are hampered by lack of enhancement of their capabilities, by means to effectively engage them. In recognition of youth potential capabilities to cause development, Mathare Youth sports Association (MYSA) is using sports and community service as youth engagement formulae for the purpose of developing the said capabilities for urban slum youth in Nairobi, Kenya. This is referred to as MYSA Approach (MYSAA).

The study then follows up MYSAA as used among Mathare slum youth to understand how it is used to improve youth capabilities and to learn from it. This serves as an eye opener to other institutions to think out best formulae to engage youth. It also contributes to development studies as an input in the current debates about youth, their numbers and contribution to development.

Conclusively, the study enabled understanding of how MYSAA is utilized, its impact on urban slum youth capabilities and their lives in general and Mathare community. Lessons learned then inform that youth capability enhancement is possible given opportunities, but require a friendly and relevant concept so as to give them the space to contribute to development. On the basis of the findings the study has made proposals regarding youth and capability enhancement for development.

Chapter 1

INTRODUCTION

1.1 Background

Traditionally, the process of industrialization and economic development was associated with migration to urban centres due to labour demand. But the extent of rural-urban migration in recent years has enormously exceeded the capacity of modern urban industrial centres to absorb the influx, consequently leading to rise in urban unemployment (Abol 1987). However, all can not be attributed to migration and population explosion, failure of governance deserves its share of the responsibility. ‘...slums must be seen as the result of a failure of housing policies, laws and delivery systems, as well as national and urban policies’ (Un-Habitat 2003a)

Projections by the World Development Report 2007 indicate that most developing countries may experience further rise in young people population within the next 10 years (Wb 2007). The World Youth Report (2007) indicates that Youth in Sub-Saharan Africa are the fastest growing labour force in the world, yet a large portion is unemployed and marginalized. To worsen the situation, youth in Africa grew by about 34 percent between 1995 and 2005. By implication Sub-Saharan Africa which houses Kenya, takes the largest portion of youth population. They need shelter, employment and urban services (Un-Habitat 2003b). They lack access to clean water, their garbage not only remain untreated but surrounds them within their community, which also affect their health (ibid).

There is no single universally agreed upon definition of ‘youth’. Youth as a category is socially constructed. The Kenya National Youth Policy (2005) defines youth as those of age between 15 to 30 years. The Pan-African Youth Charter (PAYC) shares this line of thinking, but ‘...does not exclude young people below and above the specified age range who may be engaged in this transition’¹. This paper conceptualises youth based on age and looseness of

boundaries between children and youth and youth and adults, which comprises the attributes of PAYC conceptualisation.

Based on Poverty Reduction Strategy Papers (PRSPs) of a number of countries, the World Youth Report (2005) points out that many developing countries don't give youth adequate priority. Youth matters, whenever addressed have a prescription prepared in their absence and brought to them when ready, regardless of their interests and participation in decision making.

If formal education is used as a basis for securing better life, then most youth from slums have negligible probabilities to have one. This invites the thought about their future, without compatible intervention. According to the Peoples daily (2008) newspaper of China, following election of US-elect President Barrack Obama, the president of Kenya Mwai Kibaki urged youth to emulate Obama, embrace education as a key capability. He emphasized that Obama took education seriously and rose from a scratch to realize his dreams² (Xinhua 2008). Despite youth vulnerability, i.e. defenselessness, insecurity and exposure to risks, shocks and stresses (Wratten 1995) they have to struggle.

In a nutshell, there is a gap in addressing young people's issues. Slums as their residence, in this case, are not provided with public amenities. Two factors make the situation worse, lack of planning for urban growth and rapid increase in both inequality and poverty which is compounded by growth policies that fight urbanization rather than work with it (Un-Habitat 2003b).

However, slums play an important role in development context; it is the first probable stopping point for immigrants providing relatively low cost life prior to eventual positioning in the city. Slum informal enterprises are connected to formal ones which contribute to continue running of the formal city. It is the source of cheap labor for industries and commodities that find their way into major formal businesses. Therefore, the clamor for capability enhancement may most likely contribute to local and national development.

Mathare Youth Sports Association (MYSA) Approach and the Paper's Mainstay

This study examines how MYSA approaches and engages with slum youth through use of sports and community service and how this leads to youth capability enhancement. The paper's main argument is that youth in slums are engines of development, with the desire to improve their lives and ready to contribute to national development. However, their capabilities are not developed, they are short of opportunities. The society seems to lack a suitable means to engage them meaningfully which would reveal and develop their potential. If opportunities are availed to them, they would be able to realise their goals. This forms the prime focus of this paper.

To locate this argument, this paper takes track of MYSA Approach as applied to Mathare MYSA youth with the main objective of enhancing their capabilities. The study eventually leads to understanding how the adoption of MYSA to engage youth can be used to enhance youth capabilities for development. Capability in this paper is a derivative from the Capability Approach by Sen. (1993). Sen. defines capability as "a persons ability to do valuable acts or reach valuable states of being; [it] represents the alternative combinations of things a person is able to do or be (Sen. 1993) This approach has been developed by other authors, for example Ingrid Robeyns (2003) to make more meaning out of it.

Capabilities' being opportunities and freedoms to achieve what an individual considers valuable is important for the youth. This is compounded by their large numbers and need for decent life. Youth need such capabilities as education and knowledge, psycho-social capability, physical well-being, bodily integrity and safety, political empowerment, paid work or employment, Shelter and healthy environment, respect, gender equality among other such freedoms. This is developing the human capabilities and institutional will and capacity to put whatever resources available to productive use (Korten 1987). Enhancement of youth capabilities as a resource may enable them to be productive and more self sustaining. Youth need opportunities, incentives to

mobilize and manage resources for use by themselves and their communities (ibid).

As we look at youth capabilities, education is a basic capability that forms the basis for expansion of other capabilities that consequently result in leading flourishing lives. Unfortunately, high educational attainment rarely reaches such slum youth in Kenya, like many other Sub-Saharan countries due to unaffordable costs involved. The past decade witnessed a shift towards promotion of education as a human right issue. However, this right³ is routinely violated (Tomasevski 2003). Universal primary education, introduced in Kenya in 2003, had attached hidden costs which keep children and youth away from school. Sponsorship of students whose parents are unable to afford education costs may enable them get formal education. However, with only basic formal education, little can come out of it; a feasible alternative such as non-formal education comes in handy. However, they still have to go over one major obstacle. Youth stereotyping negatively bedevils their chances to eke a living. It dictates the way they are treated. Stereotyping issue features prominently within the conceptual framework in chapter two.

Mathare Youth Sports Association Concept (MYSAA)⁴ for youth capability enhancement is a brainchild of Mathare Youth Sports Association. Its overview may enable better understanding of the concept.

Mathare Youth Sports Association (MYSA): Profile Overview

According to Preben (2001), MYSA is a membership organization supported by temporal and permanent staff, where the two structures work hand in hand. MYSA builds member's self-esteem and channels the skills of youth into self improvement and their community (Preben 2001).

As the bearer of the concept, its profile sheds some light on what it is. According to MYSA website (2008)⁵, it started in 1987 as a small self-help project for youth to organize sports and environmental cleanups within the expansive slum of Mathare. It grew and added other projects. It has grown to an internationally renowned youth serving organization that promotes sports for development.

In 1988 it was registered as a non-profit and non-political organization under the Societies Act Cap 108. As a priority, MYSA pioneered the innovative sports and environment linkages with the motto 'healthy athletes need a healthy environment'. In 1996 about 5000 boys and girls from 50 slum villages are said to have participated in MYSA sports, slum cleanup and Human Immune Deficiency Virus/Acquired Immune Deficiency Syndrome (HIV/AIDS) prevention projects. In general, MYSA aims at:

- (a) Creating opportunities for youth to develop physically and personally, while engaging in community development activities.
- (b) Promoting life skills and empower young people to participate in activities that affect them and their environment.
- (c) Encouraging females to get involved in sports, providing many sporting and other opportunities through sports for female youth
- (d) Mainstreaming citizenship and promoting responsibility in environmental matters.

As a major capability, education for MYSA youth members is availed each year to the best young leaders' age and gender wise in its 16 zones. This is done through MYSA Leadership Awards project, given for their service to their community. It consists of educational bursaries and scholarships, paid directly to their schools as school fees (Mysa 2008). Alongside this, it is claimed that talented youth in sports, photography, videography, and drama, are trained to further their skills and use it as a source of livelihood. Therefore, MYSA builds self-esteem, youth skills and channels the skills of youth into self and community improvement (Preben 2001). MYSA's organizational principle as said to be envisaged in MYSAA rewarding system which is 'You do something, MYSA does something; you do nothing, MYSA does nothing' (Mysa 2008). MYSA is therefore presenting itself only as a facilitator or enabler.

1.2 Problem Statement

'The "problem" of youth is being constructed as one of the great challenges of the 21st century. Nowhere is the youth issue more acute than in Africa...?' (Honwana 2008). The main problem is youth lack and or having unenhanced

capabilities emanating from inappropriate youth engagement means. This consequently leads to inability to utilize likely available opportunities. This factor has confined them to slums, witnessing their population increase and their lives deteriorate. Little is being done by the relevant state institutions to address this issue.

Looking at the recent violent riots in Mozambique to protest against government price increases, which were led by youth, likewise to Kenya's post December 2007 disputed general election violence as was reported in the mass media, youth plight can't be assumed. It is estimated that 80 percent of the dead in these riots, for the latter case were aged between 15 and 30 years (Honwana 2008). The worst hit areas were slums, where there are high disadvantaged youth concentrations. On one hand it can be argued that the mayhem was instigated by politicians for political gains, while otherwise it can be claimed that youth are poor and hoped for better change, which didn't come to pass. All the claims are valid, for they confirm both, youth's high population in the slums due to inability to live in better residential areas and their availability and disillusioned life.

According to Honwana (2008), large numbers of youth operate in the margins of society. This circumstance may lead some of them into delinquency, either as a means of expression of frustration, as a show of power which they feel deprived of or as a means of survival (ibid). There is need to save them from this predicament. On the economic front, poverty, unemployment and underemployment have curtailed youth interest to commit their energy, intellect and creativity to their good as well as that of the society (Tsegaye 2006). However, slums have some youth who have received some formal education. Both, who have formal education and who do not, struggle to survive, there are those who are employed, self employed, doing casual jobs when available and abide by the law and don't engage in the social ills. Therefore, youth are not homogeneous in terms of characteristics as some literature may imply.

Despite this, intervention is required to provide for those who are struggling to survive. Therefore, the main way out is to enable youth to

overcome their deficiencies in capabilities. MYSAA as a likely solution, require to be better understood in the interest to address the wider capability challenges of youth. The society has the responsibility to provide space to enable them integrate and exercise their citizenship. The state, youth, their community and other actors have to synergize for the good of youth. This seems not to be working fully hence the need to understand how MYSA addresses the challenge as a likely solution provider.

Youth capability development through sports (MYSAA) as an acclaimed formula focuses on improving capabilities of active and participating youth while the community passively benefit.

1.3 Relevance and Justification of the Research

It is acknowledgeable that there is a wide range of work and research that has been done in the areas of capability improvement. However, deficiencies in other aspects of it remain unaddressed. For example, there is this need to do an analysis of the role of approaches of youth capability enhancement such as MYSAA. In this regard the issues to consider are the need to change concentration from rural poverty to urban poverty based on the current level of urbanization without corresponding opportunities. Rural to urban migration is on the rise which is likened to a transfer of poverty to urban areas. The issue of rising youth population in urban slums due to immigration and or natural growth deserves attention. They need adequate capacity to take up likely opportunities. The following paragraph evidences the issues through data.

Whereas youth population is rising, no proportional creation of opportunities is being realized. There are an estimated one billion young people, 15 to 24 years of age around the world (Tsegaye 2006). Kenyans living in urban centers increased from 5.1 per cent in 1948 to 15.1 per cent in 1979, to 18.0 per cent in 1989 and to 34.8 per cent in 2000. There are currently 194 urban centres in Kenya, with 45 per cent of the urban population residing in Nairobi (Gok 1996, 2001). This implies pressure on the available resources and opportunities.

Therefore, research in this area may provide a lead towards finding a solution and improve on available knowledge about capability development. If such outcome can be adapted and applied in other urban slums, it may save youth and many communities and have wider developmental value. Likewise, other than use sports and community service, this concept may generate further thought within development study circles on what else is usable as a means to engage youth meaningfully elsewhere.

To formulate programmes and implement them, the NGO fraternity and the state may rely on MYSAA as used, that there is need for youth friendly and fitting approach to involve them in development successfully.

Likewise, development policies are supposed to use such initiatives as examples that can awaken further thinking on how to address the woes of the marginalized and disadvantaged in the society.

The approach is likely to bring up debates over its viability, harnessing, limitations and further studies. This study contributes to the knowledge in capability enhancement discourse of youth.

1.4 Research Objective and Questions

The objective of this paper is to understand how urban slum youth capabilities are enhanced and the community improved through MYSAA. In order to reach the said objective the following research questions were used:

1. How has MYSAA enhanced Mathare Youth capabilities?
2. How does Mathare slum youth view MYSAA over issues regarding them?
3. What can be learned from MYSAA as applied to Mathare MYSAA youth?

1.5 Methodology

This is a study of MYSAA as used on Nairobi's Mathare slum youth in Kenya. MYSAA was chosen due to its unique way of usage, target group and objective i.e. youth capability development, how it seems to fill in the socialization and development gap seemingly assumed by the society in general. MYSAA, if it develops youth talents and skills it rejuvenates their enthusiasm and hope in life to improve and utilize their once neglected capabilities. To further this, the

research examined any realized changes in the lives of slum youth, through use of questionnaires, used purposive sampling at the MYSA premises, which involved 30 participating youth from Mathare, and interview for 1 officer of MYSA.

A research assistant was equipped with author prepared questionnaire and interview guiding questions as methods which were used to collect data. Description and explanation was used to build the research paper. Data collection considered Mathare MYSA slum youth as respondents because they were the target for capability enhancement. It is acknowledged that considering including non-MYSA youth would have enabled further understanding about why they have not joined or whether they left and why. However, that was outside the scope of the research due to time and resources constraints. The paper focused on the period between 1987⁶ and 2008. This enabled a follow up of youth lives through questionnaires to note the process and mark any changes in their capabilities assuming that other factors are held constant as the means to understand MYSAA usage. This paper used both primary and secondary data.

As regards primary data collection, the research had a sample of youth, who reside in Mathare and are currently participating in MYSA activities fill questionnaires. Data collection was mainly organized at MYSA premise. The purpose was to understand organization's activities from which every other aspect emanates. Out of 30 MYSA Mathare youth respondents, 15 were females and 15 males. To categorize the sample further, 10 males and 10 females were MYSA football players. The remaining were 5 females and 5 males who belonged to the other MYSA projects. Football was favored for it was the basis for MYSA coming up, a typical and the most prominent activity based on information from MYSA website (2008).

Mathare slum comprises of villages, the respondents live in different villages and play for different football teams within Mathare slum and belong to different projects. The rationale behind this spread of respondents was to have a fairly balanced set of responses. The following were the villages and the

number of respondents respectively: Kosovo 4, Area 4 4, Mashimoni 5, Mradi 3, Mlango Kubwa 5, Kwa Chief 2, Number 10 2, Bondeni 4, Kiboro 1.

Age was also given attention since respondents of different ages were expected to respond differently to questions based on their experiences in life and in MYSA. Ages 10-20 were 19, 21-30 were 10 and 31+ was 1. None was below 10 years. It used Mathare slum as a sample slum for the purposes of the filling questionnaire by MYSA youth. It would have been desirable to interview the general population of the slum so as to get an idea about their perception of MYSA; unfortunately, it was beyond the scope of the study due to time and likely security risks. The choice of Mathare was necessitated by the fact that it was the centre slum of MYSA projects and was likely to provide valuable respondents who have participated and or interacted with MYSA and former MYSA youth members more.

Secondary data was obtained from books, articles, reports, journals, and internet. MYSA records and MYSA website served as reliable sources.

For the purpose of easy operationalizing of the methodology and methods, table 1 elucidates the details that were applied for every research question.

Table 1: Methodology Operationalization

Research Question	Data source	Method used
1. How has MYSAA enhanced Mathare Youth capabilities?	-MYSAA officials -Youth -Website -MYSAA records	-Interviews -Questionnaire
2. What can be learned from MYSAA as applied to Mathare MYSA youth?	-Youth -MYSAA officials -Website -MYSAA records	-Observation -Questionnaire -Interviews
3. How does Mathare slum youth view MYSA approach to issues regarding them?	-Researcher -MYSAA officials -Youth -MYSAA records	-Interviews -Questionnaire

Source: Researcher

1.6 Practical Challenges in the Field

Due to financial constraints, the researcher could not collect data in the field. A research assistant was then engaged for the task. The following were the practical challenges encountered:

- (a) The author was unable to physically travel to the sample site; instead a research assistant was engaged for data collection due to the said reason. Though he prepared and provided the tools for data collection, it was likely that the data collected may have been a little inadequate in terms of quality and less thorough interviewing conducted. To address this inadequacy, substantial secondary data was searched for to cover for the likely gaps.
- (b) Difficulty in locating the information about those who went through the organization and are a success story. The internet, the current youths in MYSA were of great help to share about their lives, and the kind of the activities they are involved with.
- (c) With the post elections violence, several people were displaced while some others were killed; due to this problem some members of teams were affected. This made the environment not conducive; and a little hostile. To avoid likely confrontation in the slums, a MYSA satellite office next to Kiboro Primary School, within Mathare provided the information about the existing members and availed respondents.
- (d) MYSA officer's likely subjective responses, with the interest of giving MYSA a good corporate reputation was checked by information from MYSA youth though sharp critical view was not realized.
- (e) Language barrier. Some of the youth were unable to read and write hence unable to fill to the questionnaire. This challenge was solved by having the youth asked the questions in the language they understood and questionnaire is then filled.
- (f) Unwillingness of two targeted key informants MYSA management staff to be interviewed by a Research Assistant. This challenge was addressed by using MYSA website for information on MYSAA.

1.7 Organization of the Paper

This paper is organized in five chapters. The next chapter presents a discussion of the concepts and theories on capability, slums, Non-Governmental Organizations (NGOs), State and youth. The third chapter presents, discusses and provides an analysis of data. The fourth chapter delves into observations made during the research process on capability enhancement and concludes the chapter by providing the lessons learned. Finally, the fifth chapter concludes which sums up the paper and opens debates into noticed further gaps in the research area.

Chapter 2

FRAMING THE RESEARCH

2.1 Conceptual Framework

Introduction

This research paper titled ‘A capability Enhancement Initiative for Nairobi Urban Slum Youth: A case study of Mathare Youth Sports Association Approach in Mathare has got its basis on the said approach to youth capabilities improvement. This chapter concentrates on the conceptual and analytical framework, which will enable data analysis in the third chapter. Elements under this chapter would be conceptualized individually and finally harnessed into a framework that would be used to analyze the empirical data gathered. The terms earmarked for conceptualization are youth, capability, slums, Non-Governmental Organizations, youth in the eyes of others, and state-NGO relations. These concepts will eventually be operationalised into the conceptual framework for data analysis in chapter 3.

Briefly, for youth definition, the paper will use PAYC conceptualization which refer to youth as those aged between 15 and 30 years but without excluding young people below and above those ages who may be engaged in this transition. Capability as derived from the capability approach by Sen.(1993) and developed further by Ingrid Robeyns (2003) will refer to diverse capabilities namely physical well-being, psychosocial capability, bodily integrity and safety, gender equality, political empowerment, education and knowledge, paid work or employment, shelter and environment and respect. Slums whose synonym is ghetto will mean unplanned settlements. For Non-Governmental Organizations, the paper adopted the World bank definition which refer to them as “private organizations that pursue activities to relieve suffering, promote the interests of the poor, protect the environment, provide basic social services, or undertake community development” (Wb 1995).

MYSAA is loosely the formula used by MYSA to intervene to initiate youth capability enhancement process in the slums of Nairobi. The concept encompasses the use of sports and community voluntary service as channels to reach and engage youth in slums for development. MYSAA uses certain principles to engage youth including such motto as 'healthy athletes need a healthy environment', so as to encourage participation in activities like garbage management. A second principle is 'You do something, MYSA does something; you do nothing, MYSA does nothing' (Mysa 2008). This is meant to cultivate innovation, participation and responsibility among youth.

Youth in the eyes of others looks at the debates regarding youth in relation to community development, while state-NGO relations captures the aspect of interdependence between the two in development arena.

The concepts as they relate within the paper to form the MYSA Approach will coalesce to form a conceptual framework which will then be used for analysis of empirical reality using the findings, which is done in chapter 3.

In detail the concepts are as follows:

Youth

There is no universally agreed upon definition of 'youth'. Youth is socially constructed hence justified to have varied conceptualizations. The concept is used in daily life and in policies; it is applied to suit given contexts. During the International year of the youth in 1985, United Nations defined youth as those between 15 and 25 years of age (Brown 1990).

According to the Kenya National Youth Policy (2005), Kenya government view youth as those of ages between 15 and 30 years. What is most problematic is defining transition from childhood to youth. According to Lloyd (2006), United Nations delimits youth between the ages of 15 and 25 years, but adds that youth isn't easily circumscribable; it represents the range of transition age between childhood and adulthood. In Kenya, like most African countries the boundaries between child, youth and adult are drawn loosely based on cultural transition rites⁷. Different Societies have different conceptualizations of 'youth'. The Kenya National Youth Policy (2005), view

youth as being of age between 15 to 30years. The Pan-African Youth Charter (PAYC) shares Kenya National Youth Policy (KNYP) age bracket, but ‘...does not exclude young people below and above the specified age range who may be engaged in this transition. Considering the attributes, this paper adapted PAYC conceptualization of youth.

Having conceptualized youth, it is unfortunate that their contributions to development are not proportional to their demographic strength, as most youth have all through remained mostly excluded from society’s important and critical socio-economic decisions (Tsegaye 2006). There are instances where youth are exploited, especially when labor opportunities arise, and finally end up least benefitting. More so, youth are stereotyped. Societies’ perception of youth is one of the major barriers to youth development, since the perception determines how they are treated.

Capability

The capability approach is a broad normative framework for evaluation of well-being and social arrangements in the case of this paper. The main characteristic of capability approach is what people are effectively able to do and to be i.e. their capabilities (Robeyns 2003a). Based on this thinking, development require individuals with capabilities hence its importance to youth. Looking back, some aspects of capability approach can be traced to such people as Aristotle, Karl Marx, Adam Smith among others (Nussbaum 1995). According to Sen. (1999) development should be seen as the expansion of human capabilities (Sen 1999). The beings and doings, which Sen. refers to as functioning’s, combined, constitute what makes life valuable. This include working, being literate, being healthy, being part of a community, being respected, among other functioning’s (Robeyns 2003a). Inadequate command over commodities and services determines other aspects of well-being such as health, longevity and self esteem (Lipton 1995). MYSA intervention seeks to improve lives through capability enhancement and encouraging community service by youth.

There is need to live a valued life and so to be poor according to capability approach, one is deprived of basic capabilities. Where inability to afford basic

capabilities imply incapacity to satisfy certain important functioning's up to a certain minimally adequate levels (Sen. 1993). This approach values ones physical condition, which influences the quality of life one lives. Monetary resources are important as they influence other capabilities. Minimal essential capabilities are counted as health, nutrition, and education, which urban slum youths yearn for. A few of Nussbaum's features essential to life longevity, health, bodily integrity, senses, and control of one's environment politically and materially (Nussbaum 2000).

Robeyns (2003) suggested a criterion that can shape public debate on how relevant capabilities can be selected in any particular setting. Thus, it would be insufficient to include only limited education when capabilities regarding health, safety, good social relations and respect might be very necessary to sustain participation in education (Robeyns 2003a). Her expansion of Sen.'s capability approach thus entails some principles for regulating debate with regard to the selection of capabilities, thus ensuring aspects of low evaluation of needs are appropriately counterbalanced.

Capability Approach contributes to poverty analysis by providing a coherent frame work for defining poverty in the context of the lives people live, like slum youth and the freedoms they enjoy (Caterina 2003). To reduce poverty or develop, people need greater freedoms i.e. capabilities.

Slums

Slums in this paper refer to unplanned settlements. They comprise of squatter settlements and illegal subdivisions of either government or private land in Nairobi, accommodate the majority of the city's population. Youth in slums are a vulnerable lot; they do not voluntarily choose to live in such densely populated poor dwellings, they are either born there or poverty pushes them to slums. Vulnerable people in this paper refer to a people whose life situation has a high probability to worsen or deteriorate (Rousseau 2008) whom most reside in slums. Their basic capabilities such as nutrition, shelter, water and clothing is difficult to afford. Their human capabilities are minimal; they have poor health, little or no formal education. Their skills in whatever field have not been developed fully and their talents are raw due to lack of opportunities develop

them. Social capabilities, which include trust in the community, sense of social belonging, sense of identity, self esteem, having values that give meaning to life, leadership and capacity to organize are either limited or missing.

The environmental conditions of their residence are appalling, no public garbage collection services, no formal sewerage system, no public toilets, no formal security services by the state. Employment is difficult to find save for temporary casual jobs, where underpayment as a form of exploitation is the norm, since the youth are desperate for it.

The slum in question is called Mathare. Mathare is a slum along Nairobi River, just outside Nairobi city. In 1960s the number of people in Mathare was estimated as being between two thousands and three thousand. Currently the population has increased to about half a million (Preben 2001) Settlement in this area was and is forbidden. To qualify the claim, currently there is a threat by the National Environmental Authority to evict about 127,000 slum dwellers along rivers in Nairobi, including Mathare and destroy their residence structures (Omondi 2008). This explains further why there is no infrastructure like roads, schools and hospitals, clean water, a sewerage system among others (ibid). However, there is some cosmetic and unreliable lighting and pathways, courtesy constituency development fund, laced with political interests by local politicians.

Late 1960s different churches started an outreach program in Mathare. Currently some schools are run by non-governmental Organizations (NGOs) (Preben 2001). They aren't official schools with formal requirements though they bridge the gap, for there are no formal schools in the slum (ibid).

The institutions like religions, ethnic groupings, households, civil societies, and the state, peer groups, schools, political organizations, try to provide some of the essential services, but seem unable to fully satisfy disadvantaged youth and general community needs. However, not all youth in slums are such disadvantaged, there are those whom, despite the tough going they somehow make their way through. The actors mentioned above enable some of the youth to realize enhancement of their capabilities and talents and end up successful. But most slum youth live desperate lives.

Youth in the Eyes of Others

The enormous urbanization rate worldwide has resulted in urban population exceeding rural. According to UN Habitat (2007), fifty years ago, 70 percent of the world population lived in rural settings; in 2007 urban population exceeded 50 percent of total population. By the year 2020, it is projected that most mega cities will be located in developing countries (Habitat 2007). According to Ashford (2007), Africa has a unique population profile; it had 44 percent of its population under 15 years in 2006. Sub-Saharan Africa is the youngest region of the world, and is yet to see its youth population peak (Ashford 2007) This trend raises concern about their future. Based on the preceding data, youth population outnumber other age groups (Ashford 2007). Youth issues then deserve much more attention, especially in urban areas due to rapid urbanisation without proportional opportunities.

In the recent past, youth issues globally gained attention in international forums. According to Biggeri (2007), deficiencies of important capabilities during childhood, like health, not only reduces the well-being of those involved, but may also have larger societal meaning (Biggeri 2007).

Due to youth importance, World Development Report (2007) had its main focus on youth, recognising the need to develop their capabilities to choose well, among any available opportunities. It also recognized them as decision makers, though they are rarely given the chance to. It also emphasizes investing in youth to build a strong human capital base. To realize this, the report proposes provision of education and basic health, provision of basic skills and well-being (Wb 2007). This is a shift from the earlier leaning where it embraced the youth bulge theory, where the World Bank perceived the rising youth population as a threat to the world. This mainstream theory led to different approaches to youth, including youth containment, punishment and control. This caused confusion in the society on how to understand and deal with youth and their issues.

It is argued that many developing countries have high young populations due to recent decades of high fertility along with rise in child survival rates due to improved health system (ibid). Without corresponding proportional

opportunities, the youth bulge theory proponents view youth as dangerous and likely to be violent in their endeavour to meet their needs. They claim that such youth require to be contained to avoid disaster. People have been so distrustful of youth's capabilities such that they doubted if civilization could continue (Tsegaye 2006). Others in the same school of thought regard youth as authors and perpetrators of violence. Such people as the Roman philosopher, Seneca, who said, 'It is the failing of youth not to be able to restrain its own violence'⁸. English writer, Anthony Burgess, identified youth with violence by saying, '...they don't know how to use their energy creatively, so they do the opposite and destroy'. Late 20th century, Watts wrote that youthfulness is excess, it is an implicit disorder, and for the society it is a 'problem' that require handling and control (Watts 1994). Young people are viewed in the above cases as inherently incapable as accomplishing certain responsibilities and duties (Tsegaye 2006).

On the other hand, there is the anti-youth bulge theory school, which envision likelihood of a drop in fertility which impact on age structure and they argue that it will profoundly affect the economy positively via change in age structure. This results in higher numbers of working population⁹ and less dependants (Ashford 2007). To emphasize the importance of youth in development, the Secretary General of the 53 member country Commonwealth, during the 63rd General Assembly in New York advised that youth needs and aspirations be given attention (Ogolla 2008), since youth are wheels of development.

In the same line is the gender based discrimination which has discouraged girls and young women from participating in socio-economic activities (ibid). Sedonean¹⁰ once suggested that youth involvement has moved forward and should no longer be seen as a 'rebellious act'. This debate puts youth of the centre of confusion hence attention given to them all depends on the school of thought one belongs.

Youth are often victimized by forces beyond their control (Checkoway 1992). Some of the youth bulge theory proponents seems to have changed heart. The World Bank currently recognizes the need to invest in youth, because labor is the main asset of poor people, and its productivity is the way

to reduce poverty. However, questions arise about the genuineness of the World Bank's process that is meant to realize the inclusion of youth in determining their future. For example, unemployment problem among the youth has got its roots in World Banks' own standard policies and conditions to loan, such as deregulation, privatization, cut public spending and liberalization (Wb 2007).

To involve youth in development process in slums can best be done through developing their capabilities which empower them with skills to make wise and informed decisions. This approach, despite being aware of external influence, recognizes that every society has got ways of catering for the youth. The state, religious societies, peer groups, ethnic groupings, the household, and local civil society organizations are important actors who contribute to youth development and capability enhancement. These actors have made efforts to enable the young people meet their needs and rights.

The state keeps law and order, provides security, among other obligations, though much more is expected from it. Religious societies provide spiritual nourishment, schools, socialization opportunities, and financially assist poor and bright to have education and counsel youth. Ethnic groupings provide the sense of identity and belonging, assist in solving social disputes, impute morals in youth and in some cases, provide youth with apprenticeship opportunities to enable them gain work skills e.g. in carpentry, Masonry, and metal work sometimes through apprenticeship.

Civil society organizations have played important role of making youth aware of their rights, their responsibilities in the society, the need to be morally sound, and provision of basic needs to the poor. The slum community therefore, has got ways however lean they may be, to cater for youth needs.

Based on the above functioning of slum communities, it shows that there is some care system for the young people in slum set ups. However, this research appreciates all the above efforts and singles out MYSA so as to look at its approach to capability enhancement among youth in Mathare slum.

NGO- State Relations

According to Petras (1997), early 1980s the more perceptive sectors of the neoliberal ruling classes noticed that their policies were polarizing the society and provoking large scale social discontent. This prompted neoliberal politicians to finance and promote a parallel strategy i.e. the promotion of grassroots organizations with an 'anti statist' ideology, to form a social cushion among conflicting classes. By 1990s, they were referred to as 'nongovernmental' which by then were in thousands (Petras 1997). Economic and cultural globalization defined by a neoliberal agenda which emphasized decentralization and privatization of government functions altered the role of the state to the citizenry. The neoliberal agenda appreciated the role of NGOs as they depreciated the state role, claiming that the State is seen as inefficient and corrupt (Sutton 2004). It is argued that NGOs can be more responsive to local needs and more efficient in delivering of basic social services than state agencies. Support for the role of NGOs is from powerful international institutions and militant grass root agencies (ibid).

The World Bank, which works closely with NGOs defines them as "private organizations that pursue activities to relieve suffering, promote the interests of the poor, protect the environment, provide basic social services, or undertake community development" (Wb 1995). This definition encompasses the most common aspects of NGOs but being from the World Bank it can discernibly be noticed that it has not mentioned the aspect of NGO source of funding and the hidden interest of the funding institutions. The said factor has led to resistance by some governments, who then censure and sometimes reject some NGOs from operating within their countries for fear of their likely invisible antagonistic objectives. The term is also widely used to mean non-profit making organizations which are independent from the government and offer donations and voluntary service.

NGOs encompass many organizations in development, these include Northern based charities such as CARE, World Vision, Oxfam to community based self help groups in the south. There are also research institutes, Churches, Professional Associations and lobby groups as NGOs. The NGO

sector is so heterogeneous, there are NGOs that are credible, that enjoy community links and competent while others are inexperienced, inefficient and more rhetorical than action oriented. NGOs, as an example play roles which are viewed by states suspiciously in provision of education mainly in the developing world.

Most African countries have been and are struggling to deliver public services, including education, training, health care, security and social amenities. A variety and combination of factors like dire economic and political crises, the debt burden, institutionalized corruption, austerity measures, and domestic policy failures have worsened the state's inability to translate resources into development (Okwany 2004a). To cover for the states' weaknesses to deliver services is the consequent rise in the number of NGO's in Kenya as is the case for other developing countries. 'State incapacity in the provision of social services has created an institutional void that is being filled by indigenous self-help groups and non-governmental organizations' (Okwany 2004b)

In Kenya, the NGO sector experienced its biggest growth between 1996 and 2003, rising from 511 to 2511 registered NGOs (Hearn 2007). In an era of depreciating financial resources and worsening poverty, governments are looking at NGOs as a means of getting benefits to the poor, an awareness NGOs are ably using to command national attention and international funding and exerting leadership in addressing development issues within a broad policy and institutional context (Korten 1987). In this case, MYSA that brought about MYSAA is a local NGO but with linkages with other NGOs for development.

Nairobi city has witnessed massive growth in the number of NGO's, due to inability of the state to deliver services, and also due to several other factors. The first factor is Nairobi's position as a regional centre for international organizations, secondly, Kenya's relative political stability and thirdly, the spirit of *Harambee!*¹, which has been adopted as a development ideology (Ndegwa 1996:9). This rise has been exacerbated by channeling of funds through NGO's and not via the government.

NGO approaches to governments vary from active opposition to complementary i.e. filling the gaps left by the state, and trying to improve the state through deliberate collaboration (U.N.Habitat 2003). On the other hand the state can repress NGOs through outright oppression or legislation which can make such services as their registration and or renewal extremely bureaucratic or levy impossible tax regulations.

Relationships between NGOs and states vary from country to country and regimes within a country. In most situations, mainly in the developing world NGOs are seen as opponents of the state hence hostility between them. While in other cases the two works together and share goals. In between the two extremes is another category of relation where the government may tolerate NGOs without supporting them or may be identify with NGOs segregatively. NGOs may also be unwilling to work with the government.(Wb 1995) Variations in relationships may emanate from the feeling of illegitimacy and survival insecurity by a government, and suspect NGOs specific activities, objectives, ideology and its ties with certain other institutions.

In cases where the government agencies are weak, NGOs have always come in as an alternative, which raises government's tentacles for fear of erosion of legitimacy to govern. On the other hand some governments call on NGOs to offer services where their capacity is low. There is need of complementing each other than competing or antagonizing.

Ingrid Robeyns adapted Capability Yardstick

MYSAA being the main focus can only be seen to have meaning in this process of capability enhancement through its effect on youth capabilities and improvement in their community; other indicators are as partly listed below.

The indicators were used to determine how MYSA intervention to the capabilities enhancement of slum youth and the community at large, in analysis as in Ingrid Robeyns work (Robeyns 2003b) as adapted, as follows:

(a) Physical well-being

Bodily health, sanitation of environment, HIV/AIDS awareness and control

- (b) Psycho-social capability
Mental well-being/mental health, self esteem, acceptability in their community and community relationships and networks
- (c) Bodily integrity and safety
Safety from violence, robberies, rape risks, etc.
- (d) Political empowerment
Being able to participate in and have a fair share of influence on political decision making in the slums.
- (e) Education and knowledge
Receiving education and using it and produce knowledge.
- (f) Paid work or employment
Working in the labor market or using acquired skills and developed talent to undertake contracts e.g. play for a club and or start own artistic project e.g. photography
- (g) Shelter and Environment
Being able to shelter oneself and live in a safe and pleasant environment
- (h) Respect
Being able to be respected and treated with dignity by others.
- (i) Gender equality
Treatment not based on your gender but a person

MYSA Approach

MYSAA is loosely the formula used by MYSA to intervene to initiate youth capability enhancement process in the slums of Nairobi. The approach is based on MYSA such as ‘healthy athletes need a healthy environment’ so as to encourage youth to keep good health and do garbage management. Another principle is, ‘You do something, MYSA does something; you do nothing, MYSA does nothing’ (Mysa 2008), which encourages taking responsibility and actively participating in activities. The concept encompasses the use of sports and community voluntary service as channels to reach and engage youth in

slums for development, based on the understanding that youth like sports. Sports are also an end in themselves, since youth can enhance their sports skills and talents through it and attain the desired capabilities such as physical health and or employment. It is also alleged to give the uneducated the opportunity to get education or acquire skills and use it to earn a living among other benefits. Community services draw youth closer to their communities as reformed people who can serve the community free of charge and understand the need to serve. Youth are also encouraged to ensure that they live in healthy environments by making them clean.

To understand MYSAA, let us look at the conditions of the place it is utilized. Mathare slum is a densely populated urban slum environment with a couple of tough living challenges to residents. Emanating from the said conditions is youth temptation to use illegal means to survive, whereas most youth struggle to look for whatever job so as to get an income. According to Honwana (2008) in reference to child soldiers agency, claim of doing wrongs for having no choice does not arise, their agency does not cease, because they can mobilize resources in their own way to alter activities of others and thereby theirs. For example, she refers to Mozambique war, child soldiers can pretend to be ill to avoid certain tasks like killing civilians (Honwana 2008). In the case of disadvantaged slum youth, they can invoke their agency to avoid being drawn into any likely ills, which Giddens (1984) calls 'dialectic of control' (Giddens 1984). Like former child soldiers, as mentioned by Honwana in her speech¹² slum youth can avoid anti-social behaviour (ibid). Mathare disadvantaged youth have to struggle to move from lack of capabilities like education, marketable skills and employment, so as to live a decent life and exercise full citizenship.

Despite the myriad of difficulties they face, youth in Africa and specifically in Kenya are engaged in socio-economic and political development. They have been on the forefront of major social transformations, i.e. politics, religion, economic, or community building. In South Africa, youth were involved in the Soweto uprisings against apartheid (Honwana 2008). They are involved in creative and innovative forms of popular cultures such as theatre, arts, music and dance. For example, in Kenya young musicians have established what they

refer to as “Hip Hop Parliament” meant to denounce violence through rap music following the 2007 post election violence (Mcferran 2008). While in Mozambique, young artists are transforming weapons of war into works of art (Honwana 2008), others must rise and do something about themselves and their societies. As Devlin (2006) puts it, youth stereotyping in a negative way as irresponsible, threatening, determines how members of the society view and treat them. It also curtails their access to opportunities e.g. access to decision making processes in the society (Devlin 2006). Despite difficult circumstances, youth are able and have to rise above any likely belief of inability as emphasized by Fanon (1961), ‘...each generation must, out of relative obscurity, discover its own mission (and either) fulfil it or betray it’ (Fanon 1961). Young people must push on with the agenda to contribute to development for they have the potential. MYSAA usage therefore finds a dichotomised but needy environment.

2.2 Analytical Framework

Based on capability enhancement process through MYSAA, there arise changes in youth and their community as projects takes root. To analyse the events as they unfold using the findings realized, the framework offers a figurative impression of the process of capability enhancement. Figure 1 represents an analytical framework which is applied to Mathare slum from the point of MYSA intervention. Any changes in the attributes in the framework imply effect emanating from MYSAA as used among youth and the slum community. At intervention, MYSA along with co-actors addressed issues in block coded A. Sports, mainly football facilities were availed to youth within the slums. This was the point at which interested youth were recruited. This wasn't a one stop action but continuous. After recruiting some youth in football, garbage collection activity followed. MYSA created opportunity for youth to participate in these initial activities within the slum. To encourage participation MYSA introduced incentives. MYSA's organizational principle as said to be envisaged in MYSAs rewarding system which is ‘You do something, MYSA does something; you do nothing, MYSA does nothing’ (Mysa 2008).

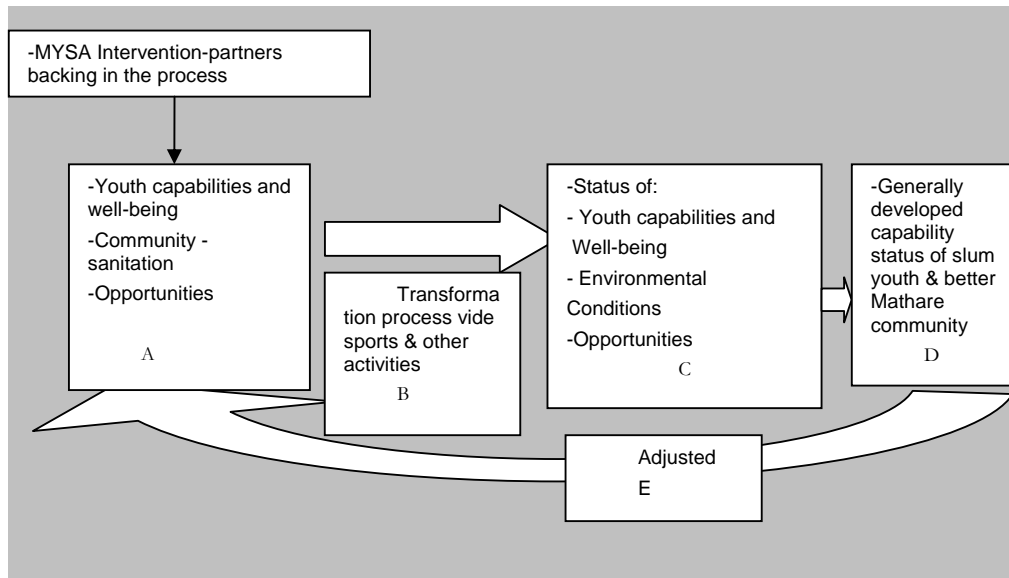
Through this principle youth were encouraged to participate with the hope of rewards. Youth numbers rose.

Other projects slowly started coming up depending on the diverse talents among youth who were joining. Teams were formed. While in different projects youth were facilitated by MYSA as within their projects. This takes us to transformation process coded B. As time went by, youth started realizing their potentials, improving their talents and skills. During this stage youth learned how to manage their environment, got scholarships and continued with education, got jobs, their health improved, self-esteem improved and became more responsible and more respected in their community for their productivity. This created hope in their lives.

Within code C is the transformed youth and community. Sanitation, health improved, and opportunities that were created enhanced youth capabilities such as health, self esteem, recognition, education, nutrition, security, among others.

Block D represents the changing community state and youth lives. The conditions improve further as projects increase, recruitment increase, resources increase which as seen in block E youth capabilities change for the better and the community status gets adjusted in all aspects. The new situation impacts on the community positively i.e. back to block A.

Figure 1: Analytical Framework for MYSAA



Source: Researcher

Conclusion

Based on the above conceptual and analytical frameworks, both of whom borrow the capabilities conceptualisation from Ingrid Robeyns (2003), the empirical data will be analysed in chapter 3. The analysis will bring out the real situation on the ground through MYSAA. The linkages among MYSAA youth members and their community in relation to capability enhancement and community improvement will be brought out more clearly. Concepts covered in the conceptual framework are harnessed for data analysis.

Chapter 3

MYSAA IN PRACTICE

3.1 Introduction

In this chapter, the researcher presents, discusses and analyzes collected empirical data concerning how MYSA and Mathare slum youth relate to each other and what MYSA Approach means in practice. The said data was collected through a research assistant. The purpose of the presentation of findings and discussion is to enable deeper understanding of how youth capabilities are improved through MYSAA, where sports and community service, especially garbage management serve as the main elements in the approach. It shows how talents nurtured and skills in various fields are acquired and enhanced. The major issues in the chapter are mainly targeting how MYSAA has been put to practice by MYSA to enable slum youth to enhance their capabilities. It utilized responses from youth of sample size 30, whom the earliest of them joined MYSA in 2004 and latest in 2007 i.e. between 4 years and 1 year experience. MYSA management was represented by the human resources officer who was an interviewee since he actively participates in field recruitment of youth.

The impression that may be derived from the origin of MYSAA is that there was need among youth for sports, which then prompted MYSA to be formed and go to the ground for recruitment.

This chapter covers the activities that take place within MYSA projects, for the purpose of showing how MYSAA practically operates with youth and other actors towards attaining capability development objective. The process witnesses capabilities development among youth as indicated by the adapted framework. Youth improve their psycho-social capability, physical well-being, bodily integrity and safeties, find employment, are respected in the community, some receive formal education and gender equality relatively prevails. Monetary capability that ensues while going through training and playing becomes a ladder towards further empowerment in the community (Robeyns 2003b).

These projects and programmes fall within MYSA Approach initiative for capability improvement.

Sports were seen as an important mobilizing factor for youth, who then join various capability development activities. Recruitment then invites training to nurture talents and improve skills while within projects, which receive close supervision and facilitation by MYSA. Youth then render services to their community as a way to make their community better than it were before they joined MYSA. They do garbage collection, counselling, HIV/AIDS campaigns among other services. Monetary support to youth to enable their movement to training and competitions and or service rendering boosts youth spirit to improve their lives. MYSA mainly uses sports and garbage collection as its flagship in attaining its objectives, despite there being other non-sport projects within it.

3.2 Youth Capabilities Enhancement forums

According to MYSA website (2008)¹³, MYSA as an NGO in slums comprises a couple of activities, of whom football under sports pioneered and is the most prominent after going through difficult take-off times. Some of the projects it runs are Shootback project, HIV/AIDS Programme, 'Haba na Haba' Arts and Cultural Programme, and Leadership and Academy Programme. The named projects and programmes are all meant to develop youth capabilities hence the need to include and show the capabilities involved. According to MYSA website (2008) activities were carried out through the following projects:

'Shootback' Project

According to MYSA website (2008), this project was started in 1997, targeting those who were interested, who consisted of 15 girls and 16 boys. The youth were facilitated with a camera and a roll of film each. They trained in photography and do take pictures of Mathare slum events and MYSA activities (Mysa 2008). Photography within the slum carries the message of need for decent environment, since photographs of dirty environments do not please

the eyes. These skills also open the slum to the outside world, aiding MYSA fundraising for youth capability improvement.

HIV/AIDS Programme

Health as a capability deserves utmost attention during the process of developing other capabilities. Unhealthy youth can't participate in sports optimally. For this reason, among others, MYSA youth and Mathare residents' health, MYSA HIV/AIDS Prevention and Awareness Project was started in 1994 (Mysa 2008). Some health facilities are being availed, for example for HIV/AIDS and Tuberculosis patients. MYSA has started a Voluntary Counselling and Testing Centre (VCT) which is run by Mathare MYSA youth. Health as a capability attribute is important in the MYSA concept hence the need for behavioural change. Only healthy youth are capable of participating in society activities satisfactorily. Therefore, integrating sport and life skills through peer education, peer counselling, games, music, puppetry drama and other cultural and recreational activities were adopted (ibid). These participatory approaches are more effective and efficient means of communication. MYSA provides training to empower peer educators who in turn train fellow youth and other residents, towards a healthier community.

'Haba Na Haba' Arts and Cultural Programme

In 1998, there was less concentration on art and craft and music lessons in formal schools. Recognizing the importance of acquiring and enhancing skills in these fields and bridge the gap, MYSA, through the HIV/AIDS programme, initiated the use of music, dance, drama, and acrobatics to pass information to the community. Youth interest grew enormously leading to this new programme (Mysa 2008). The programme serves several purposes, for example, developing youth skills, entertaining and informing Mathare residents about the need to take precaution against the HIV/AIDS and other diseases for better life.

Leadership and Academy Programme

A majority of young people stop attending school due to lack of education costs, yet education is an important capability. To avoid this, MYSA started this project in 1997 to reward top volunteers who serve the community (Preben 2001) enabling them continue schooling. In this project, youth earn points from their performance in different sports and community development activities. Each year best young leaders or best performers receive MYSA Leadership Awards in form of school fees, which is paid directly to their schools or training institution. Each year award is worth KShs 10,000 (\$125) per youth who performed well. The objectives were to encourage youth to work hard and serve their community, to improve the quality of sports within zones, developing leadership, to acquire coaching and refereeing skills for the youth. Two hundred and fifty youth benefited between 1997 and 1999 community (Preben 2001).

Likewise, volunteer coaches and referees go through MYSA leadership process and accumulate points which enable them to qualify for bursaries or scholarships to undertake other professional courses through which they can further serve the community.

On completing the introductory course, they receive a participation certificate confirming the topics and skills received (Mysa 2008). Then they put to practice the skills attained, where those who effectively apply their new knowledge and skills in their schools and community in the months following the course are given a special performance certificate (ibid). This is meant to encourage application of skills acquired and help other youth get them too. This also serves as MYSA marketing tool which end up attracting more youth to its activities.

MYSA Donors and Development Partners

MYSA progress is not attributable to MYSA efforts alone; it is attained in liaison and conjunction with donors and or development partners. MYSA serves as a fundraiser and an organizer of the funds to attain her objectives which boil down to youth capability development. Financial strength and or

weakness are an amalgam of efforts by various institutions. According to MYSA website (2008)¹⁴, the Kenya government through various ministries partner in various projects involving MYSA youth, for example, AIDS prevention project. There are Youth exchange projects with various municipalities in Norway. There are also partners in the categories of Sports Associations, Private Sector and Kenyan and International Agencies, which have joint projects relevant to youth. Sports Associations include Kenya Football Federation (KFF), Laureus Sport for Good Foundation, Netherlands National Sports Council, Norway Cup, Royal Netherlands Football Association Academy, and Street Football World of Germany. International Sports and Development partners like Federation of International Football Association (FIFA) and Sports for Social Change Network and Street Football World.

Local and international private sector institutions donate to finance MYSA projects. The web of all the above institutions well harnessed in conjunction with youth and their community facilitate rolling of the wheel of MYSA activities.

MYSAA as Experienced in the Community

According to the MYSA officer interviewed, youth generally love sports and show interest. Consequently, MYSA emphasized sports as a channel through which to reach them and get them out of idling by providing better survival alternatives and engaging them constructively for development. To enable youth improve their capabilities, MYSAA act as an enabling formula which recruiting, facilitating their activities, and ensuring there is discipline among youth is done. Of all the youth respondents, 21 knew about MYSA activities through being approached during their own plays along the footpaths in the slums, while others through friends who had interacted with the staff members in slums.

According to MYSA human resources officer, staff visits to the slums for recruitment is their way of reaching youths. Visiting Mathare slum for recruitment, monitoring recruits progress and evaluation of progress of recruits, this happens daily, courtesy, staff members. He asserts that their main

targets are the talented vulnerable youth aged 9-18 and the unreachable ones, though they do not strictly stick to age as a prequalification. He claims that, staffs are trained to understand the mentioned targets and scale themselves down to youth level so as to identify with them. Some of the staff members who have ever lived in slums are encouraged to give testimonies about how they were once unreachable and marginalized but were changed to improve their lives. The parents and guardians consent is then sought over recruitment into a team for the purpose of uninterrupted training attendance and support. He adds that this does not flow as narrated; sometimes hostilities arise from parents, guardians, and youth who are under peer influence and or drugs.

According to findings, parents or guardians vehement resistance to recruitment are common for female youth who are relied upon for domestic work, care of siblings or casual labour elsewhere to supplement household income.

Furthermore, 2 respondents admitted to have been thieves, 10 respondents were wallet snatchers while 15 respondents offered security in slums at a fee through forming and belonging to vigilante groups while the others were casual workers. According to 27 youth respondents, security risk against physical bodily harm and property loss has diminished. Though 21 youth respondents admitted delinquent behaviour, they emphasize that they were forced to by their difficult and unbearable life without ability to afford basic needs. They said that they regret it. They were proud of recognition and respect they currently receive in MYSA and in their communities which has raised their social stature.

Service to their Community

Slums such as Mathare as characterized are unplanned settlements; they have no organized infrastructural framework to sustain minimal human life. There is no formal housing, sewerage system, schools, health services, no official tap water supply and electricity supply and sanitation services by the state. Despite these deficiencies the residents eke some living and cause garbage. This garbage that is not well managed has direct relationship with disease, just as is the case with lack of or limited clean drinking and water for domestic use.

Water pollution may cause waterborne diseases to the residents. Air is polluted due to rotting garbage.

These conditions are undesirable, hence youth's strong awakening to act on it in their own small way with support from MYSA as a way to appreciate and improve the community and curtail the consequent diseases and garbage hills obstructions along with other adversities. Youth respondents expressed their desire to participate in garbage collection and recycling, prompting 8 of the respondents to join MYSA through this activity. Therefore youth and general community members' health as a capability is being addressed. Youth sense of responsibility to themselves and their community is rejuvenated despite poor living conditions through this initiative.

HIV/AIDS awareness campaigns in slums by youth, who are most prone to it, cultivate a sense of self recognition and noticing their importance within the community and need to save it from the deadly scourge. This in itself signals a new crop of youth who may serve as good examples to other youth still hanging on the periphery. It encourages that 22 of the youth respondents participate in this activity consciously for themselves and other residents.

Some youth render services to the community for various reasons. Such example involves 6 respondents, aged between 20 and 30 who were trying to improve their relationship with some of the community members for having been known to have been involved in delinquent activities.

Monetary Support and Incentives to Football Team Members

As youth leave slums for the assumed handsome alternative, they hope that they will somehow be able to fend for themselves; i.e. to get some money for their basic needs at that initial stage. MYSA being aware of youth woes in slums has an arrangement for compensation. The football players contribute talent and skills to football teams while MYSA donates money and gifts to enable them have some of the basic needs. According to the MYSA officer interviewed, MYSA trains youth and organize tournaments for various categories of ages.

According to all MYSA youth respondents, they get some income out of playing football. This does not arise as a salary but as allowance and or prize after training, playing a match, winning a match, scoring a goal, and or participating in a tournament and winning a trophy. The tournament sponsors fulfil the contractual agreements by paying teams accordingly, from which players get their share of the bargain. In the case of show of good football skills display, community leaders may also chip in and donate to the team in question, where each player receives a share. Politicians also donate to tournament participating teams for exemplary performances; though the intention may be political, youth get a share of such money.

Such monetary support and incentives to youth teams built team unity and the urge to train further and perform even better. It also develops a feeling of belonging to each other and self confidence grows in every individual team member. Some youth hinted of being able to cater for their households as far as basic needs are concerned unlike before. They said they were able to find some medical care for themselves, rent their own room away from the congested family room. One of them claimed that he even managed to marry and is now raising a family using allowances from playing football.

Exchange programmes and international trips for teams is a great morale booster and recruitment tool which gets even the most unreachable to the field to display their talents and skills. The desire for international exposure and professionalism easily enable youth to discover their potential in football. Asked why they joined football, almost 80 percent claimed that apart from other reasons, they would like to be famous and play professional football like their predecessors who are in foreign countries. Therefore, talents can be unearthed and skills developed through this means.

3.3 MYSA: MYSA Youth Perspective

Mathare MYSA youth interacts closely with MYSA officials and utilize MYSA facilities for their benefit. During data gathering exercise youth painted their individual pictures of MYSA in terms of a description of what it means to them through ranking against given options. The purpose of ranking is to give an idea how MYSA youth perceive MYSA in relation to its impact on their

lives and Mathare community through MYSAA. Out of the ranking one can extract meanings and values about MYSA. In Appendix G, there are numbers of youth respondents against their choice as allocated to every particular.

Summed up, MYSA is seen by youth as an organization that help them improve their lives. Based on the criteria to rank in terms of popularity, improvement of lives is the top view of youth in what MYSA is doing to them and their community. The other views also add to betterment of lives. Therefore, the activities they get involved with finally improve their well-being.

Unanimously, MYSA youth appreciated that their lives had changed of improving lives, in youth eyes turns out to be the ultimate harvest out of all positively, especially those who joined in 2004 and 2005 and are aged 20 and above. In their own words, individuals said, *'I am living better'*; *'I have improved my playing techniques'*, and *'I have developed my personality'*, *'Am more responsible and morally sound than before'*. These statements imply a sense of hope, enthusiasm about life and better self esteem.

One female said that she was able to financially support her guardian. Two of the respondents were bold enough to reveal that illegal and anti-social activities were once their sources of incomes. Of the two, was a male aged 31 and above from Bondeni village, who confessed having been a member of a brutal gang, claimed that after joining MYSA, he had abandoned gang activities. His parents had disowned him and send him out of from the family residence, after joining the gang, but after being counselled and rehabilitated while in MYSA they accepted him back. He is proud of his progress. One of the females aged 20-30 claimed to have improved her morals and is more organized in her life, since she can cater for her needs.

These statements and narrations give an idea what kind of life the youth were living and their current optimism. According to youth respondents, 80 percent of them were not employed when they joined MYSA i.e. no self-earned income. Those who were working only had temporal domestic jobs. Most of them relied on parents meagre incomes, while others relied on guardians, relatives and friends. Through sports youth admitted to have had a lot of benefits though employment levels are still low.

3.4 Sports Wider Benefits to Youth Well-Being

Sports can serve as a lifelong investment to support physical health, social, mental development and learning of motor skills by young people. Mental and social development provides opportunities to learn important life skills, which are said to be absent in slum set-ups such as cooperation, discipline, leadership and self control. Learning of motor skills serve as a foundation for future national sport stars (Cote 2007). This paper fully concurs that MYSAA isn't all about the end result such as income, but also the other benefits in the process to youth and their community. Participation in sports is also linked to self confidence building, self esteem feeling, positive body image, sense of competence and curtails the incidence of depression (Thomas 2008). Body strength and endurance, healthy bones and optimum blood pressure levels are credited to physical fitness exercises. Implications of the benefits mentioned go a long way to control diseases, improve performance in school, develop various skills, and use it as a source of income by participating in it for income (ibid).

After chapter 3, in which empirical data was presented and analysed, next is chapter 4 which entails reflections on MYSAA, pointing out the grey areas. Finally, based on the data collected and analyzed in the chapter, MYSA has presented itself as a facilitator using MYSAA to engage youth meaningfully. Youth have shown that they have gained further skills and improved on their talents save for political empowerment and limited employment opportunities; they are generally living better lives than before and they have shown hope for the future.

3.5 MYSA Football Activities Branching Out

Introduction

This sub-section addresses the core issues regarding youth who decide to develop their capabilities within the football sphere. It covers MYSAA process of capability enhancement football analysis right from recruitment to final benefits to youth and their community.

MYSA's Youth Recruitment to Football

Recruitment to football actively engages youth in personal and social development, with the intention of improving their lives as well as their community's. According to the MYSA officer interviewed, the process through which MYSA goes to recruit youth requires patience since it goes through stages. MYSA intends to reform their undesirable characteristics. As most youth spontaneously respond to MYSA sports' call for various reasons, there arise an opportunity for MYSA officers to approach them.

According to the respondents the reasons for joining MYSA are diverse, 4 respondents aged between 10 and 20 joined so as to be with peers who had joined earlier. General reason for joining by 12 respondents was to avoid idling in slum, while 25 respondents joined so as to use it as a ladder towards getting employment. Some youth had known about the school fees scheme where one serves the community so as to qualify for fees award and continue with education hence the need to join. As regards football, 22 respondents, aged between 20 and 30 years joined so as to play football and go professional i.e. play purely for income. The data implies that almost every one of the youth had more than one reason to join MYSA including the football players.

Data collected from MYSA records indicate that for the period 1987 to 2007 MYSA had recruited 187,234 youth into teams from all the 16 zones, including Mathare. Out of the total mentioned, 150,912 aged above 10 to over 16 years were boys, while 30,492 were girls, along with mixed 5,830 boys and girls under 10. Though the number of boys is almost five times higher than girls, this is an effort worth appreciating since even in 1996 football was associated with males only (Mysa 2008). This serves as an encouraging change of attitude among females and a gender sensitive approach which avail opportunities to both sexes.

Out of 187,234 recruits from all the zones, Mathare slum had 1,318 youth recruits with 1000 boys and 253 girls of ages above 10 to over 16 years, while under 10 boys and girls were 62. The Mathare slum members joined at different times and some left long ago.

The surface meaning of such football recruitment is that 1,318 Mathare slum youth got the opportunity to join MYSA at diverse times. They improved their skills and talents, participated in community activities and improved their capabilities; including monetary capabilities which has enabled them to access some of the other capabilities.

According to the human resources officer the reasons for low female recruitment range from football being originally dubbed as a males sport. Females recruitment started late compared to males, and parents and guardians resisted the onset of their daughter's involvement in football so as to continue helping in domestic work. This later changed and improved females' participation.

Facilitation of Football and Benefits to Youth and Community

Football is the kingpost of MYSA activities hence the authors' skewed interest for study. Mathare United Football Club (MUFC) acts as the face and marketing link of MYSA's programmes and projects. According to Preben (2001), when the idea of (MUFC) for MYSA youth came up it did not seem viable to non-MYSA members due to their perception of the youth, whom they knew as glue sniffers and snatchers of ladies' handbags. They would not be expected to form a successful and the best ranked disciplined premier league team (Preben 2001). To be involved every player was expected to do eighty hours of garbage cleanup per month, as part of environmental community service. MUFC provides a good example of how sport can play an instrumental role in the development of human resources, specifically where the state and church efforts have made less substantial impact (ibid).

According to the field work, 22 youth respondents joined MYSA through football hoping to develop their skills to play professional football like their forerunners. It was ironical that almost all females claimed to have joined football because they like it, yet only 1 male gave the same reason yet football is said to be a game for males. Females mainly said that they joined so as to develop their playing skills unlike males whose major interest is to use the skills to earn income. Only 4 youth joined to keep physically fit apart from other benefits. Through MYSAA, a lot of changes in youth capabilities have taken

place, such as developing self esteem, skills in various fields, health, education, careers, exposure to the other countries among other benefits. The community members in general have indirectly realized a positive difference in their lives through the environmental project. According to MYSA officer, out of its youth there are two of the only five football/soccer coaches who have earned international recognition by Union of European Football Association (UEFA) being issued with UEFA B license. A sense of interest to serve others has been cultivated in MYSA alumni. Currently, MUFC's chairman, head coach and Assistant head coach have all been players and youth leaders in MYSA for at least 10 to 20 years.

As an element of facilitation, MYSA human resources officer alludes that the issue of lack of playing ground for youth in Mathare slum was addressed by MYSA through negotiating with Nairobi City Council to be allowed continuous access to Huruma grounds which is closest to Mathare slums. The NGO went further to acquire its own premise at Komarock which comprise of its' headquarter, community centre and a playing ground for training purposes. Training facilities and trainers or coaches are provided, where some are volunteers while others are on salary employment. According to youth respondents, teams elect their own team leaders who receive leadership training to improve leadership skills, courtesy of MYSA. The leaders are first part of the team prior to election. As far as transport is concerned, MYSA facilitates movement for players to and from its training grounds, by either having the players picked by organization vehicle or providing fare. The same arrangement is also used during tournaments.

The above general facilitation arrangements, according to youth respondents have changed their lives and provided them with an opportunity to dream again. They claim that the coming up of MYSA activities in their ghetto¹⁵ gave them a new lease of valuable life, life full of hope and enthusiasm, high self esteem and easy coming respect from their households and community in general.

Out of youth recruited in MYSA Football teams, several alumni have highly succeeded by securing employment, further studies, and playing abroad

among other local alumni involvements within MYSA and elsewhere. These cases are serving as indicators of success and as an encouragement to those who need such opportunity and are yet to go for it. This creates an understanding how capabilities are being enhanced. These examples then are making it easy for MYSA to recruit, since potential recruits yearn for these opportunities. Some of the success cases are in Appendix E. While looking at the tables i, ii and iii in appendix D, what value or meaning does such data have to capability enhancement? The data¹⁶ serves as an indicator of MYSAA success in meaningfully engaging youth for development through use of sports and community service.

3.6 Back to the General Analysis

As a summary, available data on MYSA website (2008) shows that 3 alumni are working abroad, 6 are studying in various institutions in the United States of America, while 7 are playing professional football in Europe. Football playing becomes an employment as envisaged in table (iii), in appendix D which enlists examples of those whose capabilities were enormously improved directly through professional football. This initiative has touched many more lives, than presented and in multiple ways.

The example in the previous paragraph indicates MYSAA success in the lives of youth. However, the end result can not be counted to represent the success of MYSAs MYSAA alone but an amalgam of many institutions. Also, it is not practically true that only MYSA facilitation efforts culminated into these results, though it is likely that MYSA effort may have accounted for a larger percentage than any other contributor.

According to MYSA website (2008)¹⁷ MYSA also value its symbolic items of show of might and capacity for its youth to perform through display of the trophies won all over in competitions they participated and other achievements realized as in appendix E, according to MYSA website (2008).

The MYSAA achievements examples¹⁸ have meanings towards capability development of youth who participate hence its importance. With its humble beginning it organized football youth leagues for different ages as an

opportunity for them in sports. Since HIV/AIDS is prevalent in slums, MYSA expanded MYSAA accommodating awareness campaigns and prevention of the scourge in their community of Mathare.

Gender sensitivity being an important item in MYSAA, which receive optimum support, then, saw women football team winning a national assignment in 1997. To prove its point, in the year 2000 a young girl competed and was elected the chair of MYSA Executive Council. Further to this was the formation of Mathare United Women's football professional team which has won international acclaim as evidenced in appendix F.

Environmental conservation by MYSA within slums through garbage collection and recycling efforts earned it international acclaim to win UNEP Global 500 Award for Environmental innovation and achievement in Rio de Janeiro and won Eco-Youth Games under 16 Champions in Brazil. This international recognition has its roots in Mathare slums among the once disadvantaged youth who come up to reign at the global level in ecological matters. This is a noble achievement for both the initiator and the youth. Environmental conservation got its very first link to sports through MYSA. The importance of this achievement is the relationship between desirable environment and well-being of global humanity.

Chapter 4

OBSERVATIONS AND LESSONS LEARNED FROM MYSAA

4.1 Introduction

Since learning breeds understanding, which is one of the reasons for this study; the following sub-sections contain insight into the experiences and knowledge acquired during the process over youth capability enhancement. The lessons lead to conclusion in the subsequent chapter.

‘Youth Are Living Today’

Youth capabilities as addressed in this paper are required now. The most ardent wish of young people is to participate in society activities, as full and equal citizens today. Youth perceive themselves as capable of assuming responsibility and playing roles in their communities. So, they need to be given the opportunity and guidance in order to prove their ability now (Unesco 2002). They want a decent future but that does not negate their need for a decent life now. They are rarely given decision making opportunities about what and how they want things done. In the words of a philanthropist, Barbara Teberas (2008): ‘Don’t believe all of the negative perceptions that are out there about youth. You and your families and communities can change things. ...Young people are not in a ‘waiting period’ ...waiting to be leaders, waiting to make a difference ...young people matter now’¹⁹ Youth deserve recognition, responsibilities, leadership roles, socialization that befits their age and status, skills for utilization today. Youth seem to no longer revere the structures that exclude their voices and potentials and are increasingly demanding a voice of their own.

In the case of MYSAA, youth are given opportunities to acquire skills now, make decisions within their teams, for example to elect their team leadership. They also have the chance to choose the project to belong to depending on their talents and interests. This makes MYSAA a model worth emulating.

Need for Formal Education

On independence from colonialism, formal education was the main concentration of governments as the main means towards development. Human capital improvement and modernization theories viewed formal education as both a requirement and an indicator of modernity (Smith 1974). In the recent past education was placed as a basic human right for example in the Universal Declaration of Human Rights in the Millennium Development Goals (MDGs). Provision of education as a right therefore is a state responsibility. Kenya responded in 2003 by effecting free primary education. However, Slums have no formal schools; slum dwellers cannot afford the hidden costs and opportunity costs. This leads us to slum dwellers struggle for a means to raise funds for education costs. Looking at research findings, only 15 out of 30 Mathare slum youth respondents completed primary education while 6 respondents had none at all. None of them had tertiary education, which is the stage most youth develop their skills and talents heading towards employment. Inability to afford education costs, doing domestic work were pointed out as the reasons for missing to attend school.

In spite of MYSA providing a way for improved life e.g. physical fitness for good health through sports, complete lack of formal education was said to be communication and interaction hindrance to the youth respondents. Those who did not serve the community so as to qualify for scholarship regret it and narrated how language barrier during international tours in English speaking countries hampered participation in football trainings i.e. became skill acquisition obstacles. They then had to rely on colleagues, crude sign language and or observe those who understood. This has made most youth to serve the community and have an opportunity to continue with education and graduate through leadership and award project. The affected ones were considering going for the scholarship prequalification so as to attend school. Though through difficulties, youth end up with some skill/s and utilize them in their lives.

Youth Capability Achievements Not Equivalent To End Result

Capability achievements are scanty if assumed to refer to the end result, such as being employed or playing in a premier league team for a salary. Decent youth life in MYSA can be counted from the day of recruitment, when an opportunity was availed. Any relative change is an achievement. Getting out of Mathare towards some physical fitness, accepting rehabilitation, developing hope is in itself psychological nourishment and better state of well-being.

As a delinquent, some people in society may generally distance themselves from one. One is neither respected nor recognized, which takes away self esteem and self dignity. These qualities make up a person and give one the morale and strength to live on. Therefore in the MYSAA process, youth earn back what had gotten lost, contribute to development voluntarily, which propels their lives to heights that were never thought of.

MYSAA as A Collective Approach and Unifying Factor

There is an embedded meaning in the MYSAA which if not highlighted leaves a lot of its value concealed. MYSA football player's recruitment in teams has got more value than the surface meaning of satisfying football rules. The background of MYSA youth life in comparison with life within MYSA and likely future hope forms a strong impetus to resolve to concentrate on their current activities. On this note, let us look at the use of collective approach as used. According to MYSA human resources officer, MYSA football teams fall within different zones, performance of each team in training and tournaments is the measure of its success as a unit. Every member is expected to be at his/her best so as to attain the best performance. Due to the fact that no single member can be counted as better than another but the team, this builds a strong sense of togetherness at all times. Members struggle to improve each other's talents and skills. The sense of solid cohesion causes a sense of care for each other all the time. This factor, according to youth respondents holds them together as teams despite their diverse tribes and life challenges.

Through Mathare Youth Fairplay Code, which they subscribe to is (see Appendix 3), against indiscipline, retaliation, foul play, and advocates respect

for all. Youth internalize the said values and learn to socialize. This breeds peace with other people. Peaceful co-existence and conducive environment contribute to capabilities development and maintenance (Preben 2001). The last item in the code addresses respect for environment and player health summing up the value of MYSAA

No individual institution has the single capacity to cause all round development without development partners. The state's place in any society is crucial for administrative purposes and providing the environment within which other actors can operate. The civil society and NGOs, in general have come up strong to supplement state efforts to cause development. Based on the MYSA progress, MYSA has distinguished itself as a committed development actor, notwithstanding the politics surrounding its funding as an NGO and allegiance. Other stakeholders include donors such as private companies, international NGOs, the state, Mathare community among others. MYSA has done youth within Mathare slum proud over their capabilities enhancement. Unfortunately there are those youth who due to some reason may not have benefited.

Development and New NGO Approach

The traditional thought of NGOs roles in development are almost declared derelict. Facilitation and strict cultivation of responsibility among the youth as modeled through MYSAA cause development. As well, focus on beneficiaries' responsible contribution and building on existing resources is in vogue. This concept endeavors to reach those youth who are viewed as the unreachable, yet with high potential that development needs.

A new page of using new means to cause development has been opened through MYSA; this may be supported by other developmental stake holders such as the state to solve some of the youth plights.

MYSAA has shown that youth in slums have sport and other undeveloped talents, given opportunities; they can realize their dreams of climbing to high professional ranks in sports and education. MYSA has a unique dimension in development, in the way they use sports to develop values, talents, self-esteem,

seeking ones identity (Preben 2001), developing skills, and improving life in the slum community.

MYSAA as an Avenue to Engage Youth for Development

Youth are an important asset for development which can not be ignored. Through sports and community service, youth can easily be reached and engaged in a manner that can easily cause development and transform them to useful citizens. Sport and development can be harnessed to have a positively substantial impact to family lives and slum community. This calls for an effort to look into the possibilities of having sport-development programmes or deeper thinking about what else apart from sports can be used the way MYSA has used sports to cause development.

4.2 All Seemingly Working, But ...

MYSAA seems to be bearing fruits based on the data collected and MYSA website information, but there are some grey areas that need attention. The grey areas have been noticed out of the level of understanding how MYSAA is enhancing youth capabilities. There are gaps in recruitment and lack of link to potential employers so as to complete the process, as evidenced by high numbers of recruits and resulting low number of employed youth after skills acquisition. It is also not clear whether those who successfully earn some money manage it. Most state obligations remain un-attended leaving a lot of burden to MYSA, yet MYSA has got its limits.

Recruitment, the incomplete story

Despite having discussed MYSA youth recruitment and facilitation of activities, some areas still seem grey. Recruitment forms the first major step towards capability development, and so requires some closer attention than just pointing out numbers. Whenever there is recruitment in any institution or for some activity, there is always the expectation of an exit of the recruits at some point, either in small numbers or in masses. What determines how is the purpose of recruitment and how long the activity is meant to take. For example, on introduction of free primary education in Kenya, there was a rush

for recruitment which was counted by the government as success but retention of recruits was never followed and highlighted. Success in this sense cannot be based on recruitment alone. In the case of MYSA youth recruitment as covered in chapter 3, numbers show massive entry of youth but does not give any idea how many maintain within to completion of their training, they tell the entry ages but no mention of exit ages, no proportionate mention of where the masses recruited go to after training. How many drop out and why? No mention of exit whether successful or not, save for a few mentioned successful cases. It is not clear what happens to those who get recruited then are unable to fit into any of the projects run by MYSA.

The Missing Capability Development Link

Further to the concern about youth capabilities throughout their lives, it is pertinent to also care about the returns out of the skills acquired after training. Despite having better life during the course of training, they also have to utilize the skills acquired after course completion. MYSA, along with the other stakeholders may have enabled acquiring and enhancement of skills, but the skills are of no meaning without being put to use. As informed by youth respondents, there were many who received training and got skills in football but still live in slums with relatively the same old life. All youth cannot achieve and rise to the same level in terms of income, but the respondents revelations leave some questions unanswered.

Empirical findings show that out of 30 youth respondents only 8 have some form of employment. Furthermore, those having some kind of employment are mainly volunteers and casual employees. Asked where former MYSA members are, 3 of the respondents claimed that some still live in slums in relatively the same deprivation like before. Though it may not be reasonable to blame MYSAA for not having delivered them out of poverty, it remains that their lives have not improved significantly. This revelation then calls for some review of MYSAA, to address the issue. Lack of the connection between training and employment creates the gap.

In a nutshell, it has come out clearly that to engage youth for development require a well thought out formula. Youth need education, recognition and

incentives and acknowledgement as living today, to serve their communities, in environmental conservation, entertainment, leadership, health among other areas. Strong cohesion of purpose and focus as teams, regardless of sex, tribe or race is a beacon to embrace. There is need for pooling of resources among committed actors for youth development, with one central responsible actor coordinating. Otherwise, for completion of the circuit, the links of trained and qualified youth to potential employers need to be encompassed in the concept.

Pending State Responsibilities

The Kenya government is expected to provide education and training to all youth as a fundamental governmental overall development strategy²⁰. Education as the basis for other capabilities expansion deserves priority by the state. Despite this, the state seems not to take responsibility to put the required education infrastructure in place within slums. Furthermore, the state as a prime actor has not laid the infrastructures for the required amenities for use by slum residents. The state has not built schools; does not manage garbage, playgrounds for children, health facilities, recreational places and tertiary institutions. This has curtailed the level of enhancement of capabilities.

The results being realized out of MYSA efforts would be better with the state playing the mentioned part in Mathare slum.

Youth Monetary Capability Management

Throughout the process of capability enhancement, youth claim to live better than before, and hope for better incomes, but no indication has appeared to imply planning how to manage future incomes. Football player respondents indicated that they get some income out of playing and there were testimonies about how they have been enabled to fend for themselves and for others, but this may not be the best way to manage the money they receive. They need some basic financial management skills as they head towards the possibility of getting salaries and investing. This is important because of the limited exposure to large sums of money in their youthful lives, and may be bound to make unsound decisions about management of their incomes.

Chapter 5

CONCLUSION

5.1 Introduction

This chapter serves to recap the salient issues that have emerged in this paper. Youth had talent and raw skills as expressed by the youth in Mathare slum. Deliberate arrangements came in on realization by MYSA founding members that facilitation of such sports activities would lead to development of youth capabilities. Noting the deprivation in all spheres of life in Mathare and the enormous youth population, MYSA came up with this approach to youth incapability issues. This approach is used as a way to meaningfully engage youth for the purposes of their personal and community development.

After going through data collection and analysis it is convincing that MYSAA is a workable idea being put to practice by MYSA for good of youth and Mathare slum community in general. The idea which has been rolled out has made an impact on its target group as seen in the paper under the achievements in capability development. However, the grey areas in the idea and the process need to be addressed so as to maximize on youth and community benefits out of it.

MYSAA for Capability Enhancement

As seen in chapter one, the objective of this paper was to understand how youth capabilities are enhanced and the community improved through MYSA Approach among Mathare MYSA youth. In summary, according to the analysis of the empirical findings, it has emerged that application of MYSA principles through sports programmes and community service enhanced capabilities.

It is evidenced that large numbers of youth get recruited to youth projects which enable them receive education through scholarships and bursaries. This is a capability that is basic and an enabling one for the others to grow.

Through recruitment, nurturing, facilitating and financing activities, which is part of MYSA Approach, youth have had skills in various fields, especially in football which is the main activity of international repute.

In the process of youth capability improvement, the youth community has benefitted through such programs as garbage collection and HIV/AIDS. These programs have improved health within the slum.

Insecurity against bodily harm, property loss, has been put to check through youth involvement in MYSA projects and learned the importance of security for a community and it has discouraged insecurity perpetrators.

The central objective for undertaking the activities was to enable youth to realize their potentials and live better lives which coincide with the main objectives of this paper, which to some extent has been realized according to youth respondents who participated in this research. However, political empowerment has not appeared to have been realized based on the indicators²¹ or capabilities as enlisted by Ingrid Robeyns (2003).

As seen in adapted Ingrid Robeyns work, Youth and community well-being has been improved and the process for new recruits is on-going. There is physical and psycho-social improvement among MYSA youth members. They have gotten the capacity to be employed and have better shelter and clean environment. The few who were involved in delinquent activities have willingly joined MYSA due to the opportunities created as admitted by youth respondents. Gender equality as envisaged in traversing of females to male dominated football has changed the community and empowered females. Respect, recognition, acceptability to youth by the community improved. Security from bodily harm has been enhanced; anti-social behavior has been curtailed according to the research respondents.

However, improvement realized can't be attributed to MYSA efforts alone, since it was working with other actors, though its approach through MYSAA may have provided the inroad for the other actors to contribute positively. Youth lives, by their own testimonies improved and their morale to serve has gone a notch higher.

Also noted is that, perceiving youth as engines of development is not enough, how to engage them and harness their resources is equally crucial. Unfortunately, previously there was no workable mobilizing formula to engage them and bring out their capabilities for development. MYSAA bridged the gap. The research therefore has enabled learning from how MYSAA has been used and created understanding how it works to enhance youth capabilities. This concludes that youth are engines of development when diligently approached and given opportunities to develop their capabilities.

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Notes

- ¹ World Family Organization/African Union, 2006 Draft Pan-African Youth Charter <http://www.worldfamilyorganization.org/Africaunion/DRAFTPanAfricanYouthCharteren.htm> Accessed on 10th October 2008
- ² <http://english.people.com.cn/90001/90777/90855/6528224.html> Accessed on 7th November 2008
- ³ Enshrined in the treaties and bills of rights of Universal Declaration of Human rights to the Millennium Development Goals
- ⁴ The avenue through which MYSA is engaging youth to enhance their capabilities for development
- ⁵ <http://www.mysakenya.org/> Accessed on 10/9/2008
- ⁶ The year of inception of MYSA
- ⁷ This refers to the rite of passage i.e. cultural act that declare that one has changed
- ⁸ As quoted at <http://en.proverbia.net/default.asp> Accessed on 15/8/08
- ⁹ Usually defined as ages between 15 and 64
- ¹⁰ An executive director of a youth led organization.
<http://www.Whatkidscando.org/WhatsLearned/YouthInvolvement.html> Accessed on 13th September 2008
- ¹¹ Means self help or synergising for the purpose of members development
- ¹² ISS public lecture series 2008 – Inaugural Address Prince Claus Chair.
- ¹³ <http://www.mysakenya.org/> Accessed on 15/9/08
- ¹⁴ <http://www.mysakenya.org/> Accessed on 12/9/2008
- ¹⁵ Ghetto is a synonym of slum
- ¹⁶ Refer to Appendix 4
- ¹⁷ <http://www.mysakenya.org/content.php?id=3> Accessed on 17/9/08
- ¹⁸ Refer to appendix E
- ¹⁹ http://www.learningtogive.org/search/quotes/Display_Quotes.asp?author_id=711&search_type=author Accessed on 16/9/2008
- ²⁰ <http://www.ibe.unesco.org/International/ICE47/English/Natreps/reports/kenya.pdf> Accessed on 18/9/08
- ²¹ List of capabilities on page 38, item number **iv** in the list

Appendices

Appendix A: Questionnaire For MYSAMathare Youth

Introduction

The purpose of this questionnaire is for undertaking an academic research which is one of the prerequisites in acquiring a Masters Degree in Development Studies at the Institute of Social Studies in The Hague, The Netherlands. All the information received from you will be confidential and used for the mentioned purpose only.

I kindly request you to respond freely to these questions. Please feel free to give more than one answer to a question, where applicable.

Section A.

Personal Details

1. Gender: Male Female
2. Age :
 - (a) Below10
 - (b) 10 -20
 - (c) 21-30
 - (d) 31 and above
3. Marital status: Single Married
4. Residence:
5. Village.....

Section B

Youth, MYSA And Slum

1. What is your highest level of education?
 - (a) No formal education
 - (b) Primary education and graduated
 - (c) Secondary education and graduated
 - (d) Tertiary Education and graduated
 - (e) Primary education and did not graduate
 - (f) Secondary education and did not graduate
 - (g) Tertiary Education and did not graduate
 - (h) Other/s (please specify).....

2. If the answer to no.1 is (a) no formal education: What is/are the reason/s. You can tick more than one option.
 - (a) Lack of school fees and other school requirements e.g. uniform
 - (b) Lack of school in Mathare slums

- (c) I was doing domestic work
 - (d) I was taking care of my younger siblings
 - (e) My parents/Guardians told me not to go to school
 - (f) I refused to
 - (g) Other/s (please specify).....
3. How did you know MYSA? You can tick more than one option.
- (a) Through a friend
 - (b) Through mass media
 - (c) Through Parents/ Guardian
 - (d) Through MYSA staff who visit Mathare slums
 - (e) Other/s (please specify)
4. Which year did you join MYSA?
5. Through what activity/ies did you join?
6. What was your main reason/s for joining MYSA? You can tick more than one option.
- (a) To join your peers
 - (b) To play football and go professional
 - (c) To participate in community service like garbage collection
 - (d) To avoid idling and illegal involvements
 - (e) To use it to look for employment through playing football
 - (f) To learn videography and photography skills
 - (g) To participate in anti-HIV/AIDS awareness campaigns
 - (h) Others (please specify)
7. Were you working when you joined MYSA? Yes No
- (a) If yes, where and what kind of work?
 - (b) Permanent or casual work?
 - (c) If No, what was your source of income?
 - (b)What skill/s had you by then?
 - (c) Have you acquired some skill/s through MYSA? Yes No
 - (d) If yes, which one/s?
 - (e) Through which activity?
8. Are you employed after acquiring the skill/s? Yes No
- (a) Permanent or casual job?
9. Which MYSA activities do you know? You can tick more than one option.
- (a)Drama
 - (b)Photography and Videography
 - (c)Football
 - (d)Counseling
 - (e)Sanitation/Environment
 - (f)HIV/AIDS awareness activities
 - (g)Others (please specify).....

10. Which of the activities in no. 9 above does every youth in MYSA participate? You can tick more than one option.
 a , b , c , d , e , f , g

Section C: For Football/ Soccer Team Members Only

11. Why did you choose football/Soccer? You can tick more than one option.

- (a) It is popular
- (b) I like football
- (c) To improve my raw talent
- (d) To be famous and professional like those who joined earlier
- (e) To get some income out of it
- (f) To keep myself physically fit and healthy
- (g) To develop my playing skills
- (h) Other/s (please specify)

12. What is the name of your team?

13. Who chose your team leader?

- (a) Team members
- (b) MYSA official
- (c) He/She Volunteered
- (d) Other (please specify)

- ◇ Is your team leader from Mathare slum? Yes No
- ◇ Has your team leader received leadership training? Yes No
- ◇ If yes, who trained him/her? Or paid for the training?
 - (i) MYSA
 - (ii) Self
 - (iii) I don't know
 - (iv) Other/s (please specify).....
- ◇ Is your football coach from a slum or once lived in a slum? Yes No
- ◇ Who pays your coach?
 - (i) MYSA
 - (ii) Team members
 - (iii) Other (please specify)
- ◇ Do you pay MYSA for receiving football/Soccer training? Yes No

14. Has MYSA provided you with training equipment and playing field? Yes No

◇ If yes, is the playing field publicly or privately owned?

15. Do you get some income out of playing football? Yes No

- ◇ If yes, who pays you?
 - (a) MYSA
 - (b) Tournament sponsor/s through MYSA
 - (c) Other/s (please specify).....
- ◇ How regular is the payment?
 - (a) Monthly

- (b) Weekly
- (c) After every match in a tournament
- (d) After winning a tournament
- (e) Other/s (please specify).....

16. Has youth idling changed since MYSA started initiating team formation for youth in Mathare? Yes No.

◇ If yes, how?

- (a) Idling by youth has reduced
- (b) No difference
- (c) Other (please specify)

17. Slum or ghetto life is said to be tough, food, water, medical care etc are sometimes unavailable and normally unaffordable whenever available yet most youth have no employment. How do youth get basic needs? You can tick more than one option:

- (a) Earn through casual jobs
- (b) Borrow from those who may be able to afford e.g. food
- (c) Sometimes forced by situation to steal money to buy
- (d) Sometimes snatch commodities and money from slum passers-bys
- (e) Sometimes provide security to slum dwellers and they pay for it
- (f) MYSA chips in when unable to survive
- (g) Other/s (please specify)

18. It is said that most youth get involved in delinquency behaviors like mugging, robberies, drug trafficking and prostitution to get some money for survival. They do this due to their circumstances and not because they enjoy it. Is it common in Mathare community?

Yes No

19. Looking at the period after MYSA started activities in Mathare among the youth compared to before, what can you say has changed? You can tick more than one option.

- (a) Security has improved
- (b) No difference in insecurity
- (c) Youth have improved in terms of conduct
- (d) Mathare youth have improved in terms of receiving formal education
- (e) Drug abuse and trafficking has reduced
- (f) Prostitution has reduced
- (g) The slums are relatively cleaner
- (h) Youth skills in various fields have improved
- (i) Youth who have no formal education have some skills for some job
- (j) Other/s (please specify)

20. Do you know other youth who joined MYSA earlier than you? Yes No

◇ If yes, how are most of them in general, in terms of social status, employment, involvement in decision making in the community?

- (a) Better than before

- (b) No difference
- (c) Other (please specify).....
- ◇ Where do they live now?
- (a) In slum
- (b) In other better areas of the city
- (c) Other/s (please specify)
- ◇ Where do they work? You can tick more than one option.
- (a) In companies
- (b) Playing international football broad
- (c) Unemployed like before
- (d) Playing for a premier league team
- (d) Other/s (please specify)
- ◇ Does the slum community respect them more than before? Yes No
- ◇ In your opinion, what kind of jobs do most of them do?
- (a) Decent and well paying
- (b) Normal jobs just like before they joined MYSA
- (c) Most have no jobs
- (d) Other/s (please specify).....
- ◇ Do they motivate you to take soccer training opportunity seriously? No Yes

21. How do you feel about yourself being a member of MYSA?

- (a) Hopeful
- (b) Hopeless
- (c) Discouraged
- (d) Encouraged
- (e) Other/s (please specify)

22. How can you describe MYSA based on the changes in your life? You can tick more than one. As an organization:

- (a) That is helping youth to improve their lives
- (b) Sponsoring sports for youth
- (c) That is improving the environment of Mathare by Garbage cleaning
- (d) Improving youth skills in various fields
- (e) Organizing youth for HIV/AIDS awareness activities
- (f) Gender sensitive organization with female football teams and female team leaders
- (g) An organization that get youth off drug abuse, trafficking, prostitution, idling to get busy with some skill enhancement
- (h) That give youth the opportunity to go to school
- (i) That expose youth to the world away from slums
- (j) That build youth hope and improve their self esteem
- (k) Providing leadership opportunities to youth
- (l) That value youth skills and talents despite their desperacy
- (m) Enabling youth secure employment through skills enhancement
- (n) Others (please specify).....
- ◇ Please rank the options you have chosen above from the one you like most to the last, using the letters a, b, etc

23. How do think MYSA view the new members who join?
- (a) As poor youth
 - (b) As a disadvantaged youth
 - (c) As a delinquent (mugger, thug, robber, thief. etc) who can change if given an alternative
 - (d) As a potential holder of a skill to enhance
 - (e) As a talented youth without opportunity to develop it
 - (f) As a person who need employment
 - (g) As young person who need to go to school
 - (h) As youth who refused to attend school
 - (i) A citizen whose right had been violated by the state and the society in general
 - (j) Others (please specify)

24. Through MYSA initiative, do you offer any services to your community?
 Yes No

◇ If yes, which services do you offer?

- (a) Slum cleaning
- (b) HIV/AIDS awareness campaigns
- (c) Foot Path Bridge revamping across Nairobi river
- (d) Entertainment through drama in social functions

◇ Why do you offer these services?

- (a) To get points and win a prize
- (b) I collect garbage to keep environment clean, to avoid diseases
- (c) To enable easy and safe movement of slum dwellers
- (d) To be accepted by the community again after being a misfit for a while
- (e) Others (please specify)

◇ Why were you not offering these services before joining MYSA?

- (a) I had no organized opportunity
- (b) I didn't see its importance
- (c) Others (please specify)

◇ What do you get in return after offering the services?

- (a) School fees
- (b) Appreciation by the slum dwellers
- (c) Improvement in the sense of responsibility

25. How does the community view the services?

- (a) They appreciate
- (b) They don't notice
- (c) They despise those , who offer the services
- (d) Other views (please specify)

26. What difference have you noticed in your community between the times you started offering different services to them to now?

- ◇ In terms of health
- ◇ General pollution (air, noise)
- ◇ Environmental cleanliness

Other (please specify)

27. What changes have you realized in your life since you joined MYSA?

Section C: For Football/ Soccer Team Members Only

1. Why did you choose football/Soccer?

- (a) It is popular
- (b) I like football
- (c) To improve my raw talent
- (d) To be famous and professional like those who joined earlier
- (e) To get some income out of it
- (f) To keep myself physically fit and healthy
- (g) To develop my playing skills
- (h) Other/s (please specify)

2. What is the name of your team?

3. Who chose your team leader?

- (a) Team members
- (b) MYSA official
- (c) He/She Volunteered
- (d) Other (please specify)

- ◇ Is your team leader from Mathare slum? Yes No
- ◇ Has your team leader received leadership training? Yes No
- ◇ If yes, who trained him/her? Or paid for the training?
 - (i) MYSA
 - (ii) Self
 - (iii) I don't know
 - (iv) other/s (please specify).....
- ◇ Is your football coach from a slum or once lived in a slum? Yes No
- ◇ Who pays your coach?
 - (i) MYSA
 - (ii) Team members
 - (iii) Other (please specify)
- ◇ Do you pay MYSA for receiving football/Soccer training? Yes No

4. Has MYSA provided you with training equipment and playing field? Yes No

◇ If yes, is the playing field publicly or privately owned?

5. Do you get some income out of playing football? Yes No

- ◇ If yes, who pays you?
 - (a) MYSA
 - (b) Tournament sponsor/s through MYSA
 - (c) Other/s (please specify)
- ◇ How regular is the payment?

- (a) Monthly []
- (b) Weekly []
- (c) After every match in a tournament []
- (d) After winning a tournament []
- (e) Other/s (please specify).....

Appendix B: Interview Of Key Informant

1. What is your position in the organization?
2. Are you one of the founder members? If yes leave out question 3 and answer-What motivated you to form the association just for youth in slums?
3. How long have you been in the organization?
4. What are your duties and responsibilities in the organization?
5. Where do you live?
6. What was your motivation to join MYSA?
7. Had you worked with youth elsewhere?
8. Do you physically visit and work with the youth in the slums? If yes, averagely how many times in a month?
9. What is your recruitment criterion of youth into teams?
10. How many female football teams are in Mathare? Comprises about how many females!
11. How many male teams are in Mathare? Comprises about how many males!
12. How different is MYSA compared to other NGOS dealing with youth?
13. Briefly outline how youth benefit by belonging to MYSA?
14. You are said to be able to recruit even the delinquents in MYSA teams, how do you approach them to be able to bring them on board?
15. What was the rationale behind having community service by youth in slums? Please briefly explain how the points scheme work?
16. How do the other actors aid your work among youth?
 - ◇ The state -
 - ◇ Churches -
 - ◇ Other NGOs -
 - ◇ Associations -
 - ◇ Other/s (Please specify)
17. In a few words, describe the youth you deal with, then yourself in relation to the youth?
18. Which youth skills do you enhance and how?
19. What are your successes and failures as far as enhancing youth capabilities e.g. skills for their future wellbeing is concerned?
20. What impact has your effort had on slum security, health, youth employment, youth skills and education?
21. What are your outstanding football successes between 1987 and 2008?

Appendix C: Mathare Youth Fairplay Code

1. No Indiscipline

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

2. No Unfair Play

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

3. No Retaliation

I will never retaliate when fouled or abused.

4. No Fouls

I agree to be substituted immediately for fouling or abusing another player or official.

5. No Appeals

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

6. Respect the Coach

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

7. Respect the Captain

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

8. Respect Teammates

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

9. Respect Opponents

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

10. Respect the Officials

I will always obey the decisions of officials. I will stop immediately when required and move quickly into position for restarting the competition.

11. Respect Myself and The Environment

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

Appendix D: Alumni - Working, Studying, Playing Professionally

Table (i): Alumni Working Abroad

Name	Country	Organization	Contact
Moses Mutuli	England	Deloitte and Touche	mutulimos@yahoo.com
Maurice Njoroge	USA	Building with books inc.	-
Patrick B. Kanzika	England	Edmund Nuttall Ltd	busakapatrik@yahoo.com

Table (ii): Alumni Studying Abroad

Name	Institution	Country	Contact
Alex Kimani	Miligan College-Tennessee	USA	kimudu@yahoo.com
Ali Mohammed	Miligan College-Tennessee	USA	hamedali_99@yahoo.com
David Waithaka	Park University-Missouri	USA	waithakadd@yahoo.com
Lilian Mwangi	-	USA	lilian_mwangi@hotmail.com
Maurice Wambua	University of Rio Grande-Ohio	USA	springboks3003@yahoo.com
Robert Oguda	Nazarene University- Oklohama	USA	robertoguda@yahoo.com

Table (iii): Alumni Playing Abroad

Name	Club	Country	Contact
Arnold Origi	Moss FK	Norway	aorigi2002@yahoo.com
Dennis Oliech	Nantes FC	France	-
Macdonald Mariga	Helsingborg	Sweden	-
Simon Mulama	-	Sweden	sspepe80@hotmail.com
Sunday Juma	-	United Arab Emirates	sandemaste88@yahoo.com
Titus Mulama	Vesteras SK	Sweden	tittomu@yahoo.com
George Midenyo	Club Raufoss FK	Norway	-

Appendix E: Teams Achievements In Kenya

(a) Examples In Kenya

Year Achievement

- 1987 First football leagues in Kenya and Africa Organized by youth on self help basis
- 1988 First in Kenya and Africa to organize under 12 boy's football leagues.
- 1994 First in Kenya and Africa to train young footballers on HIV/AIDS prevention
- 1996 First MYSA players joined Kenya National team
- 1997 Kenya women football champions
- 1988 Mathare United won the National Moi Golden Cup
- 1999 MYSA "shootback" photography book launched in London
- 2000 First young girl elected to chair the MYSA Executive Council
- 2003 Started the Mathare United Women's professional team
- 2003 MYSA music, dancing and singing group released first Compact Disc and toured Norway

Appendix F: International Achievements And Awards

(a) International Achievements

Year	Achievement
-------------	--------------------

1988	First organization in the world to link sports with environmental clean-up.
1992	Eco-Youth Games Under 16 Champions in Brazil.

(b) International Awards

Year	Achievement
-------------	--------------------

1992	UNEP Global 500 Award for Environmental innovation and achievement (Rio de Janeiro)
1999	Global Help for Self-Help Prize by Stroome Foundation(Oslo City Hall)
2001	First CAF African Youth Development Award (Johannesburg)
2003	Prince Claus Award for cultural achievement (Amsterdam)

Appendix G: How MYSA Mathare Youth View MYSA

View (Particular)	No. of Respondents
(a) Helping youth to improve their lives	22
(b) Sponsoring sports for youth	15
(c) Value youth skills and talents despite being desperate	15
(d) Enabling youth secure employment through skills enhancement.....	15
(e) Expose youth to the world away from slums	15
(f) Gender sensitive with female football teams and female team leaders..	15
(g) Build youth hope and improve their self esteem	9
(h) Improving the environment of Mathare through garbage collection.....	9
(i) Organizing youth for HIV/AIDS awareness activities.....	9
(j) Improving youth skills in various fields	9
(k) Getting youth off drug abuse, trafficking, prostitution and idling.....	6
(l) Giving youth the opportunity to go to school	6
(m) Providing leadership opportunities to youth.....	6