PERCEPTIONS OF STAKEHOLDERS ON THE CONTRIBUTION OF SELECTED COMMUNITY-BASED SPORT ORGANIZATIONS TO THREE MILLENNIUM DEVELOPMENT GOALS IN KENYA

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THESIS SUBMITTED TO THE DEPARTMENT OF RECREATION MANAGEMENT AND EXERCISE SCIENCE IN FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF DOCTOR OF PHILOSOPHY (RECREATION AND SPORT MANAGEMENT) IN THE SCHOOL OF APPLIED HUMAN SCIENCES OF KENYATTA UNIVERSITY

MARCH, 2017
DECLARATION

This research is my original work and has not been presented for a degree in any other university.

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To God the Father, my immediate family, who are also my friends; G. G, Mike and Vienna, Yvonne and Mum Rachael.
ACKNOWLEDGEMENT

The completion of this doctoral thesis could not have been possible without the support and inspiration of many people. I thank my supervisors, Dr Andanje Mwisukha, Dr Rintaugu Gitonga and Prof Mwangi Wanderi. I am incredibly grateful for all their guidance, enthusiasm and support. I thank Moi University for the partial scholarship.

Special thanks to my research assistants, Juliet and Janet Motah. I am also grateful to Ismael, David, Ndolo and Majale of MYSA for their support in getting information. Sincere gratitudes also to George Wamwea, Waithaka Juma, and Dr Mucheru Mwaura for their assistance, in the area of statistics. I thank my friends, Dr Irene Chesire, Dr Lydia Mucheru and Tabitha Mugo for their encouragement. Mr Antony Bojana deserves gratitude for editing the work.

Special thanks to my immediate family members who are also my friends G.G, Mike and Vienna, Wambui, my sister Isabell and mum Rachael for their encouragement and support. I thank them for always seeing the best of me. I am sincerely indebted for the help I received from scores of many other people who are not mentioned here by their names.

I give glory and honour, to the Almighty God, for granting me the opportunity, resources, wisdom and intellect during the study period.
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<tbody>
<tr>
<td>AIDS</td>
<td>Acquired immunodeficiency syndrome</td>
</tr>
<tr>
<td>APHIA</td>
<td>Aids, Population &amp; Health Integrated Assistance</td>
</tr>
<tr>
<td>A-STEP</td>
<td>Africa Sport Talent Empowerment Programme</td>
</tr>
<tr>
<td>BC</td>
<td>Before Christ</td>
</tr>
<tr>
<td>CBO</td>
<td>Community-Based Organizations</td>
</tr>
<tr>
<td>CBSO</td>
<td>Community-Based Sports Organizations</td>
</tr>
<tr>
<td>CEDAW</td>
<td>Elimination of all forms of discrimination against women</td>
</tr>
<tr>
<td>EARC</td>
<td>East Africa Resource Centre</td>
</tr>
<tr>
<td>FFPF</td>
<td>Football for Peace Foundation</td>
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<td>FGD</td>
<td>Focus groups discussion</td>
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<td>GDP</td>
<td>Gross Domestic Product</td>
</tr>
<tr>
<td>GoK</td>
<td>Government of Kenya</td>
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<tr>
<td>HIV</td>
<td>Human Immuno Deficiency virus</td>
</tr>
<tr>
<td>Ho</td>
<td>Null Hypothesis</td>
</tr>
<tr>
<td>IEA</td>
<td>Institute of Economic Affairs</td>
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<tr>
<td>ILO</td>
<td>International Labour Organization</td>
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<tr>
<td>IOC</td>
<td>International Olympic Committee</td>
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<td>KIHBS</td>
<td>Kenya Integrated Household Budget Survey</td>
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<tr>
<td>KYSA</td>
<td>Kisumu Youth Football Association</td>
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<tr>
<td>LMIC</td>
<td>Low and Middle Income Countries</td>
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<td>MDG</td>
<td>Millennium Development Goals</td>
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<td>MTG</td>
<td>Moving The Goalposts</td>
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<tr>
<td>Acronym</td>
<td>Full Form</td>
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<tr>
<td>MYSA</td>
<td>Mathare Youth Sport Association</td>
</tr>
<tr>
<td>NGO</td>
<td>Non-Governmental Organization</td>
</tr>
<tr>
<td>OCPD</td>
<td>Officer Commanding Police Division</td>
</tr>
<tr>
<td>PAY</td>
<td>Physically Active Youth</td>
</tr>
<tr>
<td>PWD</td>
<td>People With Disabilities</td>
</tr>
<tr>
<td>SDP IWG</td>
<td>Sport, Development and Peace International Working Group</td>
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<tr>
<td>SL</td>
<td>Smart Ladies of Kisumu</td>
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<td>TLPF</td>
<td>TeclaLorupe Peace Foundation</td>
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<td>TYSA</td>
<td>Trans Nzoia Youth Sport Association</td>
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<tr>
<td>UK</td>
<td>United Kingdom</td>
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<tr>
<td>UN</td>
<td>United Nations</td>
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<tr>
<td>UNAIDS</td>
<td>United Nations Acquired Immune Deficiency Syndrome</td>
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<tr>
<td>UNDP</td>
<td>United Nations Development Programme</td>
</tr>
<tr>
<td>UNESCO</td>
<td>United Nations Educational, Scientific and Cultural Organization</td>
</tr>
<tr>
<td>UNHCR</td>
<td>United Nations High Commission for Refugees</td>
</tr>
<tr>
<td>UNICEF</td>
<td>The United Nations Children’s Education fund</td>
</tr>
<tr>
<td>UNODC</td>
<td>United Nations Office of Drugs and Crime</td>
</tr>
<tr>
<td>UNOSDP</td>
<td>United Nations Office of Sport Development and Peace</td>
</tr>
<tr>
<td>USD</td>
<td>United States Dollars</td>
</tr>
<tr>
<td>WHO</td>
<td>World Health Organization</td>
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OPERATIONAL DEFINITIONS OF TERMS

**Athletes/Participants:** This refers to soccer players of MTG and MYSA

**Community-Based Sports Organizations:** Organizations that use sport to enable communities to build on their own strengths and capacities to promote their development through programmes. These include Mathare Youth Sport Association and Moving the Goalposts.

**Community Members:** Teachers of local schools where the children in the sports programme attend, chiefs and sport officers within the environs of CBSOs, and administrators/officials of the CBSOs.

**Demographic Information:** Refers to the respondents’ gender, age, level of education, length of involvement with the CBSO and frequency of participation in the activities of CBSOs.

**Development:** Is the processes through which there is an attempt to improve life chances among the low income earners. This can be done through provision of activities that can facilitate the acquisition of skills that can enable one to get employed, thus reducing poverty. It can also be done through promoting education and partnerships for development within the community.

**Life Skills:** This refers to skills such as leadership, decision making, time management, problem solving, stress management, conflict resolution; drug and abstinence from substance abuse.
Millennium Development Goals: Quantified and time-bound targets set and adopted by the world leaders in 2000 for reducing poverty in poor countries by 2015. For this study they consist of eradication of poverty, promoting universal education and of global partnership for development.

Officials of CBSOs: Refers to administrators who are mainly in the CBSOs’ offices.

Poverty Reduction: Refers to activities leading to acquisition of life and sport skills, that increase employability of the athletes/participants consequently reducing the number of poor people.

Promotion of Education: Refers to activities leading to reduction of the number of school dropouts, increased enrolment in schools, building of more facilities to enhance learning, improved transition from primary to secondary, provision of alternative education for those unable to attend school, and supporting children with disability to enable them to attend school.

Promotion of Partnerships: Refers to attracting local and international partners to support programme and activities of the CBSOs through funding, advocacy and spreading messages about CBSO’s activities.

Sport Skills: These are playing, coaching, refereeing, team management and leadership.

Stakeholders: Refers to participants/athletes, community; officials/administrators of the CBSOs, chiefs, headteachers (of the schools which participants attend) and sport officers (who are within the CBSOs area of operations).
ABSTRACT

The purpose of this study was to examine the perceptions of stakeholders on the contribution of two purposively selected Community-Based Sport Organizations towards the realization of three Millennium Development Goals in Kenya. The specific objectives of the study were; to determine the perceptions of stakeholders on the contribution of these selected Community-Based Sport Organizations in Kenya towards eradication of poverty, promoting education and development of global partnerships in development. Descriptive survey research design was adopted. Purposive sampling was adapted to select the two CBSOs then stratified sampling to select the athletes/participants and convenience sampling to select the community members. Research instruments included a self-administered questionnaire and document analysis. Questionnaires were administered to 143 participants of Mathare Youth Sports Association (MYSA), 69 of Moving The Goalposts (MTG), 58 officials of MYSA, 22 of MTG. Data were coded and organized for analysis using the Statistical Package for Social Sciences (SPSS) version17.0. Data were organized and described using frequencies, percentages, means and standard deviations. Independent t-test was conducted to find out whether the means for male and female respondents were significantly different in their ratings to the contribution of CBSOs towards poverty reduction, promotion of education and Development of partnerships. There was no significant differences between the ratings of the respondents of the contribution of CBSOs towards poverty reduction based on gender (t = 0.802, df = 259, p = 0.423). Analysis of variance (ANOVA) was computed on age categories, level of education, duration and frequency of involvement and poverty reduction, promotion of education and development of partnerships to establish if the means were statistically different. There were no significant differences between the ratings of the respondents on the contribution of CBSOs towards poverty reduction based on age (F 8.252 = .967, p= .463), level of education (F 1.164 = .124, p= .267), duration of involvement (F7,632=.378, p=.730) and frequency of involvement in the activities of CBSOs (F 5.254 = .860,P=.509). There were no significant differences between the ratings on the contribution of CBSO towards promotion of education based on gender (t= .122, df= 262, p= .307), level of education, (F= 5.254, = .860, P=.509), age (F= 1.788, (8,255 P= 0.80), duration of involvement (F 3.262 = 1.678, P=.172,) and frequency of involvement (F5, 254 = .860, P=.509). There were no significant differences on the ratings of the contribution of CBSOs towards the promotion of partnerships for development based on gender (t=-1.58, df=260, p=1.33), age ((F 1.527, = 8.243, P= .148.), level of education (F 1.165 =0.45, P=0.832), duration of involvement (F 1.860, =3.260, P= 0.137) and frequency of involvement (F34, 226 = 0.93 p >0.58). Perceptions of stakeholders were that Community-based sport organizations contributed to poverty reduction, promotion of education and development of partnerships for development. Study recommends that CBSOs should give more skills that can help the youth become employable. Education should be improved through increased enrolment, reduction of dropouts and increased transition to higher levels. More local and international partnerships should be encouraged.
CHAPTER ONE : INTRODUCTION

1.1 Background to the Study

Participation in sport and physical activity has been recognized as important for health and social-economic development (Leonard, 1998; Katzmarzyk, Gledhill & Shepard, 2000; World Health Organization, 2002; Mwisukha, Njororai & Onywera, 2003; Nauright, 2004; Warburton, Nicol and Bredin, 2006). Sport and physical activity are important in promoting cardio-vascular fitness and maintaining bone and muscle strength (Zakus, Njelesan & Darnell, 2007). They also contribute to social and emotional wellbeing as participants develop a feeling of belonging, pride and achievement upon performing well (Donelly, Darnell & Coakley, 2007).

According to Jarvie and Maguire (1994), sport is said to form an integral part of social life in all communities and is linked to societal cohesion and integration. In recent years, sport is increasingly being noticed for its role in peace and development with governments, non-governmental organizations, community-based organizations (CBO) and intergovernmental organizations having established sports related programme mes for peace and development (UN, 2003). Sport for development and peace indicates the use of sport to enhance a variety of outcomes that go outside the sport domain. It is about using sport to achieve development in the developing countries and disadvantaged communities in developed countries (SDPIWG, 2008). The United Nations acknowledges that Sport can be used to foster development.

In 2003, the United Nations General Assembly adopted resolution 58/5, stating that sport could as well be used as a means to promote education, health, development and peace (UN, 2003). Governments, member states, specialized agencies, and sport-related institutions that work together, were invited by the UN to promote a culture of peace, gender equality and to advocate dialogue and harmony, present opportunities for
solidarity and cooperation through sport and physical education. At the same time, the UN recognized the power of sport to contribute to human development and proclaimed the year 2005 as the International Year of Sport and Physical Education (SDP IWG, 2008).

The proclamation of year 2005 as the International Year of Sport and Physical Education by the UN raised global attention towards the use of sport in peace building and gave it recognition by international community (IYSPE, 2005). Organisations worldwide officially registered with International Platform on Sport for Development by year 2011 (Hartmann et al 2011). Sport and development movement around the world is associated with use of sport for social interventions such as crime prevention and risk reduction (Coalter, 2010; Guest, 2009; Kidd, 2008; Levermore, 2008). Consequently, substantial resourcing and innovative schemes and initiatives flooded development work in third world economies (Burnett, 2010). Billions of foreign currencies were invested in community-based sport initiatives worldwide by most first world governments and global corporations (Nike CR Report, 2008).

Sport and play were also accepted as an end and means to international development programmes/movements such as the Millennium Development Goals (Van Eekeren, 2006). The eight Millennium Development Goals are eradication of extreme poverty and hunger, achievement of universal primary education, promotion of gender equality and empowerment of women, reduction of child mortality, improvement of maternal health, combating HIV and AIDS, malaria, and other diseases, ensuring environmental sustainability and developing global partnership for development (UNOSDP, 2010). These have been used by some community-based organizations to advance development
agenda within their communities in Kenya. This study looked at three of these goals namely; eradication of extreme poverty and hunger through poverty reduction, achievement of universal primary education through promotion of education and developing global partnership for development.

Sport has the potential to foster social change including tackling deep-seated issues such as poverty and inequality (Sanders, 2016). Sport can be an effective stimulus for economic development, especially at the local level. It offers opportunities for paid employment as coaches, players or those working in advertising and promotion (Nauright, 2004). Individually, each of the various sectors of the sports economy can create activity, jobs and wealth. When these are combined into a single strategy, it is possible to achieve additional economic gains because of the synergies that result (UN, 2003). The use of sport to assist economic development and poverty reduction falls in the wider strategic thinking within development. It is expressed through macro programmes run by the state or international financial institutions such as the World Bank and International Monetary Fund (IMF). Such and successful cases are in Mozambique, Zambia and Belarus. Economic empowerment is done through capacity building of employment and entrepreneurship (Levermore, 2008).

The UN (2003) report on development and peace, proposed that a common framework on sport for development and peace be established at the national level which should bring many actors to create strategic partnerships that would aid programme implementation and assist in planning at a country’s level. The stakeholders include sport organizations (of the sport to be used), sport associations, local and international NGOs and the private
sector. Sport provides a natural partnership for the United Nations system and therefore should be utilized in the formation of global partnerships for Development.

Purdue et al., (2000) and Taylor (2003) describe a community as a place where unity, participation and rationality exist and also as a system of social relations characterised by support and emotional unions amongst its members. Communities can either be geographical or interest. A population of a particular geographical area or regional community is referred to as a geographical community. An interest community does not need physical nearness, it is made up of people who have something in common and can also be referred to as a functional community (Anderson, 1983; Ingham & McDonald, 2003; Willmott, 1988). On the other hand community development has also been associated with views of “social transformation and community regeneration”, this is the development of citizenship through sport-based volunteering (Eley & Kirk, 2002), multi-stakeholder involvement and networking (Misener & Mason, 2006).

Cairns et al. (2006,) define community-based organizations as settlements, social actions centres, multi-purpose community centres, community associations, development trusts, tenants and residents’ associations, village halls and community farms / gardens, which are works at the local and neighbourhood level. According to the National Community – Based Organization Council of Kenya (NCBO) Community-based Organizations (CBOs) are development units that are wealth-creation engines that propel rural and urban slum communities to achieve sustainable socio-economic development and poverty reduction.
mechanisms in line with Millennium Development Goals (Council of Community – Based Organizations. 2010).

In Kenya, Community-Based Organizations (CBOs) fall under the umbrella of National Council of Community-Based Organizations, a body that oversees the development of standards and their administrative capacity. Community-based sport organizations mobilize, organize and enhance the capacities of the youth to engage in sport and participate in addressing key development issues in Kenya. There are several community-based sports organizations in Kenya, and the main ones include Africa Sports Talent Empowerment Programme A-Step in Eldoret whose objective is talent, community and environmental development through sport; Trans Nzoia Youth Sport Association (TYSA), whose objectives are to eliminate gender disparity, promote education and training and capacity building. The others are Smart Ladies of Kisumu (SL), whose objective is to empower girls on reproductive issues through sport and recreation; Moving the Goalposts (MTG) Kilifi which also aims at empowering girls through sport; Alive and Kicking, Kisumu Youth Football Association (KYSA), Mathare Youth Sport Association (MYSA); and TeclaLorupe Peace Foundation which aims at engaging the reformed warriors in constructive livelihood-production activities by engaging them in sport and peace building activities (Seed of Peace Africa, 2010).

Community-Based Sport Organizations (CBSOs) organize and enhance the capacities of the youth using sport as an attraction and participate in addressing key development issues in their communities. Mathare Youth Sport association and moving the Goalposts are two of such Community-Based Sport Organizations (CBSO’s). Mathare Youth Sports Association (MYSA) is in the Kenya’s Capital in a slum known as Mathare. Like other
slums in other parts of the world, Kenya slums are a product of urbanization as large numbers of people migrated to seek employment in large cities where there are more economic activities in industries and service providers in the cities (Mitlin & Satterthwaite, 2004). The majority of residents are either unemployed or self-employed in the informal sector. Sommers (2010) in the study of urban youth in Africa observed that the youth in general make up the highest populations in slums.

Moving the Goalposts (MTG) is located in Kilifi. Girls and women in Kilifi county, Kenya are among some of the world’s poorest and most disadvantaged people (Mtg 2014). They are poor because of many factors such as low retention in school, early and unwanted pregnancies and vulnerability to HIV AND AIDS (mtgk.org Dec 2014). Moving the Goalposts Kilifi (MTG) utilizes local and youth-centred methods to tackle these issues while also making sure that girls are involved as leaders and decision-makers. Further to enhance essential life skills, confidence, leadership, self-esteem of the poor young women football is used to attract them to the programme. Football is also used to reach many girls with information on reproductive health, human rights and economic empowerment initiatives (mtgk.org Dec 2014). These two programmes form part of the sport for development initiatives.

It is evident from the foregoing that many CBOs are using sport for development in Kenya though their goals may vary slightly. The Kenya National Development Plan 2002-2008 recognizes the importance of Recreation and Sports as agents of development (GoK, 2002b). The Sport policy (2005) also acknowledges that sport industry is important in national development as it is important in generating employment and creating wealth. Despite its recognition in policy documents and significant contribution
to the development of Kenya, the benefits of sport are yet to be exhaustively quantified (Tirop, 1999). Kenya Sport policy like in many other countries developed and underdeveloped is skewed towards elite and competitive sport (Sanders, 2016). It is against this background that this study sought to assess the contribution of Community-Based Sport Organizations (CBSOs) towards the attainment of the Millennium Development Goals.

The selected Millennium Development Goals that were addressed are those that relate to the activities of the main Community-Based Sports Organizations in Kenya. These are eradication of poverty and hunger, promotion of education and development of global partnership for development. The study specifically focused on the contribution of Moving the Goalposts (MTG) and Mathare Youth Sport Association (MYSA) in the eradication of poverty and hunger, promotion of education and development of global partnership for development. Moving the Goalposts is a Community- Based Sport Organization based in Kilifi County which uses football to break the cycle of poverty among the girls by equipping them with sport and life skills which improves their chances of employment. It does this through programmes that are used to empower girls through increased literacy rates, increased levels of self-esteem, training in youth leadership, reproductive health rights and economic empowerment (MTGK, 2008).

Moving The Goalposts (MTG) was started in 2001 and has a membership of 3,000 players. Mathare Youth Sport Association (MYSA) is a community based sport organization that uses football to achieve development in the slums of Nairobi. It was started in 1987 and has a membership of 25,000 (MTG Strategic Plan, 2010). Girls and boys play together in the under-10 leagues which consist of 7-a- side teams, as do the
under-12. In the under-10 "toto" league the main aim is for the boys and girls to have fun together and so there are no rules and it has no competitive standings. Most teams, for both boys and girls divisions, are in the under-12 and under-14 categories. For the older age groups, there is a drastic reduction of teams with only 26 boys teams and 2 girls teams in the category of under-18. At this level attention is paid to rules and strategy in the older groups, in order to allow the youth to gain valuable experience as coaches and referees, activities that MYSA identifies as falling within its leadership training programmes (Willis, 2000).

1.2 Statement of the Problem

The Kenya Vision 2030s economic pillar aims to maintain a sustained economic growth of 10%. This is to be achieved partly through employment creation among the youth and consequently poverty reduction. Further, in its social pillar, the vision aspires to have a just and cohesive society which can be achieved through the use of sports (GoK, 2007). Persistent high levels of poverty, regional disparities, limited access to basic services, inequality and unemployment, with youth, women and other vulnerable groups suffering from these is an indication that Kenya’s rapid economic growth over the last decade has not been quite inclusive (UNDP, 2013).

East Africa Resource Centre (EARC, 2013) report indicated that about two-thirds of Kenya’s population is of working age and 12.7% of them are unemployed. Kenyans of between 15 and 34 years of age are unemployed and they account for 80% of the population. Twenty-years old who make 35% have the highest unemployment rate (EARC, 2013). While high unemployment among the youth remains a challenge for the country, skills development has the potential to enhance employability of the Kenyan
workforce, especially of the youth and women. To increase the chances of finding employment and raising the level of income, knowledge, life skills, health and physical abilities can be enhanced through suitable sport experiences and make them more optimistic and willing to volunteer in the community (www.un.org/sport).

Sport for development programmes are community-based and driven to some extent, with soccer and life skills being their main activities (Spaaij, 2002). Sport for development programmes have been said to promote positive social change by nurturing collective social responsibility, boosting self-concept and self-efficacy, and by building harmony through cooperation, cohesiveness, respect and awareness (Henricks, 2006; Kauffman & Wolff, 2010). These significant expansions of sport for development programmes have been accompanied by an equally substantial growth in related literature for sport and development (Coalter 2007; Kidd, 2008; Maro, 2008; Levermore & Beacom, 2009).

Sports organizations and policy-makers often imply that sport for development is an extremely effective and constructive tool to assist development (Levermore, 2008). Yet according to Leevermore (2008), there is a need for more research in the field as the existing literature concerning sport for development is mainly practitioner-led. The practitioner-led research mainly evaluates the programmes based on the objectives for setting them up. The research gap that this study sought to fill was examining the contribution of selected Community-Based Sports Organizations towards the Achievement of three millennium development Goals in Kenya. The examination was not based on the objectives of setting up the CBSOs as is done by the practitioners. The opinions of the main stakeholders who included the athletes/participants, programme
administrators, head teachers of the schools the athletes attended, chiefs and the sport officers within the area where the CBSOs were located were sought. In this study, poverty will be conceptualized according to the following characteristics, having low skills, low literacy level, low self-esteem, limited access to employment and low paid self-employment. Low education in the communities is characterized by high school dropouts, low school enrolment and poor infrastructure.

Community-Based Sport Organizations (CBSOs) can contribute to poverty reduction through provision of skills to the athletes/participants that can enable them get employment. They can also contribute to the promotion of education through encouraging the athletes/participants to go to school, improving education through building of facilities that enhance learning and providing alternative education for those who are in the programme but are out of school. They can also promote partnerships through attracting local and international partners to the activities of their CBSOs.

Specifically, the study sought to examine perceptions of stakeholders on the contribution of Mathare Youth Sport Association (MYS) and Moving The Goalposts (MTG) towards the achievement of three MDGs in Kenya. These are MDG 1 on eradication of extreme poverty, MDG 2 on promotion of universal education and MDG 3 on promotion of global partnerships for development. The purpose of the study was to examine the perceptions of stakeholders on the contribution of selected Community-Based Sport Organizations towards the achievement of three millennium Development goals in Kenya.
1.3 Purpose of the Study

The purpose of this study was to determine the perceptions of stakeholders on the contribution of Mathare Youth Sport Association (MYSA) and Moving the Goalposts (MTG) which are Community-Based Sports Organizations (CBSOs) towards poverty reduction, promotion of education and promotion of global partnerships for development.

1.4 Objectives of the study

The following objectives guided the study

To:

i. Determine the demographics profiles of the stakeholders.

ii. Establish the stakeholders’ perceptions on the contribution of CBSOs towards poverty reduction.

iii. Determine the stakeholders’ perceptions on the contribution of CBSOs towards promotion of education.

iv. Establish the stakeholders’ perceptions on the contribution of CBSOs towards promotion of partnerships for development.

1.5 Hypotheses

The following null hypotheses were tested:

Ho1: The stakeholders perceptions on the contribution of the CBSOs towards poverty reduction would not differ significantly based on their:

   a. Gender
b. Age

c. Level of education

d. Duration of involvement

e. Frequency of involvement

H02: The stakeholders’ perceptions on the contribution of the CBSOs towards promotion of education would not differ significantly based on their:

a. Gender

b. Age

c. Level of education

d. Duration of involvement

e. Frequency of involvement

H03: The stakeholders’ perceptions on the contribution of the CBSOs towards promotion of partnerships for development would not differ significantly based on their:

a. Gender

b. Age

c. Level of education

d. Duration of involvement

e. Frequency of involvement

1.6 Significance of the Study

The study on the stakeholders’ perceptions on the contribution of community based sport organizations contributions to three millennium development goals in Kenya is of
significance to the domain of sport for development as it has added to the knowledge that currently exists in that field. It is useful to the sports practitioners who are interested in evidence-based research on the contribution of community-based sport programmes on the achievement of MDGs. Through the findings of this study, policy-makers gain insights into the important role that Community-Based Sport Organization (CBSO) plays in promoting development and consequently support the systematic integration and mainstreaming of sport for development in development plans and government policies. The research findings are expected to aid policy-makers and implementers to promote the principle of “sport for all” and develop inclusive sport and physical educational policies. Additionally, the study provides quantitative data for monitoring the contribution of sports to the achievement of millennium development goals. The study contributes to literature in the area of Community-Based Sport Organizations and Millennium Development Goals and baseline data for subsequent studies on the role of Community-Based Sport Organizations in development.

1.7 Limitations of the Study

The study was considered in the light of some limitations as follows: Language was a barrier to some respondents in Kilifi considering that most people in this area use Kiswahili and that their literacy level is low. This was overcome through use of trained research assistants from that area who understood the local language well. The questionnaire had to be translated to Kiswahili for some respondents. This was not difficult because a lot of research was on going in the area and in most cases the questionnaires were translated to Kiswahili. Girls who work with the research teams and have been trained were the ones who were picked as research assistants. The other
limitation was that the CBSOs officials of one organization were reluctant and suspicious for fear that the information could be used maliciously against them. This was overcome by producing the research permit from National Commission for Science, Technology and Innovation which showed that the data were for academic purpose.

1.8 Delimitations of the Study

This study was delimited to two community-based sports organizations (CBSOs), namely; Mathare Youth Sport Association (MYSA) and Moving The Goalposts (MTG). The two were selected because they were well-structured and were some of the largest and therefore, it was deemed that they were likely to have the information that was required for the study. Second, the study only focused on only three millennium development goals, namely; eradication of poverty, promotion of universal education and development of global partnership for development.

1.9 Assumptions of the Study

The assumptions of the study were that young people from disadvantaged communities are deficient and in need of personal development. The second assumption was that the CBSOs are cognizant of the Millennium Development Goals and have inclinations towards achieving them. The other assumption was that the CBSOs have well-organized, documented activities and data.

1.10 Theoretical and Conceptual Framework

1.10.1 Theoretical Framework

The theoretical framework adopted for this study is the functionalists’ theory of organizations developed by Durkheim which posits that society is an organized system.
Functionalists view society as a system of interconnected parts which work in harmony to maintain a state of balance and social equilibrium for the whole (Mooney, Knox & Schacht, 2007). They emphasize the interconnectedness of society by focusing on how each part influences the other parts. They describe the elements of the society as functional or dysfunctional, where functional contribute to the social stability and dysfunctional disrupt the social stability. They acknowledge that some parts of the society can be both functional and dysfunctional. To them if something exists in society, it must have a purpose for existing and hence it must serve some kind of function.

According to Coakley 2004, the main assumption of the functionalist theory is that the reason of the existence of social institutions is to serve to the maintenance of social cohesion. Society is perceived as a kind of organization which is made up of several social institutions which are interrelated, whose functions are to contribute to social integration/cohesion. Social cohesion is achieved by teaching social values to individuals in the socialization process. The theory assumes that shared values and agreement are the basis for social order.

Sports are studied in terms of their contributions to the system. In action, it promotes the development and growth of organized sports, increases participation opportunities to foster individual development (building character through sport) and increases the supervision and control of athletes it mandates coaching education programmes and highlights success in elite programmes (Coakley, 2004).

Functionalist theory helps in understanding how other people think about sports in society, even though it does not help to identify the social issues and controversies
connected with sports in communities and in the sport organizations which work with coaches and administrators. The theory further postulates that sport participation has positive outcomes for individuals and society (Coakley, 2001). As reiterated in this study the functionalists’ theory holds that sports participation will influence individual and community development.

This study sought to interrogate the contribution of sport towards individual and community development through poverty reduction, promotion of education and partnerships for development. Poverty reduction is done through equipping the youth with sport skills which include playing, coaching, officiating and making of sports goods. These skills make the youth employable. The youth are also equipped with life skills such as leadership, problem-solving, decision-making, sex education, first aid, conflict resolution, drug and substance abuse and stress management. These skills are transferrable and they increase the employability of the youth leading to poverty reduction in the community. Community-Based Sport Organizations (CBSOs) also promote education in the community.

Promotion of education in the community is done through having increased enrolment and retention in the school thus reducing the number of dropouts, through the activities of Community-Based Sport Organization. CBSOs also provide alternative education for those who cannot attend school. This education is in the form of peer counselling, photography, mentoring/teaching, drama, catering, acrobatics music arts and general vocational training. The children with disabilities are helped to access education by eroding stigma which could prevent them from attending school. This is done through involving them in sport and other activities. Through CBSOs, libraries and resource
centres are built within the community which aid in the promotion of education. Community-based sport organizations also promote partnerships for development.

Partnerships are promoted through increasing networking. The national government, international partners, and civil society are all joined to address the community development. Development partners are called to work together for better opportunities and to ensure that the community benefits through the activities of the community based-organization. Local football federation is also involved in the development effort. Partners help in spreading the messages of the CBSOs and in funding the activities.

Furthermore, it is important to note that it is not sport alone which achieves these outcomes. In this framework, the expected outcomes are poverty reduction, promotion of universal education through acquisition of transferrable skills which increase employability and promotion of global partnership for development. The core concepts of the model are illustrated in Figure 1.1.
Figure 1.1: Stakeholders demographics and poverty reduction, promotion of education and partnerships indicators for achievement of Millennium Development Goals

Source (Adapted from Coalter, 2007)
CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

This chapter discusses the literature related to the contribution of community-based sport organization towards the achievements of millennium development goals in Kenya. It focuses on; sport and millennium development goals, sport and poverty reduction, sport and education, sport and global partnerships.

2.1 Sport and Millennium Development Goals

Sport means different things to different people. To scholars in social history and sociology, sport is seen as a social and cultural construction in the globalized era and can contribute to replicate the society in which it is situated (Malcolm, 2003). Sport participation can result in improved self-esteem, self-efficacy and perceived competence (Fox, 2000). Further, sport is viewed as a vehicle that can be used to achieve a range of social-economic and political objectives (Levermore & Beacom, 2009).

Sport for development is a concept that also means different things to different people. According to Hartmann and Kwauk (2011), the challenges for understanding the sport for development field is due to the ambiguity and multiplicity around the conception of the term development. Development also means different things to different people and according to the field they belong to. McMichael (2004), defines development as the progress of humankind or as practical as the social engineering of emerging nations. At an individual level, development is conceptualized and applied as normative conceptions of socialization and growth through different life stages or milestones toward
a more desirable form. This individualist orientation is often discussed within the debate of human capabilities and freedoms as well as within the politics of citizenship and identity (Foster, 2006; Sharma, 2008). Development within the economic growth models of earlier generations of international policy-makers can be both a universal (economic) blueprint of social change and a neo-liberal “method of rule” (McMichael, 2004: 31). In her study on scoring for social change, Wamucii (2007) discusses how youth in Mathare slum in Kenya have navigated various constraints posed by living in the slum habitat by use of innovative approach to development that combines sports and other issues such as environmental work, HIV and AIDS awareness and education. The study observed that participation of girls in playing football in MYSA had challenged norms that associated playing football with boys.

Brady and Khan (2002) in their study on gender, equity sport and development, noted that there has been a paradigm shift in the discourse on women and sport. There is a shift that goes beyond just including women in sport to having gender equity as an objective in sport for development initiatives. This means that groups with special needs must be understood within a cultural context and their needs must be taken into account. They observed that MYSA in Kenya is such an example where for girls to be integrated into the programme special measures had to be carried out, which included having discussions with the parents and communities, to adjusting their time schedules to be able to accommodate their domestic responsibilities to ensuring their mobility.
Hartmann and Kwauk (2011), distinguish two different approaches to sport and development, a dominant view where established social relations are reproduced through sport and an interventionist approach, where fundamental change and transformation in social life are contributed through sport. The sport and development movement build upon and is connected with efforts to use sport for purposes of social interventions such as crime prevention, and risk reduction (Coalter, 2010; Guest, 2009; Kidd, 2008; Levermore, 2008). There are three broad overlapping approaches of sport for development suggested by Kidd, (2008), these are; the traditional sport development in which the provision of basic sports coaching, equipment and infrastructure are the central concern. Next approach is the humanitarian assistance in which fund-raising in sport is used to provide forms of aid assistance, especially for refugees. The third approach is the sport for development and peace movement which covers a wide variety of organizations and loose coalitions.

Coalter (2007), on the other hand suggests another approach to classification which assumes that sport has developmental properties for participants based on the emphasis given to sport to achieve certain objectives. This is the traditional forms of provision for sport. The other classification is sport plus, here sports are modified and used along other programmes in order to utilize their potential to achieve developmental objectives. Then there is plus sport, where young people are attracted to programmes of education and training through sports whereas development of sport is not the main aim.
In view of this, sport has been used as a means of achieving the Millennium Development Goals (Lindsey & Banda, 2010). This echoes the United Nations explanations and justification for the emerging emphasis. Sport is believed to hold the potential to address the Millennium Development Goals. The Millennium Development Goals (MDGs) were established by the international community at the United Nations (UN) millennium summit in September 2000 with a view to focusing the world attention and resources on the eradication of global poverty. The MDGs comprise ambitious global targets set for 2015 and include: halving extreme poverty and hunger; achieving universal primary education; promoting gender equality, reducing under-five years mortality rate by two-thirds; reducing maternal mortality by three quarters; reversing the spread of HIV and AIDS and other epidemiological diseases such as, malaria and tuberculosis (TB). They also include ensuring environmental sustainability and developing a global partnership for development, with targets for aid, trade and debt relief (UN, 2000).

In July 2002, the Secretary-General to the United Nations convened an Inter-Agency Task Force to review activities that involve sport within the United Nations system (UN, 2003). The mandate of the taskforce was to encourage sport in development and peace activities, at the community level, and to solicit greater support for such activities among governments and sport-related organizations. The taskforce was to enlist the existing sport-for-development programmes while identifying instructive examples and encourage the United Nations system to incorporate sport into its activities and work towards achieving the Millennium Development Goals (MDGs) (UN, 2002).
These agencies included International Labour Organization (ILO), United Nations Educational, Scientific and Cultural Organization (UNESCO), World Health Organization (WHO), United Nations Development Programme (UNDP), United Nations Environmental Programme (UNEP), United Nations High Commission for Refugees (UNHCR), The United Nations Children’s Education (UNICEF), United Nations Office of Drugs and Crime (UNODC) and United Nations Acquired Immune Deficiency Syndrome (UNAIDS) (UN, 2003). The United Nations stated that Sport could contribute to eradication of extreme poverty and hunger though creation of opportunities for employment, and provision of life skills that are essential for a productive life in society. Kofi Annan (UN Secretary general from 1997 to 2006) has also been quoted as saying that sport can improve the lives of communities by tackling obstacles to development (such as conflict, disease and poverty) and contribute to ensuring the successful completion of the MDGs (Levermore & Beacom, 2009).

Willis (2000) in his study on sport and development examined the role of youth in development and opined that despite the fact that youth play a part in development not all decisions are made by the youth. Community service and executive councils which are decision-making organs are dominated by the more mature members. The study also examined the ability of sport to challenge stereotypes and observed that in an aggressively masculine culture such as Mathare, for girls to play a role in a soccer promoting organization was a real achievement. On the relationship between sport and development, the study argued that indeed sport can provide a valuable point of entry for
development but cautions that too much should not be expected from the functionalist’s perspectives on the role of sport in the society.

Further, Coalter (2006) argues that while the international community markets sport as an effective tool for development, not a lot has been done to conceptualize, organize and structure the whole field of sport and development. Hartmann and Kwark (2011) argue that the many practices and implementation strategies that have emerged do not seem to be consistent nor compatible yet there is little research on which programmes work and which ones do not work. Furthermore, there are claims that the policy documents produced by Northern sport for development organizations also do not have adequate evidence to sustain the claims that the use of sport as a tool for development leads to success (Coalter, 2006; Schwery, 2003). These documents also discuss the need to have a stronger understanding of the impact of field programmes. UNICEF (2005) has also called for proof beyond what is mostly subjective evidence to monitor and evaluate the impact of sport in development programmes. The UN appealed for augmentation of social-scientific research, information and knowledge on the benefits of sport and physical education as tools to promoting education, health, development and peace.

Levermore (2011) reported in the progress report “Evaluating sport for development: approaches and critical issues that 500 people and institutions work on sport-for-development in Zambia alone (Sport in Action, undated). The report also noted that a number of organizations and events have been established that showcase perceived success of sport-for-development initiatives. Examples include the Tony Blair-sponsored
‘Beyond Sport’, Laureus (a sport for good annual award), Score 4 Africa (awards for best foundation and good environmental practices).

Levermore (2011) sought to establish whether indeed the sport for development programmes have been evaluated and the type of evaluation that was used. The findings were that there was a significant level of independent evaluation which was largely underpinned by a logical framework approach even if participatory methods were also used. These approaches have been criticized by participatory/critical viewpoints for their top down and quantitative focus.

Coalter (2009:62) contributing to the debate about the methods of evaluation says that the complex nature of sport-for-development raises ‘substantial questions about traditional, outcome-oriented, approaches to monitoring and evaluation’; therefore, ‘monitoring and evaluation needs to move beyond simple definitions of “outcomes” and accountability and from summative to formative approaches’. Coalter (2009:65) highlighted that traditional approaches are hindered by being resource intensive as well as ‘lack of research expertise, the absence of robust base-line data, issues of language, literacy and meaning, the relatively chaotic lives and irregular attendance of many participants’. There is also a warning that there is too much pressure for ‘easy empirical generalization’ to be made in order to justify that sport can be applied unilaterally for development, without really taking into account many other factors.
This debate calls for more interrogation on the role of sport and its contribution towards the achievement of the Millennium Development Goals. This study sought to make a contribution to that debate while focusing on the contribution of three of these goals, namely, poverty reduction, promotion of education and promotion of partnerships for development.

2.2 Sport and Poverty Reduction

The World Bank Youth Report (2007) indicates that in Sub-Saharan Africa, which is urbanizing faster than other continents, the youth are the fastest growing labourforce in the world. Yet a large number of them are unemployed and hence marginalized from the social-economic and political development of their countries. As a result of their marginalization, the youth have tended to migrate to urban centres as one way in which they attempt to access better education, employment and housing and in other ways try to better their life chances.

Poverty is multi-dimensional and it manifests itself at all levels of human existence. Vulnerable populations such as women and children are exposed through poverty to interlocking factors that deny them relative access to available resources (Narayan, Schafft, Rademacher & Koch-Shulle, 2000). Poverty thus is revealed in distinguished lack of income and assets at the individual and community level (Kane-Berman, 2007). The poor mostly have low skills and literacy levels, and are often denied access to stable employment and turn to low-paid self-employment (Dimantet, Lebone & Macfarlane, 2007).

In her study, Chepkemei (2011) describes urban poverty as the inability of the slums to get proper sanitation, lack of proper housing and overcrowding, insufficient water for
domestic use, none or few public institutions such as schools, health facilities, unemployment, crime ridden lack of security that makes youth vulnerable. Thin (2004) identifies three approaches to poverty reduction, namely: poverty alleviation, poverty reduction and poverty prevention. Poverty reduction refers to reducing the number of poor people, while poverty alleviation is alleviating symptoms of poverty or reducing the severity of poverty. Poverty prevention is enabling people to avoid falling into poverty by reducing their vulnerability. A major proportion of those living in poverty across the world are young people. According to (UN Department of Economic and Social Affairs, [UN-DESA], 2005) almost 209 million live on less than US$ 1 a day, 515 million live on less than US$ 2 a day.

Disability is both a cause and a consequence of poverty (SDPIWG, 2008). UNESCO reports that 98% of children with disabilities living in developing countries do not receive an education. Youth with disabilities face dual disadvantages as individuals with disabilities are more likely to live in poverty, including in developed countries such as the United States (US Census Bureau, 2008).

Furthermore households with members with disabilities generally have lower incomes than other households and are at a significantly higher risk of living below the poverty line (Loeb & Eide, 2004; Hoogevean, 2005). Youth with disabilities have limited opportunities for employment because they do not receive skills and qualifications to enable them to function in the wider society. Moreover unemployment rates for people with disabilities are higher than for people without disabilities in every society. Mc
Carthy (2007) contends that correlation between poverty and disability has direct implications for the capacity of developing nations to achieve the Millennium Development Goals. Poverty therefore, cannot be addressed without confronting both the causes of disability and the social-economic exclusion of persons with disabilities. Participation in sport by persons with disabilities helps to promote their self-confidence consequently making them be integrated in the community, get access to acquiring skills that can make them be employable.

Sport has a potential for the integration, improved self-confidence and self-perception of young people with physical disabilities (Taub and Greer, 2000; Groff and Kleiber, 2001; Kristen et al, 2003). It does this in two ways, by changing what communities think and feel about persons with disabilities and by changing what people with disabilities think and feel of themselves. Acquisition of skills and accomplishments through sport helps in building self-confidence needed by persons with disabilities helps to take on other life challenges such as pursuing education and employment (Fukuchi, 2007).

UNOSDP acknowledged that knowledge, life skills, health and physical abilities can be developed through appropriate sport experiences which benefit participants by improving their chances of employment and raising their level of income (www.un.org/sport). They also noted that two sets of skills can be gained through sport, namely; ‘Core’ skills and soft skills. Core skills are directly associated with coaching while sport management skills are referred to sport skills. ‘Soft’ skills are skills which are learnt through sport e.g. cooperation, leadership, respect for others, knowing how to win and lose these are refereed as the life skills.
In Kenya, the Sport policy acknowledges that sport programmes and sport equipment production provide jobs and skills development (GoK, 2002b). Sport too can help prevent diseases that impede people from working and imposing healthcare costs on individuals and communities. Participation in sport can help increase self-esteem, self-confidence, leadership and social skills which may lead to increased employability (Ashoka, 2010). In addition, sport activities provide direct job opportunities for players, coaches, administrators and other professionals.

In a four-year impact study by Coalter (2007) to test the hypothesis that sport contributes to personal development and wellbeing of disadvantaged children and young people. Sport was the main activity, but there were other activities such as youth work, drama and vocational training. Sport was used to encourage personal development, to disseminate messages and where necessary to challenge attitudes around issues such as gender and HIV and AIDS. Personal development was measured as changes in participants’ self-esteem and self-efficacy. It was assumed that through development of skills and sporting experiences an individual’s sense of self-esteem would change.

The finding of the study was that majority of participants were found to be within normal range of self-esteem and self-efficacy. Scores of other young people with low self-esteem at the beginning of the programme increased most significantly by the end of the programme. There were also cases of others who had high self-esteem at the beginning of the programme, but which was lowered after taking part in the activities. One respondent whose self-esteem had gone down dramatically had been isolated and criticized within the group, which illustrated that relationships between participants can have an impact on
self-esteem as much as the project activities and relationships with activity leaders. From this study, it is clear that sport can and do contribute to personal development of some individuals but other factors within the sporting context can hinder the development.

A study by Spaaij (2009) on sport as a social mobility and regulation of disadvantaged urban youth from Rotterdam revealed that the youth who participated in the Sport Steward Programme (SSP), a social sport based programme, were able to considerably improve their financial position. Former participants (38%) were in some form of stable employment, 11% of the former participants found temporary employment with relatively low levels of job and income security. Another 16% of the participants remained unemployed. The study further noted that only minority of participants had been able to increase their economic capital after participating in SSP. At any rate, it was difficult to assess the extent to which the programme could be held responsible for the financial improvement and the longevity of the change. The study concluded that there was a modesty contribution of sport participation to the economic capital. Sport is also said to contribute to promotion of education. Countries such as Zambia include sport in their national poverty reduction strategy and national development plan to stimulate education highlight, health awareness campaigns and encourage participation in sport (Levermore & Beacom, 2009).

Burnett (2010) carried out a study aimed at assessing the impact of Siyadlala, a community-based sport mass participation programme in South Africa. The programme had been introduced by the government with an intention of getting the nation to become active and provide access to a relatively wide variety of activities to impoverished
communities as well as using sport as a means to achieve social and human development goals (Burnett, 2006). The study adopted a multi-level research design and impact was determined at national and society at large, community and social institution at household and individual levels. Methodology used was quantitative and qualitative for the purpose of triangulation. The study established that the economic impact was high, as 89% of the coordinators perceived that it made a significant difference in their economic status. The programme contributed to poverty alleviation, as 22.4 per cent coordinators obtained permanent employment. The monthly stipend they got contributed to the survival of 54 households representing 42.7% of the activity coordinators. On the economic impact, the study focused on the activity coordinators as the indicator of poverty alleviation. This study aims at exploring the contribution of CBSOs on poverty reduction through imparting sport and life skills to make the youth have self-confidence and be employable as well as using sport as a tool of inclusion of persons with disabilities.

Wamucii (2007) in her study of Mathare noted that MYSA’s work can be situated within a plethora of sports organizations that work towards poverty alleviation and social advancement. She further described MYSA as a multi-faceted development initiative, with many children from poor backgrounds whose activities are Football and clean-up activities. It has other programmes which such as the Jailed Kids project an outreach that is responsible for feeding and repatriation of kids in remand homes and the shootback project that promotes development of skills in photography and videography. It also has a sports and leadership academy that provides training for MYSA leaders, coaches and referees. Other projects include; a leadership award project which provides scholarship for MYSA volunteers, an anti-child labour project that carries out campaigns
against child labour and creates awareness of children’s rights. MYSA also has a HIV and AIDS prevention and awareness project that creates awareness of substance abuse, reproductive health, HIV and AIDS and other vices in the community besides art and culture support programme that focuses on art, drama, music, and puppetry. Community libraries that provide members of the community with access to information and youth with a safe place to study are also available. Wamucii’s study was on scoring for social change and focused on girls whereas this study sought to find out the contribution of community-based sport organization towards poverty reduction, promotion of education and promotion of partnerships for development. It was also a qualitative study while this study is both qualitative and quantitative.

Although Community-Based Sport Organizations may help to reduce poverty in their communities, through provision of acquisition of skills by the youth that make them employable and promotion of education within their communities more needs to be done to change the institutions, policies, practices and conditions that have created marginality of the poor. As long as the existing structures and power relations remain, marginalized youth, other people in the slums and the poor will continue to be subordinated and disempowered.

In conclusion, poverty denies people access to available resources. The poor have low skills and literacy level which denies them access to stable employment making them turn to low paid self-employment. There are three approaches to poverty reduction, namely; poverty alleviation, poverty reduction and poverty prevention. Sport has the potential to foster social change, economic development and poverty reduction. Sport can also contribute to the promotion of education in the community.
2.3 Sport and Education

Millennium Development Goal number two aims at ensuring that by 2015, children in every part of the world will be able to complete a full course of primary schooling (MDG Report, 2011). The United Nations (2003) acknowledges that education is central to the achievement of all of the MDGs, and sport has a natural place in education, whether the approach used is formal, non-formal or informal. In schools, Physical Education is a key component of quality education and can be used to promote schooling among young people. Outside the classroom, sport is a “school for life”, teaching basic values and life skills important for holistic development. Sport based-community education programmes provide informal education opportunities for children who cannot attend school (UN, 2003).

A study was carried out by the Australian Council for Educational Research on the evaluation of a programme called Sporting chance. The objective of the sporting chance programme was to encourage improved educational outcomes for aboriginal and Torres Strait Islander students using Sport and recreation. The outcomes include an increase in school attendance, strengthened engagement with the school and improved achievement in learning, increased attention to year 12 and greater parental and community involvement with the school and students schooling. The programme comprised two elements, school-based sport academies for secondary school students and educational engagement strategies for both primary and secondary school students. The purpose of the study was to evaluate the extent to which the sporting chance programme had achieved its objectives. The findings of the evaluation were that 90% of the 1,012 students surveyed and interviewed reported a positive attitude towards their schooling,
particularly in relation to their attitudes to school identity and self-efficacy. Professional judgment of teachers and principals reinforces the conclusion suggesting that the programme had a moderate positive impact on students in relation to attendance, engagement, achievement, retention and parental/community involvement. “Moderate “means that teachers assess the programme as having led to improvements which are identifiable as uniquely due to the programme, though there remains room for improvement (Lonsdale et al., 2011).

A study carried out by Brunelle, Danish, and Forneris, (2007) on the impact of a sport-based life skill programme on adolescence pro-social values, sought to determine the impact of a combined life skills and community service programme on adolescents' pro-social values. They used a programme that was part of a national golf and life skills enrichment academy for adolescents (n = 100). They hypothesized that the life skills component would have a significant impact on adolescents' pro-social values and that participants (n = 42) who were involved in the community service component following the programme, when compared to a comparison group (n = 23), would maintain their increased levels of pro-social values. The findings of the study were that the programme had a significant positive impact on adolescents' pro-social values and that the community service experience positively impacted the adolescents' levels of empathic concern and social responsibility. This supports the UN assertion that sport can indeed be used to teach life skills important for holistic development.

School sport programmes motivate children to enroll in and attend school and can help improve academic achievement. Researchers (Barber et al 2001; Eccles et al 2003) reported that, youth who participated in organized sports in comparison to non-
participants, reported greater liking for school between 10th and 12th grades, received more frequent educational and occupational support and had higher academic performance.

Evidence has accumulated to suggest that including Physical Education, sport and play into school curricula can be an effective means to increase the number of children enrolled in schools and boost retention rates (Unicef, 2004). Belch, Gebel and Maas (2001) report a link between sport participation and educational achievement of college and university students. Recreational and competitive sport offers an important opportunity for interaction among students and the building of student satisfaction, thus enabling a higher rate of persistence in their studies than for non-participant students. A strong sense of association to the school has been connected with decreased dropout (Calabrese & Poe, 1990), school success (Hendrix, Sederberg & Miller, 1990) and decreased problem behaviours (Jenkins, 1997).

Participation in extracurricular activities which may include sport has been posited as one way of encouraging greater connection or attachment to the school (Finn, 1989). Other studies suggest that participation in sport helps in the improvement of mental health, social skills and reduce risk-taking behaviours (Patel & Luckstead, 2000). Sport is also a tool for engaging youth in school life. Bailey and Dismore (2004) reported that specialist sport schools enhance the opportunities for at risk Aboriginal youth to engage personally and socially in school life.

The Magic Bus in India is a case study of the use of sport for development. An India-based organization saw the opportunity to engage with children through sport by
providing scalable, activity-based programmes that include safe places to play. It worked with slum and street kids in Mumbai (many of whom have to work five or more hours per day). The slum is home to millions of vulnerable children who do not have access to education, a place to live or a stable home environment. There is little play space, with average households of 5 in 15-20 square metres, packed extremely close together with very narrow pathways providing access hence the use of the magic bus.

The programme resonates with what Coalter (2007) calls plus sport where sport is used as a ‘fly paper to attract young people to programmes of education and training. The programme aims to develop basic physical literacy skills and this sets it apart from the other case studies which are largely concerned to develop soccer skills. This approach reflects the lack of PE in schools and lack of space to play or develop such skills in the slums. Nike partnered with Magic Bus to train volunteer coaches in local villages throughout the country to enable them to reach hundreds of thousands more children. As a result of the intervention, in 2010, school attendance for kids in urban slums and rural villages where Magic Bus operated increased to 78 per cent, and 85 per cent of participating children went on to get jobs. The results were so positive that the Indian government made the Magic Bus curricula part of its national “sport for development” programme (Coalter 2010, Nike, undated).

Kampala Kids’ League is a sport for development programme which was established in the conflict zones of northern Uganda in 2003. The organization aims at using sport to help young people aged 8-15 to improve their lives through development of education, health and life skills awareness. Football and netball are used to transmit health and
education messages. The Kids League teaches the kids to break down social, economic and religious barriers by inviting young people from Protestant, Catholic and Moslem schools to mix with out-of-school children, orphans, street children, ex-child soldiers and traumatised children to help break barriers down and bond friendships (Coalter, 2010).

A study by Maro, (2008) on EMIMA sought to investigate the effectiveness of peer coach intervention through sport within the programme. EMIMA (Elimu, Michezo na Mazoezi) based in Dar es Salaam was founded in 2001. The programme uses sport as a tool for the development of life skills and to raise awareness of HIV and AIDS, gender equality and sexual health. The findings of the study showed that the use of peer coaches within the soccer coaching environment of the EMIMA programme was effective in transmitting knowledge about HIV and AIDS and safer sex practices. Thus sport can be used as a tool to promote education. This also supports Coalter’s concept of sport use to attract youth to educational and training programmes.

Kicking AIDS Out is an international network that utilizes the power of sport to promote education and to lower the stigma associated with HIV and AIDS which started from Africa (Mwaanga, 2001). It is increasingly susceptible to requirements for empirical, scientific knowledge about its effectiveness like other grassroots organizations. A Secretariat managed by the Norwegian Olympic and Paralympic Confederation of Sports (NIF) supports Kicking AIDS Out. Partners (with funding from UK Sport and Commonwealth Games Canada) are supported by NIF to deliver grassroots peer education that trains coaches to deliver a specific curriculum. Kicking AIDS Out games are delivered by trained peer educators. The games have been modified so as to deliver
life skills and HIV and AIDS prevention messages. Debriefing and dialogue are encouraged among participants by peer educators (Nicholls et al, 2010).

A study on Mathare Youth Sport Association by Coalter, (2010) revealed that a high value is placed on education and remaining in mainstream education. For that reason, MYSA awards 400 annual Leadership Awards, which are paid to the school of the winners’ choice and are used for tuition, books and uniforms (which are strictly enforced in many schools). Points towards these awards are given to volunteers, peer-leaders and those who are engaged in community work.

Although Kenya government implemented a policy of free primary education that led to swelling numbers of children enrolled in schools, the government schools in Mathare serve many students and that has led to the mushrooming of fee paying community schools. In her study of Mathare, Chepkemei (2012) observed that churches in the region had to have schools attached to them in order to meet the demand. The fees paid to those schools are out of reach for many parents leading to high numbers of dropouts.

In the study of sport and development: The significance of Mathare Youth Sports Association, Willis (2000), who used observation and interview methods, observed that young people who got involved in MYSA activities would earn points that counted towards scholarship, which enabled them to stay in school. The awards were paid directly to the educational institutions to ensure that money is used for its intended purposes and not diverted elsewhere. The study contends that sport allows a potentially significant point of entry to development.
The studies discussed show that sport and physical activities affect education, through encouraging school attendance, reducing the number of dropouts, imparting life skills and using sport as a magnet to attract the youth who can then be engaged in educational sessions before or after an event. Few of these studies have been conducted to show how community-based sport organizations can contribute to the promotion of education particularly in Kenya. This study therefore sought to establish whether the community-based sport organizations have contributed towards the promotion of education in their communities. The education could be either formal or informal. The informal education could be in form of life skills and sport skills. Sport can also contribute to promotion of partnerships for development.

### 2.4 Sport and Global Partnership for Development

The eighth MDG calls for the establishment of global partnership for development as a way to involve new sections of society and meet global development challenges more effectively. Sport for Development and Peace efforts catalyze global partnerships and increase networking among governments, donors, NGOs and sport organizations worldwide UNOSDP (2010). The sports sector provides a significant opportunity for establishing such new partnerships for development (UN, 2003). Global partnership for development is an essential step towards realizing the objectives of the United Nations, and it can only be achieved if civil society, as well as governments and international agencies, are fully engaged (UN, 2003).

Sport for development programmes are based on partnerships among actors in the sector, including sport organizations at various levels, community, public and private sectors,
government authorities’ volunteers and NGOs with specific expertise in implementing sport related development programmes (UN, 2003). Other emerging actors engaged in the development process, include a range of sports institutions/associations (including governing federations and clubs), multinational sports corporations and sports NGOs. Many operate in partnerships, whereby a corporation or governments, may fund a scheme, run by an NGO which may in turn receive additional technical support, networking assistance/ advertising and additional resourcing from sports federations and governments or development agencies. Consequently, sport and these sport-in-development initiatives have been credited as useful non-political vehicle that bring opposing groups in the development policy- making process together (Beacom & Levermore, 2008). There are three areas where partnerships approach to sport for development is especially effective; at the programme implementation stage, resource mobilization and advocacy (UN, 2003).

2.4.1 Programme Implementation

Sports for development programmes are based on innovative partnerships among the various factors such as sports organizations, government authorities, volunteers and NGOs. Organizations such as UNDP have partnered with national Olympic committees to fight poverty through various initiatives in over 50 countries since 1997 (UN, 2005).

2.4.2 Resource Mobilization

Partnerships provide strategic approach to resource mobilization. They are effective way to fund development initiatives for some specific issues. Resource mobilization can be
done through engaging sports organizations and athletes or forging partnerships with the private sector (UN, 2005).

2.4.3 Partnerships and Advocacy

Partnering with sports world provides innovative ways to communicate the messages to diverse groups and to effectively mobilize society around issues affecting the community (UN, 2003). According to Black (2010), there is a rapid increase in the number of organizations associated with, and involved in the sport for development movement. The Sport for Development and Peace efforts catalyze global partnerships and increase networking among governments, donors, NGOs and sport organizations worldwide. It is, therefore, important that all the stakeholders are involved in the partnership and their roles be clearly defined. The need for those involved in sport for development to collaborate more systematically within the movement itself and with other agencies involved in other aspects of development has been highlighted by Black (2010). Partnerships have not been devoid of politics.

Nicholls et al (2010) in their study on “Perpetuating the ‘lack of evidence’ discourse in sport for development: Privileged voices, unheard stories and subjugated knowledge” found that the politics for partnerships and donor driven priorities/top-down approaches as contributing to lack of evidence discourse in the sport for development programmes. They consequently proposed the need to focus on the contributions from the grassroots practitioners. They further argued that politics of partnerships centres on the debate of the principles of partnerships between donors and recipients. Most partnerships have been said to be unequal, with the donors having an upper hand in the partnerships and the
Recipients being on the receiving end. The contributions of programme implementers are not taken into account if partnerships dynamics remain unequal with the funders dominating the processes. Southern partners should be viewed as valuable contributors to the partnership process, so that the cycle of domination of the donor/recipient relationship is not perpetuated. The partnership should be defined by the power relations.

Burnett (2010) posits that multilevel and diverse stakeholders in sport for development and peace networks in South Africa demonstrates that quality, effectiveness and collective goal achievement are important factors that may enable networks to succeed. However, prevalence of competition between NGOs has been identified (Webb, 2004; Kidd, 2008; Wilson & Hayhurst, 2009). Political competition and lack of resources has been cited as weakening relationships and efforts at coordination between African states and NGOs (Irunzun-Poku, 2005). Furthermore, problematic issues in relationships between international donors and NGOs in the global south have also been identified.

Harrison (2007) states that the use of the term partnership which describes relationship between agencies is viewed as rhetoric that focuses on reversing power relations in the aid chain. The power of international donors is wielded in the processes related to accountability, such as monitoring and evaluation (Banda, 2010). Biggs and Neame (1995) view this accountability mechanism as impeding coordination between NGOs while Zaidi (1999) points out that they create a focus on short term measurable outputs while they also distance NGOs from the communities they work with (Hayhurst & Frisby, 2010). While Lindsey and Banda (2010) examined the nature of and issues regarding partnerships between agencies involved in sport for development and HIV and AIDs, limited studies, have been carried out to address the contribution of partnerships in
the community-based sports organizations towards the achievements of millennium development goals in Kenya. This study sought to address that gap identified in the literature.

2.5 Summary of Reviewed Literature

The literature is based on various studies conducted inside and outside Kenya. Many statements have indeed been made on the contributions of sport programmes towards development. These programmes were not necessarily community-based. In the study, some organizations assess the effectiveness of their programmes against their set objectives. This study sought to find out the perceptions of stakeholders on the contribution of Community-Based Sport Organizations to three millennium development goals without reference to the objectives set by each organization. Specifically, the study sought to establish what the two CBSOs had done to address poverty, promotion of education, and partnerships in their communities from the perspective of the players/athletes, officials and the community members. This study sought to examine the perceptions of stakeholders on the contribution of community-based sports organizations towards reduction of poverty and hunger promotion of universal education, and development global partnerships for development in view of the fact that the studies carried out had not focused on CBSOs in Kenya and in particular in MYSA and MTG.
CHAPTER THREE: RESEARCH METHODOLOGY

3.0 Introduction

This chapter outlines the research design, the study variables, location of the study site, target population, sampling technique, sample size, research instruments, pretesting the research instruments, validity and reliability of the instruments, data collection procedures, data analysis and presentation, logical and ethical considerations taken.

3.1 Research Design

This study adapted the descriptive survey design. A descriptive survey is concerned with describing and interpreting conditions that exist or existed (Burns and Burns, 2008; Kothari, 2009). Further, a survey design is appropriate according to Gay et al (2009) when providing a snapshot of current behaviours, attitudes and beliefs in a population at a single point in time. Since this study sought to investigate the contribution of two CBSOs towards the achievement of selected MDGs, the descriptive survey was appropriate for adoption. This design was suitable for this study because it was an efficient means of gathering data from large numbers of people Rubin, Rubin and Piele (2005). It could also be used to investigate the research variables in this study which are poverty reduction, promotion of education and global partnerships for development. It was also relevant because it provided a snapshot of perceptions of a population at a single point.

3.2 Study Variables

In this study, the dependent variables include attainment of the three Millennium development goals, namely, the eradication of poverty and hunger, promotion of education and partnerships for development, while the independent variables were;
gender, age, education, duration of involvement and frequency of involvement of the respondents. The focus of the study was to determine the contribution of community-based sport organizations towards poverty reduction, promotion of education and promotion of global partnerships for development, based on gender, level of education, duration of involvement and frequency of involvement.

Poverty reduction in this study refers to the activities that could help improve the economic status of the participants such as the sport skills acquired and the life skills that would make the participants employable. Sport skills such as playing, coaching, officiating and making of sports goods can be used to earn the participants some money and consequently reduce poverty.

Promotion of education in this study refers to activities leading to reduction of the number of school dropouts, increased enrolment in schools, building of more facilities to enhance learning, provision of alternative education for those unable to attend school, and including children with disability to the community activities to erode stigma associated with their condition thus enabling them attend school. Promotion of partnership for development refers to attracting local and international partners to support programmes and activities of the CBSOs through funding, advocacy and spreading messages about CBSO’s activities.

3.3 Location of the study

The study was carried out in Kilifi county and Mathare slums in Nairobi County where Moving the Goalposts (MTG) and Mathare Youth Sports Association (MYSA) are based respectively. Moving the Goalposts (MTG) is located in Killifi County of the coastal
region of Kenya. Kilifi County covers a total surface area of 12,610 km² and accounts for 2.17 per cent of Kenya’s total surface area. It borders the counties of Tana River to the North, Taita Taveta to the West, Mombasa and Kwale to the South and the Indian Ocean to the East. Its economy is based on agriculture, livestock farming, fishing, mining, manufacturing and tourism. It has a population of 1.1million. Poverty level is quite high with 71.4% of the population living below poverty line according to (KIHBS, 2009). It has 160 primary schools and 23 secondary schools. It has a population density of 450per km². (County website). Moving the goalpost is the largest single sex Community-Based Sport Organization in Kenya and that is why it was considered appropriate for this kind of study (Forde, 2009).

Mathare Youth Sport Association (MYSA) is located in Mathare. It is one of the largest slums in East Africa and the oldest in Nairobi. It is located a few Kilometres North East of Nairobi’s Central business district and is bordered by Thika road to the North and Juja road to the South (Mathare Zonal Plan, 2012). Mathare Valley is enclosed by Pangani on the West. On the north, it is enclosed by the police depot, Mathare Primary School, and Mathare Mental Hospital. Juja Road borders Mathare on the south, separating it from Eastleigh, an estate dominated by Somali immigrants and entrepreneurs. To the east, it borders Huruma estate. Economic activities of mathare are casual labourers (construction industry, washing clothes), small businesses (selling vegetables and food), illicit brewing & drugs, hawking and a few in formal employment. There is high unemployment, average income is less 1£ per day (Mathare Zonal Plan, 2012). The area was considered appropriate for the study because it provided relevant information and variables.
3.4 Target Population

The target population for this study consisted of all the officials, athletes/participants of the two organizations, the headteachers of the local schools, sports officers and chiefs in the study areas. MTG had a total population of over 3,000 members with 172 teams and 22 officials (MTG Annual Report, 2013), while MYSA had a total population of 16,408 members and 1,043 soccer teams (but the target population was 223 participants/athletes of the over 16 years teams), (Mathare Rules, 2013). These members include all the participants, workers, officials/administrators some of whom double up as participants and officials. Teams are grouped according to age. There are teams for under 10 years, under 13 years, under 16 years and over 16 years in both areas of study. The study population was the 223 participants of the over 16 years teams for MYSA and 84 for MTG. The junior teams were not used in the study. The target population of the officials/administrators was 58 for MYSA), 16 chiefs in the study area and 16 secondary schools in MYSA. As shown in table 3.1. (Mathare Rules, 2013), and 22 for MTG (MTG Annual Report, 2012).
Table 3.1: Target population

<table>
<thead>
<tr>
<th>Participants</th>
<th>Community Members</th>
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<tbody>
<tr>
<td></td>
<td>Participants</td>
</tr>
<tr>
<td></td>
<td>&gt;16yrs</td>
</tr>
<tr>
<td>MYSA</td>
<td>223</td>
</tr>
<tr>
<td>MTG</td>
<td>84</td>
</tr>
<tr>
<td>Total</td>
<td>307</td>
</tr>
</tbody>
</table>

3.5 Sample size and sampling technique

A sample is any subset of sampling unit from a population (Nachmias & Nachmias, 1996). The sample size was calculated based on Yamane’s formula (Yamane, 1967).

Where;

Sample size, N is population size, and e is level of precision.

\[ n = \frac{N}{1 + N(e)^2} \]

n  = the wanted respondents

N = all populations

e = reliability 0.05

\[ n = \frac{223}{1 + 223(0.05)^2} = 143 \]

\[ n = \frac{84}{1 + 84 (0.05)^2} = 69 \]
Out of the targeted population of 223 participants/athletes from MYSA and 84 from MTG and using simple random sampling, 143 athletes were selected from MYSA and 69 from MTG.

Purposive sampling was used to select the two community-based sport organizations. The two CBSOs used in the study were selected because they were the largest, well-structured and were therefore likely to have the information required for the study. Stratified random sampling method was adopted to select the respondents. The strata from which respondents were selected include athletes, officials and members of surrounding communities (headteachers, chiefs and sports officers). Athletes/participants were drawn from the over 16 years old category. To pick the respondents from the athlete/participants, numbers were written on pieces of papers and mixed with others without numbers in a container. Those who picked the written ones were picked for the study.

Given the small numbers of officials/administrators of MYSA and MTG, the census approach was used to involve all of them, that is, 58 (100%) and 22 (100%) respectively. Census approach was also used to involve 8 (100%) headteachers of secondary schools and 8 (100%) chiefs of MYSA and 8 (100%) chiefs and 8 (100%) headteachers of MTG. One sports officer for each study area was also selected. See table 3.2.
Table 3.2: Sample size

<table>
<thead>
<tr>
<th>Participants</th>
<th>Community Members</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Participants</td>
</tr>
<tr>
<td>MYSA</td>
<td>143</td>
</tr>
<tr>
<td>MTG</td>
<td>69</td>
</tr>
<tr>
<td>Total</td>
<td>212</td>
</tr>
</tbody>
</table>

Eventually data were to be collected from among 143 participants and 75 community members at MYSA and from among 69 participants and 39 community members from MTG. Administrators, headteachers, chiefs and sports officers were the community members.

3.6 Research Instruments

Two instruments, a questionnaire and document analysis were used to collect data. The selection of these instruments was guided by the nature of data to be collected, as well as the objectives of the study. Using a combination of the two instruments was good for data triangulation (Paton, 2002). Triangulation means to use two or more methods in a study in order to increase the validity of evaluation and research findings. A self-administered questionnaire (Appendices A) adapted from Coalter (2007) was used to collect the data. A questionnaire was used in this study because it was appropriate where relatively simple quantitative information is required from a large sample group (Gratton & Jones, 2004). Section A contained items capturing demographic information of the respondents. This included age of the participants, education level, gender, duration and frequency of
involvement with the CBSO. Section B had two parts, first part had information centring on CBSO and eradication of poverty. This had eight questions on a 5-point likert scale ranging from strongly agree to strongly disagree. Strongly agree scored five points and strongly disagree scored one point. The second part had questions on skills taught and their usefulness. Usefulness ranged from very useful, useful to not useful, with very useful scoring three, useful two and not useful one. This part of the questionnaire had been adapted from Coalters (2010) a monitoring and evaluation manual. Section C had information of CBSO and promotion of Education with ten likert scale questions ranging from strongly agree to strongly disagree. Strongly agree scored five points and strongly disagree scored one point. Section D had information on CBSO and development of global partnerships for development it had seven likert scale questions also ranging from strongly agree to strongly disagree. Strongly agree scored five points and strongly disagree scored one point. While the format of the questions had been adapted from Coalter 2010, the content was adapted from UN, (2010) sport and development.

Document analysis was used to collect information on the sports and life skills taught to the youth to enhance their employability, from the CBSOs. According to Yin (2003) document analysis corroborates evidence from other sources. Information was also collected on the number of the global partners and the activities they are involved in. The documents analyzed were obtained from newsletters and reports from the two organizations. These provided information on periodic activities of the two organizations and the partners.
3.7 Pretesting of the Research Instruments

A pretest was done to help in detecting flaws, weakness and ambiguities in the instruments. In addition, it helped to assess the reliability of the instruments before carrying out the actual study. The pretesting was done at Mukuru Sport Association. Mukuru sport association is a community-based Sport Association that is founded on similar principles as Mathare but is smaller and is not as well structured. It is also based in the slums of Nairobi. Twenty players/participants and eight community members were used for the pre-testing the instruments. Pre-testing assisted in establishing whether the respondents would interpret the questionnaire items the same way and ensure that all the appropriate variables of the study were represented. The results of the pre-test were used to amend the questionnaire by adding and discarding the items that were found to be inappropriate thereby ensuring suitability of the questionnaire. It was also tested through the pilot study to check for clarity of questions in addressing the research objectives.

3.8 Validity and Reliability

Validity relates to the appropriateness of the measure to assess the construct it purports to measure (Burns & Burns, 2008). Face and content validity of the questionnaires used in this study were verified by experts who are the research supervisors who are competent in studies of sport and research methods.

To determine the reliability of the research instrument, a test–retest was done. Reliability relates to the accuracy and stability of a measure (Burns & Burns, 2008). A questionnaire was administered to twenty players/participants and eight community
members on two different occasions with an interval of two weeks. A comparison was made after scoring the instrument to establish whether the contents of the research instruments were consistent in eliciting the same responses overtime. Cronbach’s alpha was used on the likert scale used to measure ratings by the respondents on the items on poverty reduction, promotion of education and of partnerships. The test yielded a score of 0.714. This measure of reliability was above 0.7 which is acceptable (Fraenkel & Wallen, 2000).

3.9 Data Collection Procedures

The researcher recruited two research assistants who were informed of the objectives of the study and trained for one day by the researcher on how to get the required sample and information from the subjects from MYSA and MTG. The researcher sought permission to conduct the research from the MYSA and MTG programme administrators. Questionnaires were then issued to the administrators in the office. The questionnaires for the athletes were distributed to them through their coaches during training and were collected on the same day. The respondents were informed that they were free to withdraw from the study if they felt uncomfortable about the questions being asked. Documents in form of newsletters and reports from the MYSA and MTG offices were obtained to avail information on the periodic activities of the two organizations. For the headteachers, the questionnaires were taken to the schools and were collected on the same day. The chiefs were visited at their offices and requested to fill the questionnaires which were collected the same day. Sports officers were also visited at their places of
work. Appointments had been made before the questionnaires were brought to the head teachers, chiefs and the sports officers.

3.10 Data Analysis and Presentation

The data were coded cleaned and organized for ease of analysis using the Statistical Package for Social Sciences (SPSS) version 17.0. Descriptive statistics was performed for frequency distribution, mean comparison and standard deviation. The purpose of conducting descriptive statistics was to reduce, summarize data analyzed items and constructs. This provided insights into the characteristics of the samples. T-test of independent measures and Analysis of variance (ANOVA) were used to test the hypotheses.

3.11 Analysis of Variance

Analysis of variance (ANOVA) is a data analysis procedure that is used to test for significant differences between two or more groups as well as looking at the interaction of two independent variables on the dependent variable (Burns & Burns, 2008). One way ANOVA is applicable where there is only one independent variable that is measured at either nominal or ordinal levels. The dependent variable is measured at either the ratio or interval scale. In this study, analysis of variance was computed on age categories, level of education, duration and frequency of involvement and poverty reduction, promotion of education and development of partnerships to establish if the means were statistically different. Resulting significant differences were to be subjected to post hoc tests of Tukey and Honestly Significant Differences (HSD) to test their strengths. Tukey (HSD) test was chosen because it allows all comparisons to be made as it corrects all the increased risks
of type 1 errors reducing the significance level of individual comparisons and it is also easy to carryout. These were not used because all the results did not have significant differences.

3.11.2. T-Test

A T-test technique is used to test whether there is a significant difference between two means derived from two samples or groups at a specified probability level (Salkind, 2004). In this study, the independent t-test was conducted to find out whether the means for male and female respondents were significantly different in their perceptions to the contribution of CBSOs towards poverty reduction, promotion of education and development of partnerships. All the hypotheses were tested at.05 level of significance.

3.12 Logistical and Ethical Considerations

The researcher sought clearance from the graduate school. Research permit was sought from the National Commission for Science, Technology and Innovation (NACOSTI/P/13/5855/291) to carry out the research. Permission was also sought from the two CBSOs. The respondents were briefed on the purpose of the study by the researcher and were asked to give informed consent to participate in the study. Their participation was wholly voluntary and their identities were kept anonymous. Written and verbal consents were provided. Participants were also informed in advance of their right to withdraw from the study at any stage or decline to respond to whichever questions they were uncomfortable with. Participants interested in accessing the research findings were promised they could get access to it. For the respondents who were below 18 years permission was sought from their parents.
CHAPTER FOUR: FINDINGS

4.0 Introduction

This chapter presents the findings of the study. The reportage starts with presentations of the response rate, demographic information on the study samples, duration and frequency of involvement in the activities of CBSOs. It then presents descriptive statistics on independent and dependent variables.

The purpose of the study was to investigate the perceptions of the stakeholders on the contribution of Community-Based Sport Organizations towards the achievement of selected Millennium Development Goals in Kenya. Specifically, the study sought to determine the demographic factors of participants and community members in CBSOs, durations and frequency of contact and their influence on the ratings of the respondents on the contribution of CBSOs towards poverty reduction, promotion of education and promotion of partnerships for development. The study involved an analysis of data derived from 271 respondents (142 males and 129 females) who were purposively selected from two community-based sport organizations, namely; Mathare Youth Sport Association (MYSA) and Moving the Goalposts (MTG). Data were collected through direct contact questionnaires. The resulting data were analyzed through descriptive and statistical methods. The descriptive statistics involved percentages, means and standard deviations, while inferential statistics involved the use of t-test and analysis of variance (ANOVA). The major findings of the study are presented on contribution of Community-Based Sport Organizations towards the achievement of selected Millennium Development Goals in Kenya. Acceptance and rejection of hypotheses was set at p<. 05.
The objectives of the study were to:

a. Determine the demographic profiles of the CBSOs stakeholders.

b. Establish the stakeholders’ perceptions on the contribution of CBSOs towards poverty reduction.

c. Determine the stakeholders’ perceptions on the contribution of CBSOs towards promotion of education.

d. Examine the stakeholders’ perceptions on the contribution of CBSOs towards promotion of partnerships for development.

The following null hypotheses were tested:

Ho1: The stakeholders perceptions on the contribution of the CBSOs towards poverty reduction would not differ significantly based on their:

a. Gender

b. Age

c. Level of education

d. Duration of involvement with the activities of their CBSOs

e. Frequency of involvement with the activities of their CBSOs

Ho2: The stakeholders perceptions on the contribution of the CBSOs towards promotion of education would not differ significantly based on their:

a. Gender

b. Age

c. Level of education

d. Duration of involvement with the activities of their CBSOs
e. Frequency of involvement with the activities of their CBSOs

H03: The stakeholders’ perceptions on the contribution of the CBSOs towards promotion of global partnerships for development would not differ significantly based on their:

   a. Gender
   b. Age
   c. Level of education
   d. Duration of involvement with the activities of their CBSOs
   e. Frequency of involvement with the activities of their CBSOs

4.1 Response Rate

Questionnaires were used to collect data among 143 participants and 75 community members at MYSA and from among 69 participants and 39 community members at MTG. The response rate was as shown in Table 4.1
Table 4.1: Instrument return rate

<table>
<thead>
<tr>
<th>Segment</th>
<th>Questionnaires Distributed</th>
<th>Questionnaires Returned</th>
<th>Response Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>MYSA participants</td>
<td>143</td>
<td>129</td>
<td>90%</td>
</tr>
<tr>
<td>MYSA community members</td>
<td>75</td>
<td>40</td>
<td>53%</td>
</tr>
<tr>
<td>MTG participants</td>
<td>69</td>
<td>69</td>
<td>100%</td>
</tr>
<tr>
<td>MTG community members</td>
<td>39</td>
<td>36</td>
<td>92%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>320</strong></td>
<td><strong>271</strong></td>
<td><strong>83.7%</strong></td>
</tr>
</tbody>
</table>

The response rate for MYSA participants/athletes was 90% out of which 143 were questionnaires distributed and 129 were returned. For MYSA community, 75 questionnaires were distributed and 40 were returned making the return rate to be 53% which was adequate (McBurney and White, 2010). MTG participants/athletes had a return rate of 100% since 69 questionnaires were distributed and 69 were returned. MTG community members had 90% return rate with 39 questionnaires distributed and 36 returned. The average response rate of 84.5% was realized which was deemed sufficient data for analysis for this study. According to McBurney and White (2010), 50% return rate is adequate, 60% and 70% very good.

### 4.2 Demographic Profiles of the Stakeholders

The following section presents distribution of participants and community members based on their demographic profiles which include gender, age, level of education, frequency and duration of involvement with the activities of the Community-Based Sport Organizations (CBSOs).
4.2.1 Distribution of Stakeholders by Gender

The study sought to find out the gender of the respondents who were either participants/athletes or community members. Figure 4.1 shows the distribution of the participants/athletes and community members by gender.

![Gender Distribution](image)

**Figure 4.1: Gender of the respondents by CBSOs**

Among the MTG community members, majority 31 (77.5%) were males while 9 (22.5%) were females. In MTG among the community members, 24 (66.7%) were females while 11 (30.6%) were males and 1 (2.8%) did not respond. For participants, at MTG 66 (100%) were females while at MTG, 96 (73.8%) were males, 27 (20.8%) females and 7
(5.4%) did not respond. The overall distribution of respondents by gender indicated that there were more males (51.7%) than females (48.3%) as shown in figure in 4.2.

Figure 4.2: Overall gender distributions

4.2.2 Distribution of Community Members by Age

The distribution of the community members by age is shown in figure 4.3.

Figure 4.3: Distribution of the community member’s respondents by age.
The study found that the youngest community members were from MTG 1, (2.5%) while the oldest age category were over 50 years from MTG 2, (5.6%). Majority 13, (36.1%) of the community members from MTG were between 26 and 30 years while for MTG majority 11, (27.5%) were between 41 and 45 years. The distribution of the participants/players by age was as shown in Figure 4.4:

![Figure 4.4: Distribution of participants by age](image)

In MTG, majority of the participants 56 (84.8%) were between 15 and 20 years, while for MYSA majority 71 (54.6%) were between 21 and 25 years. There were no MTG participants who were above 25 years while MTG had 3 (2.3%) who were above 25 years.
4.2.3 Distribution of Participants by Level of Education

Their levels of education are as shown in Figure 4.5.

In MTG, majority 41 (62.1%) of the participants were in primary school, 2 (3%) in secondary school 3 (4.5%) in college and none in the university while 20 (30.3%) were not in school. The high number of MTG respondents being in primary school was supported by a summary report for MTG baseline evaluation (2008) which reported that most of the MTG members were in primary and not in secondary school, because there were very few secondary schools in the region. In MYSA, majority 76 (58.3%) were not in school, 28 (21.5%) were in secondary school, 12 (9.2%) in college while 10 (7.7%) were at university.
4.2.4 Distribution of stakeholders Based on the Duration of Involvement in the CBSOs’ Activities

The participants and community members were asked to indicate the duration that they had been involved with their respective sports organizations. The results are shown in table 4.2.

Table 4.2: Duration of involvement with the activities of CBSOs

<table>
<thead>
<tr>
<th>Duration of Involvement</th>
<th>Frequencies</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; 6 Months</td>
<td>12</td>
<td>4.5</td>
</tr>
<tr>
<td>6 Months</td>
<td>12</td>
<td>4.5</td>
</tr>
<tr>
<td>1 year to 3 years</td>
<td>64</td>
<td>23.8</td>
</tr>
<tr>
<td>Over 3 Years</td>
<td>183</td>
<td>67.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>271</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Results in table 4.2 show that the majority 183 (67.3%) of the respondents had been involved with their CBSO for over three years and 64 (23.8%) between one and three years. Only 24 (9%) had been with the organizations for six months and below. Further, a cross tabulation was done on gender and duration of involvement and the results are presented in table 4.3.
Table 4.3: Duration of involvement in the activities of CBSOs and gender

<table>
<thead>
<tr>
<th>Duration of involvement</th>
<th>male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;6 months</td>
<td>7</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>6 Months</td>
<td>5</td>
<td>9</td>
<td>14</td>
</tr>
<tr>
<td>1-3 years</td>
<td>26</td>
<td>33</td>
<td>59</td>
</tr>
<tr>
<td>Over 3 years</td>
<td>103</td>
<td>84</td>
<td>187</td>
</tr>
<tr>
<td>Total</td>
<td>141</td>
<td>130</td>
<td>271</td>
</tr>
</tbody>
</table>

The results indicate that out of the 182 respondents, who had been involved in the CBSOs activities for over three years, 104 were male and 83 were females. Similarly, out of 141 males, 104 had been involved for over three years, whereas out of 130 females, 83 majority had been involved for over three years.

A cross tabulation was also done on the duration of involvement with the activities of the CBSOs based on the age of the respondents; the results are presented on table 4.4.

Table 4.4: Duration of involvement with the activities of CBSOs by age

<table>
<thead>
<tr>
<th>Age</th>
<th>&lt;6months</th>
<th>6months</th>
<th>1-3years</th>
<th>&gt;3years</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 - 20</td>
<td>8</td>
<td>9</td>
<td>47</td>
<td>126</td>
<td>190</td>
</tr>
<tr>
<td>21 - 25</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>10</td>
<td>13</td>
</tr>
<tr>
<td>26 - 30</td>
<td>3</td>
<td>0</td>
<td>4</td>
<td>17</td>
<td>24</td>
</tr>
<tr>
<td>31 - 35</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>8</td>
<td>11</td>
</tr>
<tr>
<td>36 - 40</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>41 - 45</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>10</td>
<td>12</td>
</tr>
<tr>
<td>46 - 50</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>9</td>
<td>11</td>
</tr>
<tr>
<td>Over 50</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>10</td>
<td>64</td>
<td>180</td>
<td>271</td>
</tr>
</tbody>
</table>
The results indicate that out of 190 respondents who were between 15-20 years, 126 of them had been involved with CBSOs activities for over 3 years. Similarly, out of the total 180 respondents who had been involved for over three years, those who were 15-20 years were (126) majority. These results suggest that the young respondents who were mainly the athletes had been involved in the activities of their CBSOs for a longer time than the other age groups.

4.2.5 Distribution of Stakeholders Based on the Frequency of Involvement in the CBSOs’ Activities

The study sought to establish the distribution of the respondents based on the frequency of involvement with the activities of the organizations among the participants and the community members. This is shown in table 4.5.

Table 4.5: Frequency of involvement with the activities of the CBSOs.

<table>
<thead>
<tr>
<th>Frequency of Involvement</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily</td>
<td>111</td>
<td>41.7</td>
</tr>
<tr>
<td>Twice a week</td>
<td>51</td>
<td>18.8</td>
</tr>
<tr>
<td>Thrice a week</td>
<td>48</td>
<td>17.7</td>
</tr>
<tr>
<td>Once a week</td>
<td>37</td>
<td>13.5</td>
</tr>
<tr>
<td>Twice a month</td>
<td>10</td>
<td>3.4</td>
</tr>
<tr>
<td>Once a month</td>
<td>14</td>
<td>4.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>271</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

It is evident from table 4.5 that the highest proportion of 111 (41.7%) of the respondents were involved with CBSOs activities daily, 51 (18.8%) twice a week, 48 (17.7%) thrice a week and 24 (8.3%) at least once or twice a month. The frequency of involvement with the activities of the CBSOs would help determine participants’ understanding of the operations of the organizations. A cross tabulation was done on the frequency of
involvement with the activities of CBSOs and gender. The results are presented on table 4.6.

Table 4.6: Frequency of involvement with the CBSOs activities by gender

<table>
<thead>
<tr>
<th>Frequency of involvement</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>once a month</td>
<td>8</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>twice a month</td>
<td>4</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>once a week</td>
<td>17</td>
<td>17</td>
<td>34</td>
</tr>
<tr>
<td>Twice a week</td>
<td>27</td>
<td>23</td>
<td>50</td>
</tr>
<tr>
<td>Three times a week</td>
<td>27</td>
<td>20</td>
<td>47</td>
</tr>
<tr>
<td>Daily</td>
<td>58</td>
<td>61</td>
<td>111</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>141</td>
<td>130</td>
<td>271</td>
</tr>
</tbody>
</table>

The results indicate that 61 out of 130 females were involved in the activities of their CBSOs on a daily basis, whereas 58 out of 141 males were involved on a daily basis. Surprisingly more females than males were involved on daily basis. Further a cross tabulation was also done on frequency of involvement with the CBSOs activities and age groups. The results are presented on table 4.7

Table 4.7: Cross tabulation on frequency of involvement and age groups

<table>
<thead>
<tr>
<th>Age group</th>
<th>once a month</th>
<th>twice a month</th>
<th>once a week</th>
<th>Twice a week</th>
<th>Three times a week</th>
<th>Daily</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 - 20</td>
<td>8</td>
<td>8</td>
<td>31</td>
<td>41</td>
<td>43</td>
<td>61</td>
<td>192</td>
</tr>
<tr>
<td>21 - 25</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>4</td>
<td>9</td>
<td>15</td>
</tr>
<tr>
<td>26 - 30</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>31 - 35</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>36 - 40</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>41 - 45</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td>46 - 50</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>5</td>
<td>11</td>
</tr>
<tr>
<td>Over 50</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>13</td>
<td>9</td>
<td>34</td>
<td>50</td>
<td>51</td>
<td>114</td>
<td>271</td>
</tr>
</tbody>
</table>
There were (61) out of the 192 respondents of the age group 15-20 who were involved with the activities of their CBSOs on a daily basis, none of those above 50 years were involved on a daily basis. This could have been the community members such as the chiefs and headteachers who did not have to be involved on a daily basis. These results suggest that the young respondents who were mainly the athletes/participants were involved more frequently with the CBSOs activities than other age groups.

4.2.6 Other Activities Carried Out at the CBSOs Besides Playing soccer

The study sought to find out whether there were any other activities that were carried out in the CBSOs besides playing soccer. The findings are shown in figure 4.6.

**Figure 4.6: Other activities carried out in your CBSO besides playing soccer.**
The study found that besides playing soccer, there were other activities that were carried out in the CBSOs. At MTG, the other activities included community development activities, mentoring/teaching, hair dressing, music, vocational training and counselling. At MYSA, the other activities besides playing soccer were counselling, vocational training, arts (fine), music, acrobatics, hairdressing, catering, drama, basketball, mentoring/teaching and aerobics.

### 4.2.7 Skills Taught by CBSOs

The study also sought to find out the skills taught at the community-based sports organizations. The findings revealed that there were several courses taught at the community-based sports organizations. Available records on the CBSOs’ websites and newsletters supported that the skills that they taught at MYSA included sport skills such as playing soccer, coaching, refereeing and making of sport goods. Life skills that were taught included leadership, decision-making, problem-solving, HIV and AIDS education, prevention of drug and substance abuse, stress management, first aid, and conflict resolution. Gender roles though not a skill are taught, especially at MYSA where gender equity is promoted through such forums. The same skills were taught at MTG. A summary of the views of the community members and participants of the CBSOs on the skills that were taught at the two CBSOs are shown in figure 4.7.
Figure 4.7: Skills taught at the CBSOs

Figure 4.7 indicates that both institutions taught similar skills. The enrollment rates varied across the courses. The most popular courses at MTG were coaching with 48 (73%) leadership with 47 (71%), HIV and AIDS with 41 (62%), decision-making skills with 40 (64%) and sex education tied with 40 (64%), problem-solving at 39 (60%), while and refereeing drug and substance abuse tied at 38 (58%), with stress management, conflict resolutions at 35 (53%) first aid at 32(48%) and making of sports goods was the last in terms of popularity with 27 (41%). For MYSA, the most popular courses were coaching

Leadership
Coaching
Decision making skills
Problem solving skills
HIV/AIDS
Sex Education
Refereeing
Drug and substance abuse
Stress Management
First Aid
Gender Roles
Conflict resolution
Making sports goods

MTG
MYS
with 76%, refereeing at 65%, leadership with 62%, decision-making with 59%, drug and substance abuse tied with first aid with 57%, conflict resolution with 54%, making of sports goods with 53%, problem solving, and stress management at 51%, HIV and AIDS with 41% while sex education was the least popular with 35%.

Participants were asked to indicate whether the skills they were taught were useful to them or not. Their responses are shown in table 4.8.

Table 4.8: Usefulness of sport and life skills to the participants/athletes

<table>
<thead>
<tr>
<th>Skill</th>
<th>CBSO</th>
<th>Useful</th>
<th>Not Useful</th>
<th>No comments</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coaching</td>
<td>MTG</td>
<td>47(71.2%)</td>
<td>1(1.5%)</td>
<td>18(27.3%)</td>
<td>66(100%)</td>
</tr>
<tr>
<td></td>
<td>MYSA</td>
<td>104(80.7%)</td>
<td>8(6.1%)</td>
<td>17(13.2%)</td>
<td>129(100%)</td>
</tr>
<tr>
<td>Leadership</td>
<td>MTG</td>
<td>46(69.6%)</td>
<td>1(1.6%)</td>
<td>19(28.8%)</td>
<td>66(100%)</td>
</tr>
<tr>
<td></td>
<td>MYSA</td>
<td>104(80.7%)</td>
<td>3(2.3%)</td>
<td>22(17%)</td>
<td>129(100%)</td>
</tr>
<tr>
<td>Refereeing</td>
<td>MTG</td>
<td>34(51.5%)</td>
<td>4(6.1%)</td>
<td>28(42.4%)</td>
<td>66(100%)</td>
</tr>
<tr>
<td></td>
<td>MYSA</td>
<td>100(77.5%)</td>
<td>12(9.3%)</td>
<td>17(13.2%)</td>
<td>129(100%)</td>
</tr>
<tr>
<td>First Aid</td>
<td>MTG</td>
<td>30(45.4%)</td>
<td>2(3%)</td>
<td>34(51.5%)</td>
<td>66(100%)</td>
</tr>
<tr>
<td></td>
<td>MYSA</td>
<td>97(80.6%)</td>
<td>5(3.9%)</td>
<td>20(15.5%)</td>
<td>129(100%)</td>
</tr>
<tr>
<td>Sex Education</td>
<td>MTG</td>
<td>37(56.1%)</td>
<td>3(4.5%)</td>
<td>26(39.4%)</td>
<td>66(100%)</td>
</tr>
<tr>
<td></td>
<td>MYSA</td>
<td>97(75.2%)</td>
<td>9(7%)</td>
<td>23(17.8%)</td>
<td>122(100%)</td>
</tr>
<tr>
<td>HIV and AIDS Education</td>
<td>MTG</td>
<td>38(57.6%)</td>
<td>3(4.5%)</td>
<td>25(37.9%)</td>
<td>66(100%)</td>
</tr>
<tr>
<td></td>
<td>MYSA</td>
<td>104(80.6%)</td>
<td>9(7%)</td>
<td>16(12.4%)</td>
<td>129(100%)</td>
</tr>
<tr>
<td>Making sports goods</td>
<td>MTG</td>
<td>25(37.9%)</td>
<td>2(3%)</td>
<td>39(59.1%)</td>
<td>66(100%)</td>
</tr>
<tr>
<td></td>
<td>MYSA</td>
<td>102(79%)</td>
<td>2(1.6%)</td>
<td>25(19.4%)</td>
<td>129(100%)</td>
</tr>
<tr>
<td>Problem-solving skills</td>
<td>MTG</td>
<td>38(57.6%)</td>
<td>1(1.5%)</td>
<td>27(40.9%)</td>
<td>66(100%)</td>
</tr>
<tr>
<td></td>
<td>MYSA</td>
<td>104(80.6%)</td>
<td>5(3.9%)</td>
<td>20(15.5%)</td>
<td>129(100%)</td>
</tr>
<tr>
<td>Decision-making skills</td>
<td>MTG</td>
<td>39(59.1%)</td>
<td>1(1.5%)</td>
<td>26(39.4%)</td>
<td>66(100%)</td>
</tr>
<tr>
<td></td>
<td>MYSA</td>
<td>101(78.3%)</td>
<td>3(2.3%)</td>
<td>25(19.4%)</td>
<td>129(100%)</td>
</tr>
<tr>
<td>Conflict Resolution</td>
<td>MTG</td>
<td>32(48.5%)</td>
<td>3(4.5%)</td>
<td>31(47%)</td>
<td>66(100%)</td>
</tr>
<tr>
<td></td>
<td>MYSA</td>
<td>105(81.4%)</td>
<td>4(3.1%)</td>
<td>20(15.5%)</td>
<td>129(100%)</td>
</tr>
<tr>
<td>Drug &amp; substance abuse</td>
<td>MTG</td>
<td>33(50%)</td>
<td>5(7.6%)</td>
<td>28(42.4%)</td>
<td>66(100%)</td>
</tr>
<tr>
<td></td>
<td>MYSA</td>
<td>103(79.8%)</td>
<td>12(9.3%)</td>
<td>14(10.9%)</td>
<td>129(100%)</td>
</tr>
<tr>
<td>Stress management</td>
<td>MTG</td>
<td>33(50%)</td>
<td>2(3%)</td>
<td>31(47%)</td>
<td>66(100%)</td>
</tr>
<tr>
<td></td>
<td>MYSA</td>
<td>100(77.5%)</td>
<td>11(8.5%)</td>
<td>18(14%)</td>
<td>129(100%)</td>
</tr>
</tbody>
</table>
The study found that the skills that were rated highest in terms of usefulness in MYSA were conflict resolution 105 (81.4%), followed by coaching, leadership, HIV and AIDS education and problem-solving all with a proportion of 104 (80.6%), followed by drug and substance abuse at 103 (79.8%) making of sports goods at 102 (79%), decision-making with 101 (78.3%) stress management and refereeing at 100 (77.5%), this was followed by first aid and sex education at 97 (75.2%) which were the lowest rated. However, all the ratings on the usefulness were quite high (above 65%). This implies that the respondents considered the skills useful to them.

In MTG, coaching was rated as the most useful by 47 (71.2%), closely followed by leadership at 46 (69.9%), decision making at 39 (59.1%), HIV and AIDS education and problem-solving skills tied at 38 (57.6%), sex education followed at 37 (56.1%), this was followed by refereeing at 34 (51.5%), drug and substance abuse tied with stress management at 33 (50%) conflict resolution and gender roles (though this was not a skill it was taught in both CBSOs to create awareness) followed at 32 (48.5%), first aid at 30 (45.4%) while making of sports goods had the lowest rating of 25 (37.9%), larger proportions of participants at MYSA perceived the taught skills to be useful than those of MTG.

Further the study established that there is a MYSA Sport and leadership training Academy where courses on sport administration and community leadership are taught (MYSA Certificate on Sport and Community Leadership Curriculum, 2013). The objective of the Academy is to train leaders who can transfer their experiences to others.
Under the sport administration module, trainees are taught communication skills, life skills, Information Communication Technology, Entrepreneurship skills, community sports, mobilization and registration of players and league/tournament organization. In the community leadership module, the trainees are taught programme management, good governance and leadership, public health awareness, female leadership, environmental management, care for persons with special needs/or disabilities in the community, risk and disaster management, business plans and research methods.

4.3 Descriptive Analysis of Independent Variables and Poverty Reduction

The independent variables for the study were the demographic profiles of the stakeholders which included: gender, age and level of education whereas level of involvement included, duration of involvement and frequency of involvement in the activities of the CBSOs stakeholders were asked to rate the contribution of their CBSOs to poverty reduction. Ratings were measured on five point likert scale. Respondents choices ranged from strongly disagree to strongly agree and points assigned as follows; strongly disagree-1, disagree-2, neutral-3, agree-4 and strongly agree-5. The highest score an athlete could score in each item was 5points and the minimum was 1 point. Stakeholders were asked to respond to statements relating to activities in the CBSOs that aim at reducing poverty. Table 4.9 shows the mean values of their ratings.
Table 4.9: Descriptive statistics on ratings of CBSOs on poverty reduction

<table>
<thead>
<tr>
<th>Ratings on statements on poverty reduction</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sports provide an opportunity for learning new skills</td>
<td>4.1</td>
<td>0.78</td>
</tr>
<tr>
<td>Your CBSO activities promotes confidence among its members</td>
<td>4.0</td>
<td>1.64</td>
</tr>
<tr>
<td>Your CBSO has contributed towards eradication of poverty in the community</td>
<td>3.9</td>
<td>1.13</td>
</tr>
<tr>
<td>Sports do not provide opportunity for employment</td>
<td>2.0</td>
<td>1.09</td>
</tr>
<tr>
<td>Your CBSO has not helped reduce poverty through creation of employment</td>
<td>1.9</td>
<td>1.07</td>
</tr>
<tr>
<td>Your CBSO does not provide opportunity for learning skills that can increase chances of employment</td>
<td>1.8</td>
<td>0.97</td>
</tr>
<tr>
<td>People with disabilities are not involved in community activities through sport</td>
<td>1.8</td>
<td>1.01</td>
</tr>
</tbody>
</table>

It is evident from the results in table 4.5 that the stakeholders’ ratings of the poverty statements were high. In particular, the mean value for CBSOs providing an opportunity for learning new skills was very high (4.1 ± 0.78). CBSOs promoting confidence among its members had a mean and standard deviation value of 4.0 ± 1.64 and CBSOs contribution to eradication of poverty in the community had a mean and standard deviation value of (3.9 ± 1.13). A low score in the negatively oriented statements indicated that respondents agreed with the statements presented that CBSOs provided opportunity for learning skills that can increase chances of employment (1.8 ± 0.97). They also agreed that people with disabilities are involved in community activities through sport (1.8 ± 1.01) and that CBSOs have helped reduce poverty through creation of employment (1.9 ± 1.07).

To support the statement on CBSOs providing an opportunity for learning new skills, MTG annual Report, (2012) revealed that skills taught to the MTG participants have helped them secure an opportunity for further training as evidenced by the selection of
seven girls to join the National Youth service after impressing the selectors with physical fitness, confidence and decisiveness. The leadership skills they had learned enabled two of them to be selected as football captains of their barracks. CBSOs promoting confidence among its members was further supported by MYSA-FAQs (2011) report that through their many achievements on and off the field the youth acquired new self-esteem and confidence. The following extract is from one of the girls from MTG demonstrating the confidence gained through CBSOs;

Mary (not her real name) was also the youngest (and one out of three female coaches) who participated during the CAF level C course. One of the other participants, the coach of Air force barracks invited Mary to coach his team. Mary says: “At first I was very afraid because the players were policemen. I asked myself several questions: “Will they listen to me?” “How am I going to handle them?” and I thought:” I cannot order them to do what I want, because they are policemen…!!”. Their coach however encouraged me and told me just to do it and show those guys that women can also coach football. During the practice the players followed my instructions. Some of the coaches were excited and surprised, because I had managed to drive away my fear. I did the practice to my perfection. After the training the players praised me and the team bought me football boots and four pairs of stockings to appreciate me. So you see: for someone to be successful she should be confident enough to take up a challenge. MTG newsletter, 2012, no7: 1.

Further, to support the statement that that CBSOs provided opportunity for learning skills that increase the confidence of their members which in turn increase chances of employment an extract from MTG Annual report 2014 follows:

My name is Jane (Not her real name) I’m 23 years old and a player from Kadzuyuni league field in Kaloleni Division. I joined MTG in January 2013. At first I didn’t take playing football very seriously. I just enjoyed playing football with my friends. As time went by, I realized the importance of playing football with my friends. It made me feel physically fit and it relaxed my mind. I have been trained in several skills such as first aid, peer education and CV writing. All these trainings have helped me to build my self-esteem, confidence and courage. I am now an advisor and counsellor in my field. I help other players to tackle the
challenges that they are going through in their lives.” (MTG Annual Report, 2014: 16)

In 2012 at MTG, out of school girls who were trained as referees were recognised by Football Federation Kenya (FKF) and Kenya Football Referees Association (KEFORA). Nine of these girls officiated during the provincial school ballgames and in FKF football league. Coaching skills have also been imparted to the MTG participants through tackle Africa Coaches. The programme is supported by positive Action for children fund, and has a full-time coaching and football drills programme. A curriculum has been setup by Tackle Africa coaches for MTG coaching and drills (MTG Annual Report, 2014).

The respondents agreed that people with disabilities have been involved in community activities through sport. This was supported by information from Tunaweza, a newsletter from MTG (2013) that indicated that there was a tournament organized by MTG and APHIA plus Kilifi for girls with special needs. The tournament was lauded by parents and teachers as it helped the girls to feel less discriminated in the community and it encouraged them to be more active. Other girls reported that the girls who had been shy to interact with others could thereafter interact and have fun with the others.

Statement on CBSOs providing opportunity for learning skills that increase chances of employment and poverty reduction (these players are paid well when they play professional football though the amount they are paid is not indicated, but it is definitely higher than what they can get when playing at home) is well illustrated by the MYSA Executive Summaries, (2015) document that presents a list of MYSA Alumni who play professional football outside the country as shown in table 4.10.
Table 4.10: MYSA alumni playing abroad

<table>
<thead>
<tr>
<th>Number</th>
<th>Position</th>
<th>Country</th>
<th>Club</th>
<th>Div</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Midfielder</td>
<td>Norway</td>
<td>Follo</td>
<td>3</td>
</tr>
<tr>
<td>02</td>
<td>Midfielder</td>
<td>Albania</td>
<td>Tirana</td>
<td>1</td>
</tr>
<tr>
<td>03</td>
<td>Midfielder</td>
<td>Italy</td>
<td>Inter-Milan</td>
<td>1</td>
</tr>
<tr>
<td>04</td>
<td>Midfielder</td>
<td>Oman</td>
<td>Al-Nasr</td>
<td>1</td>
</tr>
<tr>
<td>05</td>
<td>Midfielder</td>
<td>Belgium</td>
<td>Lommel UTD</td>
<td>2</td>
</tr>
<tr>
<td>06</td>
<td>Midfielder</td>
<td>England</td>
<td>Southampton</td>
<td>1</td>
</tr>
<tr>
<td>07</td>
<td>Striker</td>
<td>Sweden</td>
<td>Smedby</td>
<td>3</td>
</tr>
<tr>
<td>08</td>
<td>Striker</td>
<td>Norway</td>
<td>Fram-Larvik</td>
<td>2</td>
</tr>
<tr>
<td>09</td>
<td>Striker</td>
<td>France</td>
<td>AC Ajaccio</td>
<td>2</td>
</tr>
<tr>
<td>10</td>
<td>Defender</td>
<td>Norway</td>
<td>Mjolner</td>
<td>3</td>
</tr>
<tr>
<td>11</td>
<td>Defender</td>
<td>Saudi Arabia</td>
<td>Al Taawoun</td>
<td>1</td>
</tr>
<tr>
<td>12</td>
<td>Defender</td>
<td>Canada</td>
<td>Milton</td>
<td>2</td>
</tr>
<tr>
<td>13</td>
<td>Goalkeeper</td>
<td>Norway</td>
<td>Lillestrom</td>
<td>1</td>
</tr>
</tbody>
</table>

Source: MYSA Executive Summaries, 2015.

The skills which these players acquired from the MYSA enabled them to play professional football abroad and therefore increasing their income and that of their families. This supports the statement that CBSOs have helped reduce poverty through creation of opportunities for getting earnings (these earnings provide a form of employment that contributes to poverty eradication). These players also serve as role models to other young players especially from the Mathare area.
The ratings of the CBSOs contributions towards poverty reduction were sought and analysed in relation to respondent’s gender, age, level of education, duration of involvement and frequency of involvement with the activities of their CBSOs as highlighted in the subsequent sections.

4.3.1 Stakeholders perceptions on the Contribution of CBSOs Towards Poverty Reduction Based on Gender

The study examined the ratings of participants and community members on the contribution of their CBSOs towards poverty reduction based on gender, and the results are presented in table 4.11.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Poverty Reduction</th>
<th>M</th>
<th>SD</th>
<th>t</th>
<th>df</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td></td>
<td>3.5</td>
<td>0.83</td>
<td>0.802</td>
<td>259</td>
<td>0.423</td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td>3.4</td>
<td>0.80</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>3.5</td>
<td>0.81</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It is evident from table 4.11 that the rating of both male and female respondents on the extent to which the CBSOs have contributed to poverty reduction were high and yielded mean values above 3.0. Specifically, the rating of the male respondents of the contribution of the CBSOs towards poverty reduction was slightly higher (mean = 3.5 ±
0.83) than the female (mean = 3.4 ± 0.80). An independent t-test was conducted to compare the mean values for male and female respondents. There was no significant difference in the scores on the contribution of CBSOs towards poverty reduction, male (M= 3.5, SD= 0.83) and female (M =3.4, SD= 0.80) at the .05 level of significance (t = 0.80, df= 259, p= 0.42). These results suggest that both male and female respondents agreed that community based sport organizations contribute towards poverty reduction. Thus, the hypothesis (H₀₁ (a) that the Stakeholders Perceptions on the contribution of the CBSOs towards poverty reduction would not differ significantly based on gender was accepted.

4.3.3 Stakeholders Perceptions on the Contribution of CBSOs towards Poverty Reduction Based on Age

Ratings of participants and community members on the contribution of their CBSOs towards poverty reduction in relation to their age were sought and the findings are presented in table 4.12.

<table>
<thead>
<tr>
<th>Age category</th>
<th>M</th>
<th>SD</th>
<th>F</th>
<th>ANOVA P VALUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>15-20</td>
<td>3.5</td>
<td>.80</td>
<td>.967</td>
<td>0.46</td>
</tr>
<tr>
<td>21-25</td>
<td>3.7</td>
<td>.74</td>
<td></td>
<td></td>
</tr>
<tr>
<td>26-30</td>
<td>3.8</td>
<td>.57</td>
<td></td>
<td></td>
</tr>
<tr>
<td>31-35</td>
<td>3.4</td>
<td>1.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>36-40</td>
<td>3.6</td>
<td>.58</td>
<td></td>
<td></td>
</tr>
<tr>
<td>41-45</td>
<td>3.8</td>
<td>.65</td>
<td></td>
<td></td>
</tr>
<tr>
<td>46-50</td>
<td>3.6</td>
<td>.86</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Over 50</td>
<td>3.2</td>
<td>1.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall</td>
<td>3.5</td>
<td>.80</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The ratings of the participants and community members on the contribution of their CBSOs towards poverty reduction in relation to their age categories yielded mean values
above 3.0. The lowest mean was \((3.2 \pm 1.0)\) from respondents who were over 50 years, while the highest was \((3.8 \pm .57)\) for those between 41 and 45 years. To determine if there were any significant differences in the ratings of the contribution of CBSOs towards poverty reduction in relation to the respondents’ age categories, Analysis of Variance was computed. The results of the Analysis of Variance showed no significant differences across age categories \((F_{8,252} = .967, p = .463)\). Given that the mean values obtained across the age categories were above 2.5 which was the mid-point on the five point likert scale, the respondents were therefore in agreement irrespective of the age group that their CBSOs had made remarkable contribution towards poverty reduction. Therefore, the hypothesis \((H_01 (b))\) that the Stakeholders Perceptions on the contribution of the CBSOs towards poverty reduction would not differ significantly in relation to the age categories of the respondents was accepted.

### 4.3.4 Stakeholders Perceptions on the Contribution of CBSOs Towards Poverty Reduction Based on Level of Education

Further, the study sought to examine the ratings of participants on the contribution of their CBSOs towards poverty reduction in relation to their levels of education. However, it should be noted that only the level of education of the participants/players was sought. The ratings are shown in table 4.13.
Table 4.13: Ratings on the contribution of CBSOs towards poverty reduction in relation to the respondents levels of education

<table>
<thead>
<tr>
<th>Level of education</th>
<th>Mean</th>
<th>SD</th>
<th>F</th>
<th>ANOVA P Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>3.2</td>
<td>0.85</td>
<td>1.242</td>
<td>.267</td>
</tr>
<tr>
<td>Secondary</td>
<td>3.3</td>
<td>0.89</td>
<td></td>
<td></td>
</tr>
<tr>
<td>college</td>
<td>3.3</td>
<td>0.92</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University</td>
<td>3.5</td>
<td>0.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not in school</td>
<td>3.7</td>
<td>0.35</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Significant at p=.05

The ratings on contributions of CBSOs towards poverty reduction as shown in table 4.9 in relation to respondent’s levels of education were (higher than mid-point mean of 2.5) and did not vary very much. Specifically, participants who were not in school had the highest mean value of 3.7 ± 0.35, while those in the university had a mean value of 3.5 ± 0.7, those in college and in secondary had an equal mean value of 3.3 ± 0.92, while those in primary schools had the lowest mean value of 3.2 ± 0.85. However, even the mean value of 3.3 which was lowest rated was also high considering that the mid-point mean on the likert scale was 2.5. One-Way ANOVA was conducted to establish whether the differences in these group means would be of statistical significance. The results of the Analysis of Variance showed no significant differences across levels of education (F 1,164 = 1.242, p=.267). Thus, the hypothesis H01 that the Stakeholders Perceptions on the
contribution of the CBSOs towards poverty reduction would not differ significantly in relation to levels of education was accepted.

4.3.5 Stakeholders Perceptions on the Contribution of CBSOs Towards Poverty Reduction Based on Respondents Duration of Involvement in the Activities of CBSOs

The study also examined the ratings of participants and community members on the contribution of their CBSOs towards poverty reduction in relation to the duration of involvement in the activities of the CBSOs, the findings are presented in table 4.14.

Table 4.14: Rating on the Contribution of CBSOs Towards Poverty Reduction Based on Respondent’s Duration of involvement with the Activities of CBSOs

<table>
<thead>
<tr>
<th>Duration of involvement</th>
<th>Mean</th>
<th>SD</th>
<th>F</th>
<th>ANOVA P Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 6 months</td>
<td>3.0</td>
<td>1.1</td>
<td>0.378</td>
<td>0.730</td>
</tr>
<tr>
<td>6 months to less than 1 year</td>
<td>3.2</td>
<td>0.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 year to 3 years</td>
<td>3.6</td>
<td>0.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Over 3 years</td>
<td>3.4</td>
<td>0.8</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The ratings of the participants and community members on the extent to which their CBSOs have contributed towards poverty reduction based on the duration of involvement with the activities of their CBSOs also yielded high values above 3.0. The ratings for respondents who had been involved in activities of the CBSOs for between 1 to 3 years was the highest with a mean value of $3.6 \pm 0.7$ while those who had been involved for
less than 6 months had the lowest mean value of 3.0 ± 1.1. Given that the mean values obtained were above 2.5 on the 5 point-likert scale, the respondents therefore, were in agreement that their CBSOs contributed to poverty reduction.

To determine if there were any significant differences in the ratings based on the respondents’ duration of involvement, One Way Analysis of Variance was computed. The results showed no significant differences in the ratings of the contribution of CBSOs towards poverty reduction based on the stakeholders’ duration of involvement with the activities of the CBSOs (F \(7,632 = .378\ p = .730\)). The hypothesis (Ho (d)) that the Stakeholders Perceptions on contribution of the CBSOs towards poverty reduction would not differ significantly based on the duration of involvement with the activities of the CBSOs was therefore accepted.

4.3.6 Stakeholders Perceptions on the Contribution of CBSOs Towards Poverty Reduction Based on the Respondents’ Frequency of Involvement in the Activities of the CBSOs

Ratings on the contribution of CBSOs towards poverty reduction based on the respondents’ frequency of involvement in the activities of CBSOs were examined. The results are shown in table 4.15.
Table 4.15: Ratings on the contribution of CBSOs towards poverty reduction based on respondents’ frequency of involvement with the activities of CBSOs

<table>
<thead>
<tr>
<th>Frequency of Involvement</th>
<th>Mean</th>
<th>SD</th>
<th>F</th>
<th>ANOVA P value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Once a month</td>
<td>3.5</td>
<td>0.93</td>
<td>.860</td>
<td>.509</td>
</tr>
<tr>
<td>Twice a month</td>
<td>3.2</td>
<td>0.93</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Once a week</td>
<td>3.5</td>
<td>0.65</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Twice a week</td>
<td>3.3</td>
<td>0.84</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thrice a week</td>
<td>3.5</td>
<td>0.74</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Daily</td>
<td>3.5</td>
<td>0.86</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>3.4</td>
<td>0.81</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

All the ratings of the participants and community members based on their frequency of involvement with the activities of their CBSOs had mean values above 3.0. The mean value of the ratings for those who were involved daily, thrice a week, once a week and once a month was $3.5 \pm 0.74$. Respondents who were involved twice a week had a mean value of $3.2 \pm 0.93$ while those who were involved twice a week had a mean value of $3.3 \pm 0.84$. Overall, the mean values were above 2.5 which was the mid-point on the 5 point likert scale. To determine if there were significant differences in the ratings based on the respondents’ frequencies of involvement One-Way Analysis of variance was computed.

The results revealed no significant differences ($F_{5, 254} = .860$, $p= .509$) in the ratings of the participants and community members on the CBSOs’ contribution towards poverty reduction. This implies that they were all in agreement that their CBSO’s contributed to
poverty reduction irrespective of the frequencies of their involvement with the activities of the CBSOs. Hence, the hypothesis (Ho \(_1\)) that the Stakeholders Perceptions on the contribution of the CBSOs towards poverty reduction would not differ significantly based on their frequencies of involvement with the activities of the CBSOs was accepted.

4.4: Descriptive Analysis of Stakeholders Perceptions on the Contribution of CBSOs’ Towards Promotion of Education

Stakeholders were asked to respond to statements relating to activities of their CBSOs that aim at promoting education in the community. Table 4.16 shows the mean values of their ratings of statements related to promotion of education.

| Table 4.16: Mean and standard deviations on the promotion of education |
|---------------------------------|-----|-----|
| Ratings on promotion of Education | M   | SD  |
| Your CBSO has contributed to the development of education in your community | 4.14 | .96 |
| More students have enrolled in school through activities of CBSOs | 4.14 | .89 |
| Your CBSO provides alternative education for those who cannot attend school | 4.11 | .95 |
| Your CBSO has helped to improve education through building of libraries | 4.06 | .99 |
| Your CBSO has not helped promote other forms of education for those not in school | 2.04 | 1.14 |
| Your CBSO has not helped to reduce the number of dropouts in school | 1.88 | 1.14 |
| Children with disabilities and other problems have not been helped to access education through your CBSO | 4.05 | 1.00 |
Table 4.16 shows means and standard deviations with respect to the items that described activities of the CBSOs that promoted education in the community. It is evident that there were strong agreements to the statements relating to the promotion of education in the community. In particular, the respondents scored high in the following items; more students have enrolled in school through activities of CBSOs (4.14± 0.89), CBSOs provides alternative education opportunities for those who cannot attend school (4.11±0.95), CBSO has helped to improve education by building libraries (4.06± 0.99) and CBSO has contributed to the development of education in the community (4.14± 0.96). The extent to which the CBSO had helped to improve performance of students who were in the programme had a low rating (3.6±1.38), which was still relatively high considering that the mid-point mean was 2.5 in the likert scale rating. A low score in the negatively oriented statements indicated that respondents agreed with the statements as indicated that CBSOs have helped to reduce the number of dropouts in school (1.88±1.14) and that CBSOs have helped promote other forms of education (2.04±1.14). The lowest rated statement was that children with disabilities and other problems have not been helped to access education through the CBSOs (4.05±1.00). This was a negatively oriented statement and therefore scoring a mean of 4 means that the respondents did not agree with the statement.

The MTG annual report (2012) revealed that MTG has a Resource Centre. The centre has desktops and laptops with internet connection, a television with a DVD player, magazines, reading books on science topics, sport and development. At the centre, reading groups for lower primary schools are organized, and practical science
experiments with older children are also done. The centre provides a quiet study environment that makes even students from the neighbouring Pwani University go to study there. While at MYSA the Strategic Plan (2010-2019) revealed that there are four community libraries that have been established. They have a membership of over 13,000 users, on average 150-200 users visit the library on daily basis from Mondays to Saturdays (MYSA Strategic Plan 2010-2019). The library gives the youth in the slums an opportunity to practice art and music. They also get an opportunity to study in a safe, clean environment. The libraries have helped the youth to excel in school because they provide a place where they can study and do their homework since their homes do not have enough lighting. One of youth is quoted in the document saying; Without electricity, even at noon it is too dark to read inside our homes. (MYSA FAQs, 2011: 3)

To support the statement that CBSOs have helped to promote other forms of education for the members who are not in school, MTG Annual Report (2012) showed that, 213 out of school girls in MTG were registered in a programme called PATHWAYS. The programme targets out of school girls between 15 and 25 years. These girls receive individual development plans, curriculum vitae writing training and they can go back to school or start vocational training or businesses. Under the Economic Empowerment Department in MTG, there is an education programme that also organizes business start-ups and practical skills, financial literacy and employability training (MTG Annual Report 2014).

At MYSA, under Arts and Culture, there is a cultural troupe called haba na haba. It uses music, drama and acrobatics to convey information to the community. It also supports
arts groups within Mathare slum by conducting training in dance, drama, puppetry music and acrobatics (MYSA Strategic plan, 2010-2019).

To support the statement that CBSOs have helped to reduce the number of dropouts a headteacher who was also a board member reported that there was a reduction of school dropouts and an influx of girls to secondary school through activities of MTG (MTG Annual Report, 2012). MYSA had contributed to the promotion of education through the reduction of dropouts by giving scholarships to the participants who were involved in MYSA activities which enabled them to stay in school (MYSA, FAQs 2011).

To further support the study findings that CBSOs have helped to reduce the number of school dropouts is an extract from (MTG Annual report, 2012).

When MTG started, community members used to have a lot of negative ideas about MTG such as that girls were misused, that they would leave home, drop out of school, they would look like boys, misbehave and get pregnant. The opposite has been true and people now accept girls playing football. In these years I have seen improvement in girls’ behaviour. As a headteacher I have seen a reduction in teenage pregnancies and school drop-out, an influx of girls in schools and an increase of girls joining secondary schools. Through MTG’s life skills programme, girls have learned about “day to day life”. They have knowledge about their bodies and how it changes during puberty. They have also learned about how to relate to boys and to see them as their own brothers. Boys and girls are mingling now and I think that is a healthy development. Initially community members didn’t like to see girls.” Headteacher and MTG board member (MTG Annual report 2012: 17).

On the rating on children with disabilities and other problems been helped to access education through your CBSOs, the respondents disagreed that they were helped to access education. Other than engaging those children in sporting activities, the study did not find anywhere where they were helped directly to access formal education.
Ratings of the CBSOs contributions towards promotion of education were sought and analysed based on respondents’ gender, age, level of education, duration of involvement and frequencies of their involvement with the activities of their CBSOs. The results are reported in the subsequent sections.

4.4.2 Stakeholders Perceptions on the Contribution of CBSOs Towards Promotion of Education Based on Gender

The study examined the stakeholders perception on the contribution of their CBSOs towards promotion of education based on their gender and the results are presented in table 4.17.

Table 4.17: Ratings on the contribution of CBSOs towards promotion of education in relation to the gender of respondents

<table>
<thead>
<tr>
<th>Gender</th>
<th>M</th>
<th>SD</th>
<th>t</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>3.8</td>
<td>0.6</td>
<td>.122</td>
<td>262</td>
<td>.307</td>
</tr>
<tr>
<td>Female</td>
<td>3.8</td>
<td>0.5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>3.8</td>
<td>0.6</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The ratings of both male and female respondents on the extent to which CBSOs contributed to the promotion of education yielded equal means of 3.8. To compare the mean values for male and female respondents on the ratings of CBSOs contribution to promotion of education, a t-test was computed. There was no significant difference in the ratings of both male and female respondents on the contribution of CBSOs towards the promotion of education male (M= 3.8, SD 0.6) and female (M=3.8, SD 0.5) at 0.5 level of
significance (t= 0.12, df = 262, p= 0.30). These results suggest that both male and female agreed that CBSOs contributed to the promotion of education. The hypothesis (Ho2 (a)) that the stakeholders perceptions on the contribution of the CBSOs towards the promotion of education would not differ significantly across their gender was accepted.

4.4.3. Stakeholders Perceptions on the Contribution of CBSOs Towards Promotion of Education Based on Age

Stakeholders Perceptions on the contribution of their CBSOs towards promotion of education based on age were sought and the findings are presented in table 4.18.

Table 4.18: Rating on the contribution of CBSOs towards promotion of education based on age categories of the respondents

<table>
<thead>
<tr>
<th>Age (years)</th>
<th>M</th>
<th>SD</th>
<th>F</th>
<th>ANOVA P Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>15-20</td>
<td>3.7</td>
<td>0.61</td>
<td>1.788</td>
<td>0.80</td>
</tr>
<tr>
<td>21-25</td>
<td>3.5</td>
<td>0.67</td>
<td></td>
<td></td>
</tr>
<tr>
<td>26-30</td>
<td>3.8</td>
<td>0.70</td>
<td></td>
<td></td>
</tr>
<tr>
<td>31-35</td>
<td>4.1</td>
<td>0.35</td>
<td></td>
<td></td>
</tr>
<tr>
<td>36-40</td>
<td>3.8</td>
<td>0.44</td>
<td></td>
<td></td>
</tr>
<tr>
<td>41-45</td>
<td>4.1</td>
<td>0.26</td>
<td></td>
<td></td>
</tr>
<tr>
<td>46-50</td>
<td>3.9</td>
<td>0.47</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Over 50</td>
<td>3.3</td>
<td>0.53</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>3.7</td>
<td>0.57</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The stakeholders’ perceptions on the CBSOs’ contribution towards the promotion of education was very high, with an average mean value of 3.7. Specifically, the ratings of the 31-35 and 41-45 years age groups on the contribution of their CBSOs towards the promotion of education had a mean value of 4.1. The age category of 46 to50 years had a mean value of 3.9 ± 0.47 , while 26 to 30 years had a mean value of 3.8 ± 0.70 and 36
to 40 years had means of $3.8 \pm 0.44$, 10 to 14 had a mean value of $3.7 \pm 0.54$ and 15-20 had a mean of $3.7 \pm 0.61$ while those over 50 years registered the lowest mean of $3.3 \pm 0.53$ which was also above the 2.5 mid-point on the 5 likert scale.

To determine whether there were significant differences in the ratings on the contribution of the CBSOs towards the promotion of education across the age categories, One-Way analysis of variance was computed. The results revealed no significant difference in the ratings of the contribution of the CBSOs towards the promotion of education ($F_{8,255} = 1.788, P = 0.80$). This implies that the respondents were in agreement, irrespective of their age categories on the CBSOs’ contribution to the promotion of education. The hypothesis (Ho$_2$ (b)) that stakeholders perceptions on the contribution of the CBSOs towards the promotion of education would not differ significantly across their age categories was accepted.

4.4.4: Stakeholders Perceptions on the Contribution of CBSOs Towards Promotion of Education in Relations to their Levels of Education

Further, the study sought to examine the Stakeholders Perceptions on the contribution of their CBSOs towards promotion of education in relation to their levels of education as shown in table 4.19.
Table: 4.19 Ratings on the contribution of CBSOs towards promotion of education based on level of education

<table>
<thead>
<tr>
<th>Level of education</th>
<th>M</th>
<th>SD</th>
<th>F</th>
<th>ANOVA p values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>3.7</td>
<td>0.48</td>
<td>.860</td>
<td>.509</td>
</tr>
<tr>
<td>Secondary</td>
<td>3.4</td>
<td>0.72</td>
<td></td>
<td></td>
</tr>
<tr>
<td>College</td>
<td>3.7</td>
<td>0.38</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University</td>
<td>3.3</td>
<td>0.65</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not in School</td>
<td>3.5</td>
<td>0.88</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As shown in table 4.15, the means of the ratings on the contribution of CBSOs towards the promotion of education varied as indicated. The mean values for participants in primary was 3.7 ± 0.48 while for the college was at 3.7 ± 0.38, participants at the secondary school level had a mean value of 3.4 ± 0.72, those who were not in school had a mean value of 3.5 ± 0.88 and those in the university had a mean of 3.3 ± 0.65. To determine if the mean values had significant statistical differences in terms of their ratings on the contribution of the CBSOs towards the promotion of education across respondents of various levels of education, One-way Analysis of Variance was computed. The results revealed no significant difference (F = (5,254), = .860, p=.509) in the ratings of the participants and community members in relation to their levels of education on the CBSO’s contribution towards promotion of education. The hypothesis (Ho2 (c)) that the stakeholders perceptions on the contribution of the CBSOs towards the promotion of education would not differ significantly across various levels of education was accepted.
4.4.5 Stakeholders Perceptions on the Contribution of CBSOs Towards Promotion of Education in Relation to their Duration of Involvement in the CBSOs’ Activities

The study also examined the Stakeholders Perceptions on the contribution of their CBSOs towards promotion of education in relation to their durations of involvement with the activities of the CBSOs. The findings are presented in table 4.20.

Table 4.20 Ratings on promotion of education in relation to respondents durations of involvement in the activities of their CBSOs

<table>
<thead>
<tr>
<th>Duration of involvement</th>
<th>Mean</th>
<th>SD</th>
<th>F</th>
<th>ANOVA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 6 months</td>
<td>3.4</td>
<td>0.7</td>
<td>1.678</td>
<td>.172</td>
</tr>
<tr>
<td>6 months</td>
<td>3.6</td>
<td>0.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 to 3 years</td>
<td>3.7</td>
<td>0.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Over 3 years</td>
<td>3.7</td>
<td>0.6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The results the Stakeholders Perceptions on their CBSOs contributions towards promotion of education in relation to their durations of involvement with the activities of the CBSOs yielded high mean values above 3.0. The results indicated that the longer the duration of their involvement, the higher the mean value. Those who had been involved with the activities of their CBSOs for 1 to 3 years and over 3 years had a mean value of 3.7 ± 0.6, while for the respondents who had been involved for 6 months, the mean was 3.6 ± 0.8 and for those who had less than 6 months of involvement, the mean value was 3.4 ± 0.7. To determine if there were significant differences in the ratings based on the duration of the respondents’ involvement with the CBSOs, One-Way Analysis of
Variance was computed. Results revealed no significant differences in the ratings \( F_{3,262} = 1.678, P = .172 \). Therefore, the hypothesis \( (H_0) \) that the stakeholders perceptions on the contributions of CBSOs towards the promotion of education would not differ significantly across their durations of involvement with the activities of the CBSOs was accepted.

4.4.6 Stakeholders Perceptions on the CBSOs contributions Towards Promotion of Education in relation to Frequencies of their Involvement in Activities of their CBSOs

The study also sought to examine the Stakeholders Perceptions in relation to their frequencies of their involvement with the activities of their CBSOs on the contribution of CBSOs towards promotion of education. The results are shown in table 4.21.
Table 4.21: Ratings on promotion of education by respondents’ in relation to their frequencies of involvement in activities of their CBSOs.

<table>
<thead>
<tr>
<th>Frequency of involvement</th>
<th>Mean</th>
<th>SD</th>
<th>F</th>
<th>ANOVA</th>
<th>P Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Once a month</td>
<td>3.5</td>
<td>1.08</td>
<td>1.919</td>
<td>0.092</td>
<td></td>
</tr>
<tr>
<td>Twice a month</td>
<td>3.4</td>
<td>0.5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Once a week</td>
<td>3.6</td>
<td>0.53</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Twice a week</td>
<td>3.8</td>
<td>0.47</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thrice a week</td>
<td>3.7</td>
<td>0.61</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Daily</td>
<td>3.8</td>
<td>0.56</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It is evident from table 4.21 that the rating of the respondents in relation to their frequencies of involvement in the activities of CBSOs yielded high mean values. For those respondents who were involved with the CBSOs’ activities on daily basis, the mean value was $3.8 \pm 0.56$ for those who were involved thrice a week, the mean was $3.7 \pm 0.61$ , for those who participated twice a week, the mean was $3.8 \pm 0.47$, once a week, $3.6 \pm 0.53$, twice a month, $3.4 \pm 0.5$ and once a month $3.5 \pm 1.08$. Given the high mean values obtained of the ratings above the mid-point value of 2.5 on the 5 point-likert scale, the respondents agreed, irrespective of their frequencies of involvement with the activities of CBSOs that their CBSOs contributed to promotion of education. To determine if there were significant differences in the ratings on the contributions of
CBSOs towards promotion of education based on the frequencies of respondents’ involvement, One-Way Analysis of Variance was computed. The ANOVA results indicate that the differences for group means by frequency of involvement with the activities of CBSOs were not statistically different, (F\(_{5,257}=1.919,p=0.092\)). Therefore, hypothesis Ho\(_2(e)\) that the Stakeholders Perceptions based on their frequencies of involvement in the activities of their CBSOs’ of the contribution towards the promotion of education would not differ was accepted.

4.5 Descriptive Analysis of Data on Stakeholders Perceptions on the Contribution of CBSOs Towards Promotion of Partnerships for Development

The following section presents the descriptive analysis of data on the Stakeholders Perceptions on the contribution of CBSOs’ towards promotion of partnerships for development in relation to Stakeholders’ gender, age, level of education, duration and frequency of involvement in the activities of CBSOs.
Table 4.22: Means and standard deviations on the contribution of CBSOs’
towards the promotion of partnerships for development

<table>
<thead>
<tr>
<th>Ratings on Statements on promotion of partnerships</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your CBSO has helped to bring local and international development partners together</td>
<td>4.11</td>
<td>.88</td>
</tr>
<tr>
<td>Development partners have not helped in spreading messages of your CBSOs</td>
<td>2.65</td>
<td>1.37</td>
</tr>
<tr>
<td>Development partners have not helped your CBSO in getting funds</td>
<td>2.07</td>
<td>.99</td>
</tr>
<tr>
<td>Your CBSO has contributed to the development of partnerships</td>
<td>4.04</td>
<td>.97</td>
</tr>
<tr>
<td>The Ministry of Sport and Culture has supported your CBSO</td>
<td>4.06</td>
<td>.92</td>
</tr>
<tr>
<td>Development partners have helped your CBSO programmes</td>
<td>4.07</td>
<td>.98</td>
</tr>
<tr>
<td>Local football federation has helped your CBSO</td>
<td>3.89</td>
<td>1.09</td>
</tr>
</tbody>
</table>

It is evident from Table 4.22 that the respondents were in agreement with the statements related to promotion of partnerships for development. Specifically, they agreed that CBSOs had contributed to development of partnerships for development. CBSOs have helped to bring local and international development partners together had a mean of (4.11± 0.88). Development partners had helped the CBSOs´ programmes´ mean was (4.07 ±0.98), and that CBSOs have contributed to the development of partnerships had a mean value of (4.04 ± .97). The mean value on the rating statements on Ministry of Sport and Culture support for CBSOs (4.06 ± 0.92) was also high. The mean score on how the local football federation had helped the CBSOs (3.89 ± 1.09) was not as high as the others but it was still relatively high considering that the mid-point mean for the likert
scale was 2.5. A low score in the negatively oriented statements indicated that respondents agreed with the statements that development partners have helped in spreading the messages of CBSOs (2.65± 1.37) and that development partners have helped CBSOs in getting funds (2.07± 0.99).

Annual report analysis supported the findings from the respondents that CBSOs promoted partnerships both locally and globally. At the local level, MTG, through the community liaison department, the study established that MTG is represented at grassroots level in forums organized by the community, government departments and non-governmental organizations where they ensure that the voices of the girls are heard in the planning and implementation in community projects (MTG Annual report, 2011). MTG has also initiated a partnership between parents, teachers, and community where they hold meetings to discuss issues and challenges they face talking about reproductive health issues to their children. Trained community members and parents provide specialised support to girls and young women with right abuses cases that require legal action (MTG Annual Report, 2012).

At the international level, MTG partnered with International Labour Organization to implement football for the empowerment of girls and elimination of girl-child labour project in Kilifi between 2011 and 2013. Together they reached out to girls engaged in child labour and recruited them to become members of MTG and participated in weekly sessions focusing on sexual reproductive health and human rights (MTG Annual Report, 2012). MTG also partnered with the British Council to implement training under a
premier skills programme. MTG implemented the premier skills programme where 140 community coaches (63 female and 77 male) in Kwale, Kilifi, Sotik, Njoro, Rongai and Mount Elgon were trained (MTG Annual Report, 2014). Further, MTG also has entered into partnership with Women and Girls Lead Global to implement a campaign referred to as women in red. Women and Girls Lead Global is an organization that uses a change model that facilitates community transformation. It uses movies to show stories to six million viewers in 8 countries. The women in red campaign focused on promoting women’s leadership (MTG Annual Report, 2014).

In 2011, MTG Annual report indicated that they had the support of the following partners both local and international; Ford Foundation (East Africa), Danish Embassy (Nairobi), Alistair Berkely Trust, Safaricom Foundation, UK Sport, Women Win, KNVB, streetfootballworld, Football for Hope, Laureus Sport for Good Foundation, Ministry of Gender, Children Affairs and Social Development, Ministry of Youth Affairs and Sports, Ministry of Health, Ministry of Education, MTG UK and the Advisory Board, Friends of MTG, Alive & Kicking, KESHO (Kilifi), Rotary Club (Kilifi), Stichting Wanawa, Comic Relief, ILO, Adidas. These also support that CBSOs contributed to the development of partnerships.

The respondents agreed that development partners have helped in spreading messages of CBSOs. This was reinforced by the analysis from MYSA strategic plan document that showed that in MYSA “Comic Relief” supported them in the preparations for the strategic plan 2010-2019. The “Laureus Sport for Good Foundation” also supported MYSA in the preparation of the strategic plan (MYSA Strategic Plan 2010-2019), and curriculum for the MYSA Sports and Community Leadership Academy which offers certificate
courses for sport and community leadership (Certificate in Sport and Community Leadership, 2012).

MTG annual report (2011) supported the respondents who had agreed that development partners have helped the CBSOs in getting funds. At MTG with funding from planned parenthood Federation of America, a baseline survey called “increase access to sexual and reproductive Health Information and services for adolescence and youth in Kilifi county in Kenya” was carried out to establish a quantitative baseline on knowledge, beliefs and practices in relation to sexual and reproductive health among 16-24 year old youth living in Kilifi, Ganze and Kaloleni and make recommendations on the best way of promoting adolescence sexual and reproductive health.

The findings presented indicate that young people living in the communities in MTG’s catchment area continue to face significant reproductive health challenges. Levels of awareness and knowledge about family planning or contraception are still low. The results of the baseline were disseminated to stakeholders, including the health sector. MTG has trained thirty Youth Peer Providers in order to “Increase Access to Sexual & reproductive Health information and services for Adolescents and youth in Kilifi County in Kenya”. As a result, MTG has made linkages with various health facilities that are “youth friendly” that will make family planning methods available for distribution among the youth (MTG annual report 2011: 18). Further to support the issue of CBSOs receiving funding from partners, the MTG annual report (2011) also indicated that the resource centre at MTG was funded by Safaricom (safaricom is a mobile cell phone service provider in Kenya).
MYSA –FAQs (2011) a (document that reports on the activities of MYSA) reported that MYSA depended on donor funding and that in the last decade, the largest part of their budget had been from the people of Norway through NORAD and Stromme foundation. The other key partners included, the World sports Academy/Laureus Sport for good foundation, comic relief (UK), Bjorn BORG AB (Sweden), Streetfootball world/FIFA football for hope and KNSB Academy.

The statement on whether local football federation supports the CBSOs scored the lowest. This response was supported by a report from MTG on the situation of women football in Kenya report 2015, which showed that Football Federation Kenya (FKF) receives every year K Sh 21m ($250,000) as part of the Financial Assistance Programmes (FAP). In 2015, it received K Sh 89 million ($1,050,000) for qualification for the 2018 World Cup preparations. According to the FIFA’s Women’s Football Survey, the Confederation of African Football (CAF) member associations spend on average $ 37,500 on women’s football. However, there were no records available from the FKF to show how its allocation is spent. Assuming that Kenya spends a similar amount like other member association FKF, would not even spend 4% of the year’s budget on women football. This Means that CBSOs like MTG which supports many women football players gets little or no support from the federation. Stakeholders Perceptions on the contributions of CBSOs towards promotion of partnerships were sought and analysed based on respondents’ gender, age, levels of education, durations of their involvement and frequencies of involvement with the activities of their CBSOs.
4.5.2 Stakeholders Perceptions on the Contribution of CBSOs Towards Promotion of Partnerships for Development Based on Gender of the Participants and Community Members

The study sought to examine Stakeholders Perceptions on the contribution of their CBSOs towards promotion of partnerships based on their gender, and the results are presented in table 4.23.

Table: 4.23 Ratings on the contribution of CBSO’s towards promotion of partnerships for development in relation to the gender of the respondents.

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>t</th>
<th>df</th>
<th>P value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>136</td>
<td>3.6</td>
<td>0.55</td>
<td>-1.58</td>
<td>260</td>
<td>1.33</td>
</tr>
<tr>
<td>Female</td>
<td>126</td>
<td>3.7</td>
<td>0.51</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>262</td>
<td>3.6</td>
<td>0.53</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As shown in table 4.23, the mean values of both male and female respondents did not vary much on their ratings on the contribution of CBSOs towards promotion of partnerships. The ratings of the female respondents were higher 3.7 ± 0.51 than the male’s rating 3.6 ± 0.55. To determine whether there were significant differences in the ratings of both male and female respondents on the extent to which their CBSOs had promoted partnerships, a t-test was computed. The t-test results indicated that there was no significant difference in the ratings of male and female respondents of the contributions of CBSOs towards promotion of partnerships male (M=3.6, SD 0.55) and female (M=3.7, SD 0.51) at 0.5 level of significance (t=-1.58, df=260, p=1.33). These results
suggest that both male and female respondents agreed that CBSOs contributed to promotion of partnerships. Thus, the hypothesis (Ho3 (a)) that the Stakeholders Perceptions on the contribution of the CBSOs towards promotion of partnerships for development based on gender would not differ significantly was accepted.

4.5.3 Stakeholders Perceptions on the Contribution of CBSOs towards Promotion of Partnerships for Development in relation to their Age categories

The study examined the ratings of participants and community members on the contribution of their CBSOs towards promotion of partnerships for development in relation to their age categories. The findings are presented in table 4.24.

<table>
<thead>
<tr>
<th>Age (Years)</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>F</th>
<th>ANOVA P Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>15-20</td>
<td>87</td>
<td>3.7</td>
<td>.55</td>
<td>1.527</td>
<td>.148</td>
</tr>
<tr>
<td>21-25</td>
<td>12</td>
<td>3.6</td>
<td>.46</td>
<td></td>
<td></td>
</tr>
<tr>
<td>26-30</td>
<td>21</td>
<td>3.5</td>
<td>.53</td>
<td></td>
<td></td>
</tr>
<tr>
<td>31-35</td>
<td>10</td>
<td>4.0</td>
<td>.37</td>
<td></td>
<td></td>
</tr>
<tr>
<td>36-40</td>
<td>7</td>
<td>3.4</td>
<td>.71</td>
<td></td>
<td></td>
</tr>
<tr>
<td>41-45</td>
<td>12</td>
<td>3.9</td>
<td>.25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>46-50</td>
<td>11</td>
<td>3.9</td>
<td>.41</td>
<td></td>
<td></td>
</tr>
<tr>
<td>&gt;50</td>
<td>2</td>
<td>3.6</td>
<td>.88</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>262</td>
<td>3.7</td>
<td>.52</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The results in table 4.24 show that the mean value of the ratings of the respondents on the contribution of CBSOs towards promotion of partnerships based on their age categories was high 3.7. Specifically, the respondents of between 31 to 35 years had the highest mean value of 4.0 ± .37, this was followed by respondents of between 41 to 45 years 3.9 ± .25 and 46 to 50 years, whose mean value was 3.9 ± .41. Respondents of 10 to 14 years had a mean of 3.8 ± .52 ., while 15 to 20 years age category had a mean value of 3.7 ± .55 , those between 26 and 30 had a mean value of 3.5 ± .53 and the ratings of respondents who were between 36 and 40 years had the lowest rating of 3.4 ± .71. However, considering that the mid-point of the likert- scale used was 2.5, these mean values were quite high. This implies that the respondents were in agreement that their CBSOs’ contributed to the promotion of partnerships across age categories.

To determine if there were any statistically significant differences on the ratings across the age categories of the respondents, one-way analysis of variance was computed. The ANOVA revealed no significant differences in the ratings based on age groups, (F 8,243 = 1.527, P= .148) on the contribution of the CBSOs towards promotion of partnerships for development. Therefore, hypothesis Ho3(b) that the Stakeholders Perceptions on the contribution of the CBSOs towards promotion of partnerships for development would not differ significantly based on views of the respondents across their age categories was accepted.
4.5.4 Stakeholders Perceptions on the Contribution of CBSOs Towards Promotion of Partnerships Based on their Levels of Education

The study sought to examine the ratings of participants/players on the contribution of their CBSOs towards promotion of education based on the levels of their education as shown in table 4.25.

Table 4.25: Ratings on the contribution of CBSO’s towards promotion of partnerships for development based on respondents levels of education

<table>
<thead>
<tr>
<th>Levels of education</th>
<th>Mean</th>
<th>SD</th>
<th>F</th>
<th>ANOVA P Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>3.8</td>
<td>0.5</td>
<td>0.45</td>
<td>.832</td>
</tr>
<tr>
<td>Secondary</td>
<td>3.6</td>
<td>0.62</td>
<td></td>
<td></td>
</tr>
<tr>
<td>College</td>
<td>3.6</td>
<td>0.66</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University</td>
<td>3.4</td>
<td>0.48</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not in school</td>
<td>3.6</td>
<td>0.66</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It is evident from the results presented in table 4.21 that the participants with primary level of education had a mean rating of 3.8 ± 0.5 while those with secondary level had 3.6 ± 0.62, those in college had 3.6 ± 0.66 and those who were not in school had a rating mean of 3.6 ± 0.66. The participants with university level of education had the lowest mean rate of 3.4. This was still high considering that that the mid-point on the likert-scale was 2.5 but shows that participants with university level of education’s rating differed with those in other levels of education.
To determine if there were statistically significant differences in the means, One-Way Analysis of variance was computed. The results indicated no significant differences \( F_{1,165} = 0.45, p = 0.832 \). The participants therefore, rated the contribution of CBSOs to the promotion of partnerships for development highly, irrespective of the levels of their education. Hypothesis Ho\( ^3\)(c) that Stakeholders Perceptions of the CBSOs contribution towards promotion of partnerships for development would not differ significantly based on their levels of education was accepted.

4.5.5 Stakeholders Perceptions on the Contribution of CBSOs Towards Promotion of Partnerships for Development Based on their Duration of Involvement in the Activities of CBSOs.

The study also examined the Stakeholders Perceptions on the contribution of their CBSOs towards promotion of partnerships for Development in relation to their duration of involvement with the activities of the CBSOs. The findings are presented in table 4.26.

Table 4.26: Ratings on Promotion of Partnerships for Development Based on Respondents Durations of Involvement with the Activities of their CBSOs

<table>
<thead>
<tr>
<th>Duration of involvement</th>
<th>Mean</th>
<th>SD</th>
<th>F</th>
<th>ANOVA P value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 6 months</td>
<td>3.6</td>
<td>0.52</td>
<td>3.260</td>
<td>0.13</td>
</tr>
<tr>
<td>6 months</td>
<td>3.4</td>
<td>0.69</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1-3 years</td>
<td>3.7</td>
<td>0.48</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Over 3 years</td>
<td>3.7</td>
<td>0.53</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The results shown in table 4.22 indicate that the mean values of the ratings of the respondents on the contribution of their CBSOs towards promotion of partnerships for development did not vary to a large extent. The highest mean value of rating was 3.7±0.48 by those respondents who had been involved in the activities of their CBSOs for between 1-3 years and those who had been involved for over three years whose mean was also 3.7 ± 0.53. Respondents who had been involved for less than 6 months had a mean value of 3.6 ± 0.52 and those who had been involved for 6 months had a mean value of 3.4 ± 0.69. Generally, the rating was high considering the mid-point on the likert- scale was 2.5.

One-Way Analysis of Variance was computed to determine if the mean ratings were significantly different. The ANOVA results indicated no significant differences in the mean values based on the respondents duration of involvement, (F 1.860, = 3,260, P>0.13). This implies that the respondents agreed that their CBSOs had contributed immensely to the promotion of partnerships for development regardless of their durations of involvement with the CBSOs. Therefore, the hypothesis Ho3 (d) that the Stakeholders Perceptions on the contribution of the CBSOs towards promotion of partnerships for development would not differ significantly based on their durations of involvement with the activities of their CBSOs was accepted.
4.5.6 Stakeholders Perceptions on the Contribution of CBSOs Towards Promotion of Partnerships for Development in Relation to their Frequency of Involvement in the Activities of CBSOs

The study also sought to examine the Stakeholders Perceptions on the contribution of CBSOs towards promotion of partnerships based on their frequencies of involvement with the activities of the CBSOs. The results are shown in Table 4.27.

Table 4.27: Ratings on promotion of partnerships for development in relation to the respondents’ frequencies of involvement with the activities of their CBSOs

<table>
<thead>
<tr>
<th>Frequency of involvement</th>
<th>M</th>
<th>SD</th>
<th>F</th>
<th>ANOVA P Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Once a month</td>
<td>3.8</td>
<td>0.56</td>
<td>0.93</td>
<td>0.46</td>
</tr>
<tr>
<td>Twice a month</td>
<td>3.7</td>
<td>0.72</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Once a week</td>
<td>3.7</td>
<td>0.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Twice a week</td>
<td>3.7</td>
<td>0.43</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thrice a week</td>
<td>3.6</td>
<td>0.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Daily</td>
<td>3.7</td>
<td>0.57</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The results presented in table 4.23 show that the mean values of the respondents’ ratings on the contribution of the CBSOs towards the promotion of partnership for development in relation to their frequencies of involvement with the activities of CBSOs did not differ to a large extent. The respondents who frequented their CBSOs’ activities once a month had the highest mean value of 3.8 ± 0.56, those who frequented twice a month, once a week, twice a week and daily all had a mean value of 3.7, while those who frequented thrice a week had a mean value of 3.6.
One-way analysis of variance was computed to determine if there were significant
differences in the Stakeholders Perceptions on the contribution of CBSOs to the
promotion of partnerships for development based on the frequencies of involvement of
the participants and community members in the activities of the CBSOs. The ANOVA
revealed no statistical differences in the ratings on the contribution of CBSOs towards the
promotion of partnerships for development based on the frequency of involvement with
the activities of the CBSOs ($F_{34, 226} = 0.93 \ p >0.58$). The respondents were in agreement
irrespective of their frequencies of involvement in activities of CBSOs that their CBSOs
had significantly contributed to the promotion of partnerships. Hence hypothesis $H_{03} (e)$
that the Stakeholders Perceptions on the contribution of the CBSOs towards promotion
of partnerships for development would not differ significantly in relation to the
frequencies of involvement with the activities of their CBSOs was accepted.
CHAPTER FIVE: DISCUSSION

5.1 Introduction

This chapter presents discussion of the research findings on demographic profiles of the stakeholders of the Community-Based Sport Organizations, the Stakeholders Perceptions on the contribution of the community-based sport organization towards eradication of poverty, promotion of education and the development of global partnerships for development.

5.2 Demographic Profile of the Respondents

Mathare Youth Sport Association (MSYA) had both male and female participants while Moving The Goalposts (MTG) participants were females. Community respondents in MTG were both male and female, though the administrators were all girls and women, who were products of the programme because the MTG programme’s objective is to empower the girls and women in Kilifi and therefore, they only employ the girls who are involved with their organization (Forde, 2009). At MYSA, there were more male than female participants as well as community members. This could be attributed to the stereotypical attitudes towards gender that make participation of female in soccer a challenge than for the male (Wiilis, 2002). The study reinforced earlier findings that boys spent more time doing sport, took part in a greater number of activities and competed at higher levels than girls (Brady, 2005).

Another contributing factor may be due to the fact that during the adolescence period, boys have more time to be engaged with football activities than girls who have a lot of responsibilities at home (domestic chores) that hinder them from active participation.
Brady and Khan (2002) in their study of MYSA observed that for girls to have been integrated in the programme, special measures had to be taken which included even negotiating with parents and communities to allow girls to go and play. Their schedules had to be adjusted to accommodate domestic responsibilities and their mobility had to be assured and other strategies put in place to overcome other social barriers.

Participants at both MTG and MYSA were between 15 and 30 years. Most players from MTG were between 15 and 20 years, the others were between 21 and 25 years and none were above 25 years. At MTG, girls exit the programme after attaining 25 years, this is due to a regulation from the organization that makes the girls quit the programme to allow others to also benefit from the programme (MTG Annual Report, 2014). Majority of MYSA players were between 21 and 25 years old while they also had a few players who were between 26 and 30 years but none was above 30 years. MYSA players were older possibly due to the fact that they joined the Organization after dropping out of school.

In contrast the MTG participants were younger than MYSA participants possibly due to the fact that MTG players were mainly drawn from schools and at a tender age. The older girls were more likely to have dropped out of school and were married. This age distribution is not unusual considering that this is the age at which most youth are actively involved in sport. Most of the community members from MTG were between 26 and 30 years old, none of them was under 20 years while they also had few members who were above 50 years old. At MYSA, majority of the community members were between 41 and 45 years old. This was not strange because community members were not players
and therefore did not have to be young. Nevertheless a few were between 15 and 20 years old possibly due to interest in sports.

Majority of the participants from MTG were in primary school, while the second largest group were not in school. This is because there are very few secondary schools in the region as reported in the (MTG Baseline evaluation survey, 2008). The high number of participants from MTG who were not in school can be attributed to the low retention level, early and unwanted pregnancies among girls from Kilifi as observed by Forde, (2009). As a way of helping these girls, MTG has programmes for girls such as the PATHWAYS which gives the girls vocational training (MTG Annual Report, 2012).

There were no participants from MTG who were pursuing university education possibly due to the afore-mentioned reasons. At MYSA, majority of the participants were not in school, while the second largest group were in secondary school, few of them were in primary school and the others were in college and university. The disparity of large number of participants who were not in school can be attributed to poverty and maybe few public schools in the slum. Chepkemei (2012) in her study of Mathare posited that poverty is characterised by among other factors few public institutions like schools. This is one of the reasons for having MYSA in that area so that they can engage the youth who are not in school and preventing them from engaging in crime.

Duration of involvement of the respondents in the Community-based Sport Organizations ranged from less than six months to over three years. Majority (67.3%) of the respondents had interacted with their CBSOs for over three years while 9% had interacted for six months and below. The young respondents who were mainly participants/athletes were
the ones who formed the majority of those who had been involved for over three years. This supports Coalter’s (2007) assertion that sport popularity can be used to attract young people to programmes of education and training even where the development of sport is not the strategic aim.

The longer the duration of involvement, the more knowledgeable one would be about the activities of their CBSOs. This could also imply that they were benefiting from the programme and were also enjoying. The fact that majority of the participants and community members had been involved in the activities of their CBSOs for over three years implies that they were adequately knowledgeable of the activities of their organizations. Moreover long duration of involvement in the CBSOs could have meant that the participants were benefiting from the involvement.

The Frequency of contact by the respondents ranged from daily to once a month, with a larger proportion (41.7%) having been involved in the activities of CBSOs on a daily basis. This implies that they understood the organizations well to give credible information about them. This also indicated that the participants were committed to their CBSOs and were benefiting from the involvement. However, the study showed that respondents who were above 50 years and who were likely to be community members did not frequent the CBSOs as the younger ones. These were likely to be hea teachers, chiefs and sport officers who did not have to be at the CBSOs on daily basis. The young respondents who were mainly participants frequented their CBSOs possibly because they were attracted by the appeal of sport as had been stated by Coalter (2007).
The study also established that participants engaged in other activities besides soccer at their organizations. At MYSA, the most popular activities besides playing soccer were counselling, vocational training and arts with other activities being music, photography, acrobatics, hairdressing, catering, drama, basketball, mentoring/teaching and aerobics in that order. At MTG, community development, hairdressing, vocational training and counselling were the most popular. Others were music and mentoring/teaching. These activities supported the sport-based community education programmes which provided alternative education opportunities for children who were not able to attend school and this is in line with the expectations of UNOSDP (2010). Participation in other activities besides playing soccer served as a magnet to attract youth who then learnt other skills that made them employable as stated by (Coalter, 2009). Acquisition of other skills also enables the youth to start own businesses that can contribute to poverty reduction.

Participants were taught sport and life skills. In both organizations, the skills taught included sport skills such as coaching, refereeing and making of sport goods. Life skills that were taught included leadership, decision-making, problem-solving, HIV and AIDS education, drug and substance abuse, stress management, first aid, gender roles and conflict resolution. Gender roles, though not a skill, was also taught, mainly to raise awareness on gender issues. The teaching of these transferable life skills increases the employability of the youth. This supports the UNOSPD (2010) assertion that while sport may not have the capacity to tackle solely the Millennium Development Goals, it can be very effective when it is part of a broad and holistic approach to addressing the MDGs. At MYSA the study established that there was an academy that taught sport administration and community leadership.
5.3 The Stakeholders Perceptions on the Contribution of Community-Based Sport Organizations Towards Poverty Reduction

The findings of the study on the Stakeholders Perceptions on Community-based Sport Organizations contribution to poverty reduction indicated that there was a significant contribution. The ratings of the stakeholders on the contribution of CBSOs towards poverty reduction based on gender did not have significant statistical differences. That implied that both male and female agreed that their CBSOs contributed towards poverty reduction. This implied that, vulnerable populations which include women are exposed through poverty to interlocking factors that deny them access to available resources as espoused by (Narayan et al 2000). It would have been expected that women’s rating of the contribution of CBSOs towards poverty reduction would differ from men’s. Similarly, in relation to the age of the respondents, the study did not find statistically significant differences across respondents of various age categories in regard to CBSOs contribution towards poverty reduction. This is surprising because the world bank youth report, 2007 had indicated that a large number of the youth are unemployed and marginalized leading to poverty therefore it would have been expected that their ratings of the contribution of CBSOs towards poverty reduction would differ from that of the adults who are past age of the majority.

On the levels of education of the respondents, whether one was in primary school or the university did not influence stakeholders’ perceptions on the contribution of CBSOs towards poverty reduction. The levels of education would have been expected to affect the ratings of the respondents since education is supposed to affect attitudes and
perceptions. Duration of involvement of the participants and community members in the activities of CBSOs did not influence stakeholders’ perceptions on the contribution of CBSOs towards poverty reduction. This was contrary to what would have been expected of people who had been involved for long with the activities of their CBSOs to have different ratings with the ones who had not been involved for a long time. The frequency of involvement of the participants and community members in the activities of CBSOs too did not affect their ratings on the contribution of CBSOs towards poverty reduction.

With regard to the statements related to poverty reduction, the study findings were that stakeholders agreed that CBSOs provide opportunities for learning new skills which help in building self-confidence which would lead to employment. New skills learned such as coaching and refereeing would enable them to get employed as coaches and referees which would make them have an income consequently reducing the number of poor people within their community. The sport skills learned would also enable the youth to play professional football abroad as shown in table 4.6. The allowances (though not indicated) that they earn are definitely higher than what they could have earned if they played in the local league. That has helped reduce poverty not only to themselves and their families but also to the community.

Stakeholders agreed that participating in community-based sport organizations activities helped the participants to gain self-confidence. This concurs with Coalter’s (2007) findings in the impact study on sport and its contribution to personal development, which indicated that participating in sport experiences may increase self-esteem. An individual with higher self-confidence is more likely to get employed than one who has low self-
esteem. This also contributes to individual development which is espoused by the functionalist theory that states that participating in sport fosters individual development which is a positive outcome (Coakley, 2001).

Just like in the case of Siyadlala the community-based sport mass participation programme in South Africa, Burnett, (2010) MYSA and MTG have had an economic impact. In particular, the MYSA alumni players who play professional football abroad have contributed to the survival of several households within Mathare region and they have made a difference in the economic status of themselves, their families and the community. This is in line with the poverty reduction espoused by Thin (2004) by reducing the number of poor people living in poverty.

Arising from the responses from the stakeholders, the study found that community-based sport organizations also provided the youth with opportunity for learning new sport and life skills which prepared them for employment. Dimant et al (2007) argues, that the poor have low skills and low literacy level, which make them to be denied access to stable employment hence, turn to low paid self-employment. Equipping the youth at the CBSOs with skills and opportunities to go to school where their literacy level is improved is a way of enabling them to get access to employment hence, reduce poverty.

The study established that besides the CBSOs providing opportunities for learning new skills, they also provide the youth opportunity for employment. At MTG, for instance, they are employed as coaches, referees, and in the National Youth Service because of the skills that they have acquired. This is in agreement with what Nauright (2004) stated that sport can be an effective stimulus for economic development at the local level where it
offers opportunities for paid employment as coaches, players and working in advertising and promotion.

The study established that youth with disabilities are involved in community activities through sport. These findings are consistent with SPDIWG, (2008) assertion that sport works to improve inclusion, and to removes stigma that could hinder their participation in community activities. They get skills that help them get employed or self-employed thereby reducing poverty. The tournament organized by MTG for girls with disability in 2013, as reported in “Tunaweza”, a newsletter from MTG showed that girls who participated felt less discriminated and that was a way of improving inclusion and removing stigma associated with disability as the girls were able to interact and have fun with the others. This would help them be able to acquire other skills as Cathy (2007) had reported that persons with disability had low skills and were often less likely to be employed than those persons without disability. Providing a forum that enables them to get skills and overcome stigma would enable them get employment and consequently reduce poverty.

The sport skills taught at the CBSOs included coaching, refereeing and making of sport goods. The life skills taught included leadership, decision-making, problem-solving, HIV and AIDS education, sex education, prevention of drug and substance abuse, stress management, first aid, gender roles and conflict resolution. These courses had attracted over 50% enrolment rate from its participants. It was interesting to find that the most
unpopular courses at MTG were sex education and HIV and AIDS whose enrolment was far below 50%. This can imply that the respondents could have thought that they had adequate knowledge on these areas and did not need to be taught, or could have preferred to be taught by peer educators. The use of peer educators in teaching sex education and HIV and AIDS has be supported by the findings of Maro,(2008) in the study of EMIMMA which showed that the use of peer coaches within the soccer coaching environment was effective in transmitting knowledge about HIV and AIDS and safer sex practices.

At MTG, the most popular courses included leadership, decision-making skills, coaching, problem-solving skills, HIV and AIDS, refereeing, sex Education, drug and substance abuse, first aid and stress management. The enrolment rate for these courses was at least 50 percent. On the other hand, the most unpopular skill taught included making sports goods, gender roles education and conflict resolution. It is evident that the girls at MTG were not so much attracted to the making of sport goods but preferred the other skills. Possibly, the girls could have associated the making of sport goods with male roles and considered it as not feminine.

The teaching of gender roles was emphasized more at MYSA with an aim of promoting gender equity and encouraging the boys to accept that girls too can play football. This was in agreement with what Wamucii (2007) had noted about MYSA having concerted
effort in teaching gender roles in order to break the barriers that prevent women from engaging in sport. The use of teaching skills to enhance employability is in line with King and Palmer (2007) who argued that skill development is one of the series of instruments for increasing productive capacity, economic growth and employability. Similar statement had been made by UNOSDP, (2010) that life skills gained through sport experiences can benefit participants by improving their chances of employment and raising their level of income.

The findings on the Stakeholders Perceptions on CBSOs contribution towards poverty reduction showed that both the participants and community members agreed that CBSOs provided opportunities for learning new skills and promoting self-confidence which increases chances of employment this is line with UNOSDP, (2010) assertion that sport programmes provide an opportunity for skill development. Sport skills learnt enable some players to play professional football as shown in table 4.10 and in appendix G. They also agreed that people with disabilities were also involved in community activities offered by the Community-Based Sport Organizations, as espoused by UNOSDP (2010) that vulnerable people are connected to the community through sport programmes, hence gaining the skills and self-confidence that make them employable. Participation in sport fosters individual development. Consequently, the CBSOs have contributed to poverty reduction through training the youth, making them employable or able to start their own businesses that pay well as well as including the persons with disabilities in the programme to enable them get skills and increase their self-confidence. This in turn assisted in poverty alleviation in their community as advocated by Thin (2004). The findings of the study that Community-Based Sport Organizations have contributed to
poverty reduction through individual and community development are in tandem with the functionalist theory that postulates that participation in sport has positive outcomes for individuals and community development.

5.4 Stakeholders Perceptions on Contribution of the Community-Based Sport Organizations Towards Promotion of Education

The findings of the study on the Stakeholders Perceptions on the contribution of the community-based sport organizations towards promotion of education showed that the stakeholders were of the view that their CBSOs made significant contribution towards promotion of education in their communities. Both male and female respondents concurred that their CBSOs had contributed towards the promotion of education in their communities as there was no significant statistical difference in their ratings of the contribution of the CBSOs. Analysis of the findings in relation to the age categories of the respondents showed no significant statistical differences in their responses. Further analysis of the responses based on the levels of education of the respondents showed no significant statistical differences in their responses. The results arising from the stakeholders in relation to duration of involvement with the activities of the CBSOs revealed no significant statistical differences in the responses. Similar results were found based on stakeholders’ views in relation to their frequency of involvement in the activities of CBSOs.

The study established through the views of stakeholders that the CBSOs had helped to reduce the number of dropouts in the schools. This was supported by community members such as the headteacher who was also a board member who reported that there
was a reduction of school dropouts and an influx of girls to secondary school through activities of MTG (MTG Annual Report, 2012). The CBSOs had contributed to the promotion of education through the reduction of dropouts by giving scholarships to the participants who were involved in their activities which enabled them to stay in school (MYSA, FAQs 2011). This also agrees with the findings of Willis (2000) that getting involved in the activities of MYSA earns the participants points that count towards scholarships that enables and encourages them to stay in school.

MYSA Strategic plan (2010-2019) indicated that MYSA had four community libraries which had a membership of over 13,000 users. On average, 150 to 200 users visit each library on a daily basis from Monday to Saturday. The libraries contributed to the promotion of education because the youth who cannot afford to buy books due to the prevailing poverty at the slum can access them at the libraries. Youth who are also idle can use the library for reading to keep them busy in order to prevent them from being involved in crime due to idleness. At MTG, the study established that there is a resource centre where the participants (youth) can study; watch educational programmes on TV and DVD. They also have access to school textbooks and magazines. The older children help the young ones by teaching them how to read and conduct experiments within the centre. All these contribute to the promotion of education in the community. The presence of these educational resources within the CBSOs programmes is like a magnet that draws and engages the youth in both formal and informal forms of education as alluded to by (Coalter, 2007). Similarly, this concurs with the statement of the UN (2003) that sport based-community education programmes can provide informal educational opportunities for children who cannot attend school.
The responses from the CBSOs stakeholders’ indicated that the disabled children were not helped to access education programmes. The study only established that the disabled children were involved in sports. Probably by engaging them in sports, that can help reduce stigma which could make them go to school. The use of sport to reduce stigma through involving the community members with disabilities in the community activities concurs with the findings reported by Mwaanga (2001) that sport is a potent tool for promoting education and breaking down the stigma associated with HIV and AIDS. Similarly, the UNOSPD (2010) acknowledges that sport can help reduce stigma. It is also possible that the respondents did not see the relationship between participation of the people with disability in sport and reduction of stigma as a way of helping them to access education. This may be the reason why they stated that their CBSOs do not help the persons with disabilities to access education.

The study also established that many students were enrolled in school through the activities of the CBSOs. Wamucii (2007) in her study of MYSA observed that one of MYSA’s requirements was that all members under 18 years of age had to enrol in school as a prerequisite for participating in MYSA’s activities. This had therefore, contributed to encouraging schooling among the youth. Although schooling was encouraged among the participants, still majority of the respondents from MYSA were out of school, this could be due to the fact that many had completed secondary level of education or had dropped out of school. However, even those who were out of school received informal education at the CBSOs.

In conclusion, the study findings on the Stakeholders Perceptions on the contribution of CBSOs towards promotion of education showed that the CBSOs have contributed to the
promotion of education through, increasing enrolment, reducing the number of dropouts in the schools, building of facilities such as libraries and resource centres, giving scholarships. This supports the functionalist theory that participation in sport would influence individual and community development. In this case, participation in community-based sport activities influenced individual and community development.

5.5 Stakeholders Perceptions on the Contribution of the Community-Based Sport Organizations Towards Promotion of Global Partnerships for Development

The study found that the stakeholders’ perceived that their CBSOs significantly contributed to promotion of global partnership through the involvement of partners in their programmes. The Stakeholders Perceptions on the contribution of CBSOs towards the promotion of partnerships for development did not differ significantly in relation to their gender, age, levels of education, durations and frequencies of involvement. Partnerships facilitate resources mobilization which could be (financial, human or physical) expertise, training, facilities and equipment. The study established that development partners had helped the CBSOs programmes through resource mobilization. This agrees with what the UN (2005) stated that resource mobilization for sport for development programmes can be done through forging partnerships with the private sector. This was supported through MTG annual report (2014) analysis that showed Moving the Goalposts had entered into partnership with an organization called Women and Girls Lead Global to implement a campaign referred to as “Women in Red.” Women and Girls Lead global is an organization that uses a change model that facilitates community-led transformation using movies to show stories to six million viewers in 8
countries. The Women in Red campaign focuses on promoting women’s leadership. Through partnerships, the MTG girls had been trained in leadership.

To support the statement that CBSOs partners had helped the programmes through resource mobilization, MTG annual report (2014) indicated that the British Council had partnered with MTG to implement trainings under a premier skills programme. MTG implemented the premier skills programme where 140 community coaches (63 female and 77 male) from various regions of the country including Kwale, Kilifi Sotik, Njoro, Rongai and Mount Elgon were trained. This is an illustration of a strategic partnership between MTG and the British Council where resources were mobilized to help the community.

The study also established that CBSOs had helped to bring local and International development partners together. This was supported by the MTG annual report analysis (2014) that showed the partnerships at the local levels and international partnerships. International labour Organization partnered with MTG to implement football for the empowerment of girls and elimination of girl child labour project in Kilifi 2011-2013. This engagement from a global partner is an essential step towards realizing the objectives of the United Nations (UN, 2003) of eliminating child labour as well as helping the CBSO to achieve its objective of empowering the girls though football. There were many development partners as shown in chapter 4.5.1. who have assisted the programmes in different ways.

Local Sport Federations and the Ministry of Sport, Culture and Arts, are also among the partnership actors in sport for development programmes (UN 2003). In this study the
respondents rated the support by the local football federation Kenya (FKF) very low. Analysis from the MTG reports supported the low rating by showing that their CBSO has received very little support if any from their local football federation. This is unfortunate considering that MYSA documents show that most of the players who play abroad and even the ones in the national teams are products of MYSA. It would be expected that the local federation should support the CBSOs because they help nurture talents at the grassroots level.

The Ministry of Sport, Culture and Arts also partnered and supported the CBSOs. The statement on whether the Ministry of Sport, Culture and Arts supported CBSOs was highly rated by the respondents. Document analysis revealed that the ministry supported the CBSOs, particularly MTG through donations of sport uniforms and equipment. This also agrees with the assertion by UN, 2003 that the Ministry of Sport is supposed to be among the actors of sport for development.

Partners also assisted by spreading messages of CBSOs and also getting funds for them. The fact that CBSOs have helped in bringing local and international development partners together concurs with the UN (2003), assertion that sport for development is based on partnerships among several actors in the sector, including sport organizations, government authorities and international agencies.
In conclusion, stakeholders perceptions on the contributions of CBSOs to the development of global partnerships for development was high. Development partners had helped the CBSOs programmes through resource mobilization. CBSOs had helped bring the local and international development partners together. Local sport federation was also involved in the partnership though their support was rated low by the stakeholders. Development partners had also assisted in advocacy (spreading messages of CBSOs) and also getting funding for them. That implied that stakeholders perceived that their CBSOs have contributed towards promotion of global partnerships for development.
CHAPTER SIX: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

This chapter presents the summary of the study findings, conclusions and recommendations of the study.

6.2 Summary

This study sought to find out the stakeholders perceptions on the contribution of two community based sports organizations (CBSOs) that is Mathare Youth Sport Association (MYSA) and Moving The Goalposts (MTG) towards poverty reduction, promotion of education and promotion of global partnerships for development. The study hypothesized that the stakeholders perceptions on the CBSOs contribution towards poverty reduction, promotion of education, and partnerships for development would not differ significantly in relation to their gender, age, level of education, frequency and duration of involvement in the activities of the CBSOs. A self-administered questionnaire was used to collect data from the two purposively selected community-based sport organizations. The study was delimited to two community-based sport organizations in Kenya. Documentary analysis of newsletters, publications and the websites of the two community-based sport organizations were used to corroborate the findings of the survey. The study sample comprised 218 (143 participants and 75 community members) from MYSA and 108 (participants 69 and 39 community members) from MTG. Data were eventually collected from 271 respondents who were both participants and community members. Data were analyzed descriptively using frequencies, percentages and means. Further analysis was
carried out by using an independent sample t-test and one-way analysis of variance (ANOVA). Hypotheses were accepted.

6.2.1 Summary of the demographic Profiles of the stakeholders

The stakeholders were either participants/athletes or community members. Mathare Youth Sport Association (MSYA) had both male and female participants while Moving The Goalposts (MTG) participants were females. Participants at both MTG and MYSA were between 15 and 30 years. Most players from MTG were between 15 and 20 years, the others were between 21 and 25 years and none was above 25 years. Most of the community members from MTG were between 26 and 30 years old, none of them was less than 20 years while there few members who were above 50 years old.

At MYSA, majority of the community members were between 41 and 45 years old. Majority of the participants from MTG were in primary school, while the second largest group were not in school. At MYSA, majority of the participants were not in school, while the second largest group were in secondary school, few of them were in primary school and the others were in college and university. Duration of involvement of the stakeholders in the Community-Based Sport Organizations ranged from less than six months to over three years. Majority of the stakeholders had interacted with their CBSOs for over three years while only a few had interacted for six months and below. The frequency of contact by the stakeholders ranged from daily to once a month, with majority who were mainly athletes having been involved in the activities of CBSOs on a daily basis.
6.2.2 Summary of Stakeholders Perceptions on the Contribution of Community-Based Sport Organizations Towards Poverty Reduction

The study established that the stakeholder’s perceptions suggested that the two community-based sport organizations have contributed towards poverty reduction within their communities through provision of opportunities for learning sport and life skills which help in building self-confidence which would assist them to get employment. By involving persons with disabilities into the community activities, they reduced stigma enabling them to get skills that could help them get employed or self-employment. Community-based sport organizations also created employment opportunities for participants as coaches, referees and as administrators within the CBSOs. The study’s hypothesis that the stakeholder’s perceptions on the contribution of the CBSOs towards poverty reduction would not differ significantly based on their gender, age, level of education, duration and frequency of involvement in the activities of the CBSOs was accepted. The stakeholders, irrespective of the gender, age, levels of education, durations and frequencies of their involvement in the activities of their CBSOs were in agreement the CBSOs significantly contributed towards poverty reduction.

6.2.3 Summary of the Stakeholders Perceptions on the Contribution of Community-Based Sport Organizations Towards Promotion of Education

The study also established that the stakeholder’s perceptions suggested that the two community-based sport organizations contributed towards promotion of education within their communities. CBSOs promoted education through enrolment of more students in schools, reducing the number of dropouts in schools, improving education by building libraries and resource centres, helping children with disabilities to access education and
promoting other forms of education for those who were not in school. The hypothesis that the stakeholders perceptions on the CBSOs towards promotion of education would not differ significantly based on their gender, age, level of education, duration and frequency of involvement in the activities of the CBSOs was accepted. Regardless of the participants and community members’ gender, age, levels of education, durations and frequencies of their involvement in the activities of their CBSOs, they concurred that the CBSOs significantly contributed to promotion of education within their communities.

6.2.4 Summary of Stakeholders Perceptions on the Contribution of Community-Based Sport Organizations Towards Promotion of Partnerships for Development

Results of the study on the Stakeholders Perceptions on the contributions of CBSOs towards promotion of partnerships for development established that the two community-based sport organizations contributed towards promotion of partnerships within and outside their communities. The CBSOs had promoted development of partnerships through involving partners in helping to spread the messages of the CBSOs. Partners also helped to source for funding for their projects. CBSOs helped to bring local and international development partners together. They also partnered with the local football federation and the Ministry of Sport Culture and Arts in their development efforts. The hypothesis that the ratings of the CBSOs participants and community members of the contribution of the CBSOs towards promotion of partnerships for development would not differ significantly based on their gender, age, level of education, duration and frequency of involvement in the activities of the CBSOs was accepted. Therefore, participants and community members regardless of their gender, age, levels of education, durations and frequencies of their involvement in the activities of their CBSOs, concurred that the
CBSOs significantly contributed to promotion of partnerships within and outside their communities.

6.3 Conclusions

In conclusion, the stakeholders perceived their Community-Based Sport Organizations to have contributed to Poverty reduction through provision of opportunities for learning sport and life skills. Participating in the activities of CBSOs helped the participants to gain skills which make them employable. Persons living with disabilities were involved in the community activities, and this helped to reduce stigma enabling them to get skills that help them get employed or self-employment. The Community-Based Sport Organizations also created employment opportunities for participants as coaches, referees and as administrators within the CBSOs. Other participants were employed outside their CBSOs.

The study concluded that stakeholders’ perceived their CBSOs to have contributed to the promotion of education in their communities. This was done through enrolment of more students in schools, reducing the number of dropouts in schools, improving education by building libraries and resource centres, helping children with disabilities to access education and promoting other forms of education for those who were not in school.

In regard to the contribution of CBSOs towards promotion of partnerships for development, the study concluded that stakeholders perceived their CBSOs to have contributed through involving partners in helping to spread the CBSOs’ messages (advocacy). Development partners also helped the CBSOs to source for funding for their projects. The CBSOs helped bring local and international development partners together
to assist them in capacity building through trainings and advocacy. They had also partnered with the local football federation and the Ministry of Sport and Culture in their development efforts.

Stakeholders perceived the Community-Based Sport Organizations to have contributed to the achievement of three Millennium Development Goals, of Poverty reduction, promotion of Education and Partnerships. This study finding supports the functionalist theory that participation in sport would influence individual and community development. In this case, participation in Community-based sport activities influenced individual and community development.

6.4 Recommendations for Practice

Given that the poor mostly have low skills and literacy level factors that lead to their being denied access to stable employment, teaching of sport and life skills should be encouraged within their CBSOs. More so persons with disabilities should be given attention and encouraged to participate in sport so that they can gain skills, build more self-confidence that helps them to take life challenges such as pursuing education and employment. CBSOs should also continue to create jobs for their beneficiaries and also establish networks with partners so that they can have more employment opportunities for their members.

Community-based Sport Organizations should intensify activities geared towards promotion of education, through emphasising the enrolment of all their members in schools as mandatory for those who are at the school going age. More work should be done to reduce the number of school dropouts through soliciting for more scholarships
through their development partners. Efforts should also be made to help even the persons with disabilities within their communities to access school. CBSOs should be encouraged to continue giving informal education for those members who are not in school. More work should also be done to improve educational facilities within the communities through collaborations with the development partners.

To promote partnerships for development, the Community-Based Sport Organizations should continue to involve more partners both local and international with their activities. The partnerships should have well-defined power relations and local partners should be more involved so that their contributions can also be felt.

6.5 Recommendations for Policy

Given that Community-Based Sport Organizations have continued to play a key role in reducing poverty, promoting education and developing partnerships for development, the government of Kenya through the Ministry of Sport Culture and Arts, as well as international agencies should continuously give them support in terms of financial resources and programme design to sport activities. A multi-sector approach involving various ministries which include Ministry of Sport, Culture and Arts, Ministry of Education and Ministry of Health using the power of Sport should be used to address the issue of poverty in the Kenya. The interventions used by the CBSOs using various ministries to address the issues facing their communities have shown that the approach can work if well-coordinated.
Further sport for development should be integrated into the national development plan as a means of reducing poverty. Other government departments can archive their development objectives through the inclusion of Sport in their policy and programme approaches. In the area of education and development, for instance, Sport can be used to increase enrolment in the school and to reduce the number of dropouts with its power to attract the youth. On policy frameworks on persons with disabilities, Sport can be used to address the issue of stigma associated with disabilities and consequently making them to acquire skills that make them employable and thus alleviating poverty.

To fully utilize the power of sport for development, sport for development should be mainstreamed in government policies. This should be included in particular in the sport policy and to ensure relevance, quality and effectiveness, the government of Kenya through the Ministry of Sport Culture and Arts should adopt a consultative process with the relevant stakeholders when developing the policy. The stakeholders who would include Community-Based Sport Organizations, local sports organizations/federations, domestic and international civil society organizations, engaged in development, county governments, schools, academia, UN and other multilateral partners, including regional bodies such as the African Union, donor governments and the media among many others.

6.6 Recommendations for Further Research

This study adopted a descriptive survey research design where the information collected was about the status of community-based sport organization at the time of the study. The study recommends that further research using a longitudinal design be carried out to
capture more information on contributions of community-based sport organizations to the development agenda.

This study was delimited to two Community-Based Sport organizations. It would be important to find out if other Community-Based Sport organizations would get similar findings about poverty reduction, promotion of education and promotion of partnerships for development.

This study was also delimited to only three development goals. It would also be interesting to find out if other sustainable development goals can be achieved by community-based Sport organizations.
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Appendix A: Introductory Letter

RE: Demographic influence on the Contribution of Selected Community-Based Sport Organization towards Achievement Of three Millennium Development Goals in Kenya

The objective of this letter is to request you to participate in a study, investigating the contribution of community based sport organization towards the achievement of selected millennium development goals in Kenya. The information you provide by responding to the items in the questionnaire will be treated with utmost confidentiality. You will be free to withdraw from the study if you so wish.

Please read the items carefully and respond by ticking what you agree with, and what you think and feel. There is neither right nor wrong answers. PLEASE DO NOT WRITE YOUR NAME ON ANY PART OF THE QUESTIONNAIRE.

You may request for the findings of the study.

Thank you for accepting to participate in this study.

Yours faithfully,

FLORENCE GITAU
(RESEARCHER)

Participant’s signature of consent----------------- Date----------------------
Appendix B: Participants & Community Members Survey

SECTION A: Mathare Youth Sports Organization (MYSA) & Moving The Goalposts (MTG)

1. Indicate your gender Male [ ] Female [ ]

2. Indicate your age bracket.
   - 15-20 [ ], 21-25 [ ] 26-30 [ ], 31-35, [ ], 36-40[ ], 41-45 [ ], 46-50 [ ]
   - Over 50 [ ]

3. Indicate your level of Education (participants/players only)
   a) Primary [ ]
   b) Secondary [ ]
   c) College [ ]
   d) University [ ]
   e) Not in school [ ]

4. Indicate your status at the organization. Player/participant [ ], community member [ ]

5. What role do you play at your organization? (For community members only)
   Administrator [ ] Chief (Government) [ ] Headteacher [ ] Ministry [ ]
   Other ____________

6. How long have you been involved with activities of your community-based organization?
   - Less than 6 months [ ]
   - 6 months to 1yr [ ]
   - 1yr to 3yrs [ ]
   - Over three yrs. [ ]

7. How often are you involved in the activities of your community-based organization?
   - Daily [ ], Twice a week [ ], Three times a week [ ], Once a week [ ], Twice a month [ ]
   - Once a month [ ]

8. What other activities besides sports are carried out in your community-based organization?
   Arts
   Hairdressing
   Counseling
   Music
   Catering
   Photography
Acrobatics
Vocational training
Any other (Mention)

SECTION B: Community-based sports organizations and eradication of poverty in Kenya

9. To what extent do you agree with the following statements relating to your community-based sport organization? (Please tick)

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Undecided</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>MYSA/MTG provide an opportunity for learning new sport skills</td>
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<tr>
<td>MYSA/MTG do not provide an opportunity for employment</td>
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<tr>
<td>MYSA/MTG does not provide opportunities for learning life skills that can increase chances of employment</td>
<td></td>
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<tr>
<td>People with disabilities are not involved in community activities through MYSA/MTG.</td>
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<tr>
<td>MYSA/MTG provides confidence among its members.</td>
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<td>MYSA/MTG has not helped reduce poverty through creation of employment.</td>
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<td>MYSA/MTG has contributed towards eradication of poverty in the community.</td>
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<tr>
<td>MYSA/MTG has not helped to reduce poverty through creation of employment.</td>
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</tbody>
</table>
10. MYSA/MTG provide opportunities for learning skills that can increase chances of employment. 
Indicate the skills that are taught in your organization and show whether they are useful.

<table>
<thead>
<tr>
<th>Course</th>
<th>Yes</th>
<th>Useful</th>
<th>Not useful</th>
<th>No comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coaching</td>
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<tr>
<td>Leadership</td>
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<tr>
<td>Refereeing</td>
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<tr>
<td>Gender issues</td>
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<tr>
<td>First Aid</td>
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<tr>
<td>Sex Education</td>
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<tr>
<td>HIV and AIDS</td>
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<tr>
<td>Making sports goods</td>
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<tr>
<td>Problem solving skills</td>
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<tr>
<td>Decision making skills</td>
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<tr>
<td>Conflict management</td>
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<tr>
<td>Drug and substance abuse</td>
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<tr>
<td>Stress management</td>
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</tbody>
</table>

SECTION C: Community-based sports organizations and promotion of education

11. To what extent do you agree with this the following statements? (Please tick the appropriate response)
<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Undecided</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>MYSA/MTG has not helped to reduce the number of dropouts in schools</td>
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<tr>
<td>More students have enrolled in school through the activities in MYSA/MTG</td>
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<tr>
<td>MYSA/MTG has helped to improve Education by building libraries</td>
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<tr>
<td>MYSA/MTG has not helped to improve on the number of pupils/students who are promoted to the next class</td>
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<tr>
<td>MYSA/MTG has helped to improve on the numbers of students who move to secondary schools</td>
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<tr>
<td>MYSA/MTG provides alternative education opportunities for those who cannot attend school</td>
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<tr>
<td>Children with disabilities and other problems have not been helped to access education though MYSA/MTG</td>
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<tr>
<td>MYSA/MTG has contributed to the development of education in the community</td>
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<tr>
<td>MYSA/MTG has not helped promote other forms of Education for those not in school</td>
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<tr>
<td>MYSA/MTG has helped to improve performance of students who are in the programme</td>
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</tbody>
</table>
SECTION D: Contributions of community-based sports organizations towards the development of partnership in development.

11. To what extent do you agree with the following statements? (Please tick)

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Undecided</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development partners have helped the MYSA/MTG programmes</td>
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<tr>
<td>Development partners have not helped in spreading messages of MYSA/MTG</td>
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<tr>
<td>Development partners have not helped MYSA/MTG in getting funds</td>
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<tr>
<td>Local football federation has helped MYSA/MTG</td>
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<tr>
<td>The Ministry of sports, culture and Arts has supported MYSA/MTG</td>
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<tr>
<td>MYSA/MTG has helped to bring local and international development partners together</td>
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<tr>
<td>MYSA/MTG has contributed to the development of partnerships</td>
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</tbody>
</table>
Appendix C: Document Analysis Guide

Documents to be analyzed include the CBSO’s newsletters, books written on the organizations and their websites. The following information will be sought from the documents.

**Poverty Reduction**

1. To find out if
   a. CBSOs provide opportunities for learning sport and life skills.
   b. The sport and life skills learned have helped the participants get employment.
   c. People with disabilities have been involved in community activities through CBSOs.

**Promotion of Education**

1. To find out if the CBSOs activities have
   a. Helped to improve school enrolment.
   b. Helped to reduce the number of drop-outs.
   c. Helped provide alternative education for those who cannot attend school.

2. Find out how children with disabilities have been helped so that they can get education.

3. What material support is provided by MTG/MYSA to support education?
Promotion of partnerships

1. To find out if
   a. CBSOs help to bring local and international development partners together.
   b. Partners help CBSO programmes.
   c. Partners help to spread messages of CBSOs.
   d. Partners help CBSOs to get funds.
   e. The national government has helped the CBSOs.
   f. The Football Federation has been involved in the CBSOs activities.
   g. CBSOs help to bring local and international development partners together
Appendix D: MYSA Alumni Previously Playing Abroad

<table>
<thead>
<tr>
<th>Number</th>
<th>Position</th>
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<tr>
<td>01</td>
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<tr>
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<tr>
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<td>Position</td>
<td>Country/Region</td>
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CONTRIBUTION OF SPORT TO THE MILLENNIUM DEVELOPMENT GOALS

The Millennium Development Goals (MDGs) were established at the UN Millennium Summit in September 2000. The eight MDGs aim to eradicate or reduce poverty, hunger, child mortality and disease, and to promote education, maternal health, gender equality, environmental sustainability and global partnerships. The target date for achieving the MDGs is 2015.

Sport has been recognised as a viable and practical tool to assist in the achievement of the MDGs. While sport does not have the capacity to tackle solely the MDGs, it can be very effective when part of a broad, holistic approach to addressing the MDGs.

ERADICATE EXTREME POVERTY AND HUNGER

- Participants, volunteers and coaches acquire transferable life skills which increase their employability
- Vulnerable individuals are connected to community services and supports through sport-based outreach programmes
- Sport programmes and sport equipment production provide jobs and skills development
- Sport can help prevent diseases that impede people from working and impose health care costs on individuals and communities
- Sport can help reduce stigma and increase self-esteem, self-confidence and social skills, leading to increased employability

ACHIEVE UNIVERSAL PRIMARY EDUCATION

- School sport programmes motivate children to enroll in and attend school and can help improve academic achievement
- Sport-based community education programmes provide alternative education opportunities for children who cannot attend school
- Sport can help erode stigma preventing children with disabilities from attending school

PROMOTE GENDER EQUALITY AND EMPOWER WOMEN

- Sport helps improve female physical and mental health and offers opportunities for social interaction and friendship
- Sport participation leads to increased self-esteem, self-confidence, and enhanced sense of control over one’s body
- Girls and women access leadership opportunities and experience
- Sport can cause positive shifts in gender norms that afford girls and women greater safety and control over their lives
- Women and girls with disabilities are empowered by sport-based opportunities to acquire health information, skills, social networks, and leadership experience

REDUCE CHILD MORTALITY

- Sport can be used to educate and deliver health information to young mothers, resulting in healthier children
- Increased physical fitness improves children’s resistance to some diseases
- Sport can help reduce the rate of higher-risk adolescent pregnancies
- Sport-based vaccination and prevention campaigns help reduce child deaths and disability from measles, malaria and polio
- Inclusive sport programmes help lower the likelihood of infanticide by promoting greater acceptance of children with disabili
- IMPROVE MATERNAL HEALTH
  • Sport for health programmes offer girls and women greater access to reproductive health information and services
  • Increased fitness levels help speed post-natal recovery

- COMBAT HIV AND AIDS, MALARIA, AND OTHER DISEASES
  • Sport programmes can be used to reduce stigma and increase social and economic integration of people living with HIV and AIDS
  • Sport programmes are associated with lower rates of health risk behaviour that contributes to HIV infection
  • Programmes providing HIV prevention education and empowerment can further reduce HIV infection rates
  • Sport can be used to increase measles, polio and other vaccination rates
  • Involvement of celebrity athletes and use of mass sport events can increase reach and impact of malaria, tuberculosis and other education and prevention campaigns

- ENSURE ENVIRONMENTAL SUSTAINABILITY
  • Sport-based public education campaigns can raise awareness of importance of environmental protection and sustainability
  • Sport-based social mobilization initiatives can enhance participation in community action to improve local environment

- DEVELOP A GLOBAL PARTNERSHIP FOR DEVELOPMENT
  • Sport for Development and Peace efforts catalyze global partnerships and increase networking among

- For more information:
  www.un.org/sport

www.un.org/millenniumgoals
Appendix F: Research Authorization Letter

18th November, 2013

NACOSTI/P/13/5855/291

Florence Wanjiru Gitau
Kenyatta University
P.O.Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Contribution of community based sport organizations towards the achievement of selected millennium development goals in Kenya,” I am pleased to inform you that you have been authorized to undertake research in Kilifi and Nairobi Counties for a period ending 15th February, 2014.

You are advised to report to the County Commissioners and the County Directors of Education, Kilifi and Nairobi Counties before embarking on the research project.

On completion of the research, you are expected to submit two hard copies and one soft copy in pdf of the research report/thesis to our office.

DR. M. K. RUGUTT, PhD, HSC.
DEPUTY COMMISSION SECRETARY
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Copy to:

The County Commissioner
The County Director of Education
Kilifi County.
Appendix G: Research Permit

THIS IS TO CERTIFY THAT:

Ms. Florence Wanjeri Gitau of Kenyatta University, P.O. Box 43852-0010
Nairobi, has been permitted to conduct research in Kinu', Nairobi Counties
on the topic: CONTRIBUTION OF COMMUNITY-BASED SPORT ORGANIZATIONS TOWARDS THE ACHIEVEMENT OF SELECTED MILLENNIUM DEVELOPMENT GOALS IN KENYA

for the period ending:
19th February, 2013

Applicant's Signature

Secretary
National Commission for Science, Technology & Innovation

CONDITIONS:

1. You must report to the County Commissioner and the County Education Officer of the area before
   embarking on your research. Failure to do that may lead to the cancellation of your permit.
2. Government Officers will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, mining and collection of biological specimens are subject to further permission from
   the relevant Government Ministries.
5. You are required to submit at least two (2) hard copies and one (1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including
   its cancellation without notice.

RESEARCH CLEARANCE PERMIT

Republic of Kenya
National Commission for Science, Technology and Innovation

Serial No. A 646

CONDITIONS: see back page
Appendix H: Map of Kilifi County
APPENDIX I: MAP SHOWING WHERE MYSA IS LOCATED