

**Assessing the contribution of youth football project in pursuit
of Ethiopian Male National Football Team**

By

Demelash Delelegn

A Thesis Submitted to:

The Departments of Sport Sciences

**Presented in Partial Fulfillment of the requirements for the
Master Degree in Sport Science (Football Coach
Specialization)**

May 2018

Addis Ababa University

Addis Ababa University (AAU)

School of Graduate Students

This is to certify that the thesis prepared by Demelash Delelegn entitled: Assessing the contribution of youth football project in pursuit of Ethiopian Male National Football Team”, submitted in Partial Fulfillment of the requirements for the Master Degree in Sport Science comply with the regulations of University and meet the accepted standards with respect to originality and quality

Signed by examining committee:

Name	Signature	Date
Examiner _____	_____	_____

(Internal)

Name	Signature	Date
Examiner _____	_____	_____

(External)

Name	Signature	Date
Advisor _____	_____	_____

Declaration

I declare that this thesis is my original work and has not been presented for a Bachelors or Master's Degree I any another university and that all sources of material used for the thesis has been duly acknowledged

Name: Demelash Delelegn Genbaw

Signature: _____

Date: May 39, 2018

This has been submitted for examination with my approval, as a university advisor.

.

Name: Bezabih Wolde (PHD)

Signature: _____

Date: _____

Acknowledgements

Truly, this study would not be possible without the unlimited academic, professional, moral and financial supports and cooperation of many individual.

In concrete terms, I am primarily indebted to my Advisor, **Bezabih Wolde (PhD)**, for his innovative and informed ideas to assess issues revolved around male grass root youth football projects in Ethiopia at all tier in new ways contrary to the common way of working. Thus, this paper would not have successfully been completed without his strategic guidance, encouragement, subsequent constructive advice and critical observations since the very begging of the study.

Special thanks goes to staff members of Ethiopian Football Federation for their support throughout the process and for their official letter of collaboration detained to concern bodies where Solomon Gebereegziabehare Planning Director deserve special thanks.

This assessment would not have been more realistic without the contributions of many persons where I could not have a space to list their names. However, I could not go without acknowledging **Gebeyehu Woldemichael**, for sharing his vast research related hands-on experiences as well as for his unreserved technical assistance which have made my entire research periods very remarkable, meaningful and pleasant.

Acronyms

AAU	Addis Ababa University
PHD	Doctor of Philosophy
UN	United Nations
UNOSDP	United Nations Office on Sport for Development and Peace
CAN	African Cup of Nations
FIFA	International Federation of Association Football
AFCON	Africa Cup Of Nations
KIIs	Key Informant Interviews
FGDs	Focused Group Discussions
YFP	Youth Football Project
FA	Football Associations

Abstract

This study traces the relevance of male youth football project to provide qualified young elite players for the Ethiopian National Male Football Team. To fulfill this purpose, the study employed qualitative research methods that enabled the direct and active participation of the respondents. Accordingly, primary data was collected through Semi-structured Interviews with instruments such as Key Informant Interviews and Focused Group Discussions. A total of 58 participants or respondents were interviewed who were identified through purposive, snowball and accidental sampling methods.

The findings suggest that YFP facilitated an eye-opener opportunities for enhancing the coaches and the targeted youth football game required skill and capacity through the intensive training in a modern setting and significant facilities. YFP also enhanced grass root football coaching capacity and skills.

The study further revealed some factors that challenged the YFP such as lack of sufficient football facilities such as playing field, adequate training materials and hygiene and sanitation facilities. Moreover, the study revealed that YFP did not have any agreed document that showed what type of football model the YFP followed, the starting point, a direction in which to head its ultimate purpose or objectives.

The study concluded that YFP has brought some added values to grass root football including the increases number of elite players and improve the capacity of coaching staff.

To enhance YFP to the required level, some recommendations were suggested such as ownership of grass root football by all stakeholders and capacity enhancement for football coaching staff and grass root youth football development sectors, periodically.

Keywords: added values, stakeholders, young elite players and youth football project

Table of content

S/N	Content	Page
	Acknowledgements	II
	Acronyms	III
	Abstract	III
	Table of content	IV
Chapter One		
Introduction		
1.1	Background	1
1.2	Statements of the problems	6
1.3	Research question	10
1.4	Objectives of the study	10
1.4.1	General objective	10
1.4.2	Specific objectives	11
1.5	Significance of the study	11
1.6	Delimitation of the study	11
1.7	Limitation of the study	12
1.8	Definition of operational terms	13
1.9	Organization of the study	16
Chapter Two		
Literatures review		
2.1	Overview of the background of youth football project	17
2.2	Major components of youth football project	21
2.2.1	Areas of development for the young footballer	24
2.2.2	Coaching	25
2.2.3	Facilities and infrastructure required for youth football project interventions	26
2.3	Progress of youth football project in Ethiopia	27
Chapter Three		
Research methodology and design		
3.1	Research design	29
3.2	Research methods	31
3.2.1	Secondary data review	32
3.2.2	Primarily data collection	32
3.2.2.1	Semi-structured Interviews	32
3.2.2.2	Data collection instrument/techniques	33
3.2..3	Participant Observant	39
3.3	Sampling and sampling techniques	40
3.4	Data processing and analysis	42

Continued... table of content

S/N	Content	Page
	Chapter Four	
	Presentation of findings and discussions	
4.1	Absence of written documents in relation to Youth Football Project (YFP) at all tiers in Ethiopia	44
4.2	Positive experiences or achievements of YFP	47
4.3	Major intervention challenges or gaps of the YFP	50
4.4	Way forewords to further promote youth football project	53
	Chapter Five	
	Conclusions and recommendations	
5.1	Conclusions	54
5.3	Recommendations	56
	References	59
	Annex – 1	
	Semi Structured Interview open ended questionnaire for a research proposal	65

Chapter One

Introduction

1.1. Background

Historically, football has undergone constant transformation in all its dimensions including technical, spatial, economical, magnitude, visibility, credibility, etc. However, at the dawn of 21st century, football game or soccer rapidly becomes one of the main pastime activities and exceptional tools for social inclusion and cohesion through bringing together countless people worldwide without discrimination on the basis of their diverse and complex backgrounds including skin color, race, religion, gender and orientation. Importantly, football can further be described as a global sport played in almost every corner of the world across different cultural and socio-economic settings.

At present, football has proven to be a cost-effective and flexible tool for promoting any socio-economic undertakings including peace and development objectives. Hence, football easily attracts millions of actors including players, coaches, fans, referees, clubs, volunteers, agents, middlemen, investors, donors, public-private groups, institutions, researchers/scientists, civil society organization, etc. which result in making football a key driver for a myriad of economic, social and political goals (Darnell and Black, 2011).

According to UN Chronicle, August 2016, in a period of transition to the newly adopted 2030 Agenda for Sustainable Development with the overarching aspiration of bringing

people and the planet closer together and leaving no one behind, the world has to turn its attention to sport particularly football, in a very renewed and synergetic commitment.

The UN Chronicle further stated that harnessing this tremendous potential of sport, the United Nations Office on Sport for Development and Peace (UNOSDP) has long been bringing people together through sport and supporting sport for peace initiatives, from mega sport events to grass-roots activities. These initiatives help sport achieve its fullest potential in realizing the Goals.

In related terms, the Chines Supper League Blog, 6 Feb 2016, China has placed much attention on Football development through following the same model as its vibrant industrial sectors as quoted below:

“Revitalizing soccer is a must to build China into a sports powerhouse as part of the Chinese dream. It is also what the people desire,” said the central reform group, led by Xi, who has targeted improving the sport economy as a key priority, even against the backdrop of recent market turmoil. Further, Zhang Dazhong, chief executive of China’s biggest e-commerce firm, Alibaba, last year launched a sport’s offshoot called Alisports and told the South China Morning Post that the financial target would be reached easily.”

These attributes have exerted a view to consider football not only as a unique entertainment but also one of the few options and the right a venue to follow so as to maintain life on earth peacefully, end poverty and improve the socio-economic wellbeing of human fellows of all ages globally.

Over the last decade particularly, the world has, thus, aggressively been looking for a roadmap or mechanisms to aggressively advocating football for realizing its huge and multiple potentials, specified above. Thus far, there has been a pronounced worldwide commitment particularly in developing countries including Ethiopia to initiate youth centered grass root football projects as a roadmap to make football intergenerational as well as sustain its multidimensional roles and values.

Historically, Ethiopia, represented by a mosaic of people with more than 80 ethnic groups, has a long tradition with the existence of football game both as recreational activity as well as formal game practiced everywhere at different status, organized or informal.

As a result, football is the most popular sport in Ethiopia. It is widely known that Ethiopia is one of the very few pioneer countries in Africa that officially established African Cup of Nations (CAN), also referred as AFCON, on 8 Feb 1957.

Since its establishment, CAN has remained the main international football competition performed yearly/biannually in Africa whereby Ethiopia was engaged in the first three consecutive earlier competitions, represented by its national football team that was founded a head of CAN in 1943.

During the inaugural CAN football competition held in Khartoum in Feb 1957, only three countries namely: Ethiopia, Sudan and Egypt took part where Egypt was historically the

winner of game. It was reportedly recognized that Ethiopia won only the 3rd African Nations Cup in 1962 while it hosted the game.

Over the past 15 years, African football has made enormous progress and some African countries have demonstrated great performance globally and qualified for the World Cup finals encouragingly.

Similarly, the Ethiopian football team, known by its nickname-Walias, has made good progress in its football performance and the team has succeeded in qualifying for the 2013 African Cup of Nations after a 31-year absence. According to FIFA-Coca-Cola World ranking (23 Nov 2017), the Ethiopian national football team is currently ranked 43th in Africa and 145th.

Empirical evidences reveal that since a decade ago, there has been youth centered football projects including FIFA initiated all over Ethiopia that facilitate capacity enhancement training for youth targeted according to their age categories aiming at bringing up them to be successful elite players at regional, national, continental and global levels.

According to African Journal of Science and Research 2015, it is widely recognized that grass root youth centered football program or projects that can equipped youth with the fundamental components as technical, tactical, physical and psychological demands of the modern football are the base and the main source for a club as well as the national football team of Ethiopia.

The International Federation of Association Football (FIFA) has reportedly announced that special focus on youth training is important to FIFA, in order to harness the power of football to secure the future strength and success of the game so that FIFA remains committed to promote youth football competitions to bridge the gap between grassroots and the elite through providing a global training framework.

There is, however, little evidence on the effectiveness of youth centered grass root football projects that have been implemented in Ethiopia in order to maximize the positive aspects of their achievements.

Moreover, there is no clear evidence on the project structures or intervention logics (Goal, purpose, intermediate results and key performance indicators, on what works and why as well as which components or formats such as the football infrastructures, the coaching styles, etc. has contributed for excellence.

Therefore, this study titled: “Assessing the contribution of youth football project in pursuit of Ethiopian Male National Football Team” was carried out to identify constructive lessons and practical challenges encountered against the articulated intervention logics or project structures of the youth football projects in the context of male national football of Ethiopia.

The study was carried out from December 2017 to 30 May 2018 in Addis Ababa, Ethiopia. The answer to the research questions was sought through rigorously employing

Semi Structured Interview open ended questionnaire methods such as Key Informant Interviews (KIIs), Focused Group Discussions (FGDs), Individual Interview, etc.

Thus, the study employed manual data analysis through administering continuous process of reviewing information as it is collected, clarifying it, formulating additional questions, verifying information and drawing conclusions. Towards the end of each assessment, data was analyzed accordingly.

1.2. Statements of the problems

History as well as a body of evidences has tangibly proved that football becomes the most popular game in the world due to the fact that it is far more than a luxury or a form of entertainment game, or profit making business case, typically in the recent decades.

Pragmatically, there is a broad consensus across the world that other than its original value as entertainment game, football can nowadays be viewed as a route to peace and development, a route out of world poverty, suffering, tension, division, confusion, etc.

In sustaining these unlimited values football contributes or offers for the world reliably, various strategic schemes have been advocated throughout the world for the last decades through the leading role of FIFA, mainly, where its passion but not fashion exemplified in italic below:

“Football is no longer considered merely a global sport, but also a unifying sport whose virtues can make an important contribution to society. We use the power of football as a tool for social and human development, by strengthening the work of dozens of initiatives

around the globe to support local communities in the area of peace building, health, social integration, education and more, (FIFA-youthfootball-e-natural.pdf, www.fifa.com)”

“Aside from the fun in following this type of a sport and the fitness aspect for those who actively participate in it, be it at the professional or hobby level, there is a range of potential that football can be used for.

It could be used as a medium to address issues of globalisation, social development, North South dialogue, peaceful coexistence of different communities and, of course, there are the financial and economic rewards that are associated with it, especially in the higher leagues.

This makes the players and those involved in football at the higher level to be looked upon as idols and mentors, especially by youth who aspire to follow and copy them as role models.

This phenomenon is not limited to football only but it is found in many different types of sports as well”, Football for Development, practical manual, 2005, FIFA (www.footballfordevelopment.com)

As such, it has long been proven that youth football has been one of the basic strategies identified by many development practitioners, researchers, governments and institutions including FIFA so as to maintain the add values football has brought for the world community in multiple ways.

Accordingly, several sources try to indicate that substantial efforts have been made to promote grass root youth centered football, both male and female, project worldwide with special concern on developing countries including Ethiopia for the last decade through the support of FIFA and other institutions, public private group, etc.

It is notably announced that grass root youth football projects are implemented in various places of Ethiopia. Some evidences such as master thesis below in green italic, to mention but a few also reveal that Ethiopia is one of the target countries in Africa where youth football initiative has been undertaken since a decade ago.

“The development of youth football in the Ethiopia has both benefited and suffered from its own evolution. In many ways it has developed backwards in comparison to most Countries youth football development. Improving youth football project coaching has long been viewed as an important factor for the counties to be competent in the international level. Improved youth football project coaching is correlated with elite performers, Demelash, May 2014”. <http://etd.aau.edu.et>

“Sport training for youth football project is a very complex long and continuous educational process, FIFA coaching manual (2004:2). The aim of the process is making use of making specific means; to contribute to the achievement of maximum sports performance by a player based on the balanced development of his/ her entire personality.

But it is actually fairly easy to understand when explained properly. As a result the main clubs and national team status can be raised, Danial, August 2013.” <http://etd.aau.edu.et>

“Clubs that produce quality players who are suitable and fit with the modern football, and competent in international level, the training of its youth football development program have to be assessed and maintained to a level which can produce competent players who are capable of modern football, however, countries like Ethiopia are in processes and with several difficulties to improve their Leagues standard, Mohammednasir, June 2011”, <http://etd.aau.edu.et>

Despite all their efforts to reveal the status of youth football, in real terms, there are no clear evidences or footprints that could primarily show at least the major structures or intervention logics of the youth projects such as the youth football projects goal, purpose, intermediate results, activities and key performance indicators against which any progress triangulated.

Further, key success factor such as method of target youth and participation of their family, local clubs, stakeholders and community during youth football project intervention were not clearly articulated.

As a consequence, it is hardly possible to learn on “what works and why” as well as which components or formats such as the football infrastructures, the coaching styles, the football policy framework, etc. has contributed for excellence of the youth football project including provision of elite football player for Ethiopian male national football team as well as to the positive aspects of project achievements in Ethiopia whether under FIFA or other entities commitments

Therefore, the study attempted some facts about the youth football project including its components, intervention logics as well as some other pertinent activities which were served as frame of reference.

1.3. Research question

This study was carried out to assess the progress of youth football project towards the Ethiopian National Male Football Team. Accordingly, the following research questions were identified relevant to answer the objectives of the study.

- Has the introduction of the youth football project led to more development of elite player for the National Male Football Team of Ethiopia?
- What were the major barriers that affect the implementation of youth football?
- What were the basic factors that led the project to be successful?
- What were best practices of youth football project for future lessons?

1.4. Objectives of the study

1.4.1. General objective

To assess the contribution of youth football project in pursuit of Ethiopian Male National Football Team.

1.4.2. Specific objectives include;

- To identify success and failure factors of the youth football project against its prescribed performance indicators
- To overview the progress of youth related football project in Ethiopia
- To identify appropriate and effective mechanisms to strengthen the efforts as well as the inclusive benefits of football in Ethiopia
- To recommend some suggestions that are relevant to accelerate football game in Ethiopia

1.5. Significance of the study

This study mainly focused on not only assessing the relevance of male youth football project to provide qualified young elite players for the Ethiopian National Male Football Team but also reviewing the central roles of football for socio-economic wellbeing of people in the world, contextually.

Therefore, the study will have substantial importance including:

- Encourage football stakeholders to promote youth football in Ethiopia
- Map out some basic issues that challenge the progress of youth football in Ethiopia and forward some measures
- Encourage football stakeholders to define Ethiopia football model

- Provide researchers with additional references in order to conduct further studies on youth football progress in Ethiopia

1.6. Delimitation of the study

The prospective study was conducted in Addis Ababa. Content wise, the study focused on assessing the contribution of youth football project in producing elite young players continuously for the Ethiopian Male National Football Team.

As a result, qualitative data collection methods were administered through purposely targeting a number of participants or respondents such as players who were targeted for youth football project, Ethiopian Football Federation, Ethiopian Youth Sport Academy, Ethiopian Football Clubs management bodies, players, coaches, media persons, fans and Addis Ababa Sub Cities football related Government Sector Offices.

Then, the study tried to assess their practical experiences and opinions in relation to youth football project.

1.7. Limitation of the study

The major limitation of this study was lack of access to sufficient secondary data on the basics of the youth football project. The youth football project documents that can clearly show the project structure, indicator sheet, major strategies, targeting criteria, budget, monitoring and evaluation systems etc. could not be seized, practically.

Similarly, project progress reports, internal/external med and terminal evaluation documents of the youth football projects; pictures, videos, etc. were absent. Moreover, due to the fact football becomes a controversial issue in Ethiopia, it was observed that a huge number of respondents were reluctant to give informed decisions about their practical experience on YFP. As a result, the data collection process was more rigorous and difficult than it should be.

The other major limitation of the study was financial and time issues which restricted the study to Addis Ababa while the youth football projects were previously practiced in all regions throughout Ethiopia. Further, the study was limited to the contributions of youth football for Ethiopian Male National Football Team.

1.8. Definition of operational terms

It is commonly acknowledged that an operational definition, when applied to data collection, is a clear, concise detailed definition of a measure. Operational definitions should therefore be made before the collection of data begins. Data that is not defined will usually be inconsistent and will give an erroneous result.

Thus, the need for operational definitions was fundamental when collecting all types of data during this study. It was particularly important when a decision was being made about whether the data was correct or incorrect. The following are some the operational definition for a certain key terms:

Coach Educator: FA licensed educator providing FA courses for coaches

Development: the term development is used in this report to mean the creation of an environment in which individuals can strive to reach their full potential, lead productive, creative lives in accordance with their needs and interests, and to expand the choices they have that may lead to the lives they value⁶

.Elite football player: The best football player that should be reserved for those very few whose technical quality and intelligence is in a completely different class as compared to others in their age group or league.

Football Philosophy: A program operates under the philosophy developed and preached by the

Coaching Staff: This philosophy includes basic principles that guide the actions of the coaches. Each coach must completely buy into the philosophy and adhere to it.

Football project: Planned set of interrelated football tasks to be executed over a fixed period and within certain cost and other limitations

Grass root youth football: It is all organized youth football played in schools or clubs outside of the Academy System. It is the most basic level or fundamental to football. It is a fundamental part of top-level football as well as all aspects related to football.

Intervention logics It is the logical link between the problem that needs to be tackled (or the objective that needs to be pursued), the underlying drivers of the problem, and the

available policy options (or the EU actions actually taken) to address the problem or achieve the objective.

Mid Term Evaluation: It is conducted for an ongoing programme or project.

Participant observant: It is a technique of field research, used in anthropology and sociology, by which an investigator (participant observer) studies the life of a group by sharing in its activities.

Semi-structured Interviews: It is a method of research used most often in the social sciences. It is generally beneficial for interviewers to have an interview guide prepared, which is an informal grouping of topics and questions that the interviewer can ask in different ways for different participants.

Stakeholders: They are people who are invested in the project and who will be affected by your project at any point along the way, and their input can directly impact

Terminal evaluation: It is performed upon the completion of a project, focusing on its efficiency, effectiveness, and sustainability.

Youth Development Phase: It is the second phase of the Performance Pathway which covers the development of players from U12 to U16

Youth: Following the UN's definition, the term youth in this report generally refers to persons between the ages of 15 and 24. Yet because SFD projects that target youth differ

dramatically in their approaches, goals, and outcomes, this definition has been deviated from on a number of occasions.

1.9. Organization of the study

The study paper is divided into five chapters. The first chapter explains background, statements of the problems, research question, general and specific objectives, significance, scope or delimitation, limitation and organization of the study. The second chapter is a literature review and hence discusses the existing, different theories on the YFP in Ethiopia by referring to various existing secondary documents. The third chapter focuses on research design and methodology. In this chapter, the overall design and methodologies of the study are discussed. This includes sampling, data collection and analysis. Chapter 4 of the manuscript presents the findings of the research. It also analyses the findings, discusses the challenges, and makes way forwards. Chapter 5 of this manuscript, which is the conclusion and recommendation part, summarizes the overall study and makes recommendations for future undertakings.

Chapter Two

Literatures review

2.1. Overview of the background of youth football project

At the dawn of 21st Century, sport becomes a global phenomenon and it is considered as one of the most popular leisure-time activities among young people, and is often organized in the form of sports clubs or extracurricular athletics at schools.

Since some decades ago, mostly, around the inception of the MDGs in 2000, sport particularly football has been viewed as one of the few most powerful and reliable tools to realize the stated objectives of MDGs.

Today, young children who exhibit healthy social, emotional, and behavioral adjustment are more likely to have good academic performance in elementary school (Cohen and others 2005; Zero to Three 2004). The sharp distinction between cognition and emotion that has historically been made may be more of an artifact of scholarship than it is representative of the way these processes occur in the brain (Barrett and others 2007). This recent research strengthens the view that early childhood programs support later positive learning outcomes in all domains by maintaining a focus on the promotion of healthy social emotional development (National Scientific Council on the Developing Child 2004; Raver 2002; Shonkoff 2004).

Because of the increasing number of children and young people participating in organized sport all over the world, sports clubs and young athletes have become an important target for societal interventions and policies of different kinds, not least in relation to health. Possibilities to

participate in organized sports have radically increased, and politicians as well as researchers advocate the benefits of young people's participation in sports.

It is frequently mentioned that increased physical activity is one of the key outcomes of organized youth sport i. Some of the physical activity healthy benefits are reducing the risk of cardiovascular diseases and different kinds of cancer as well as reducing obesity

Other positive outcomes of physical education and sport for children's development can be, as Bailey suggests, within the five domains; physical, lifestyle, affective, social and cognitive. It is also argued that participation in organized youth sports in childhood can predict physical activity in early adulthood.

Some scholars such as Kjønniksen and Engström (Scand J Public Health. 2013 May; 41(3): 269–283) also conclude that if young people are members of sports clubs from an early age, they are more likely to be physically active in early adulthood, especially if they also are members during adolescence.

However, in a 38-year follow-up study, found different results. He concludes that neither membership nor amount of time spent on sports at the age of 15 has any significant association with exercise habits in middle age. Engström's study instead indicates that a broad and varied experience of sports during childhood and adolescence has an impact on exercise habits later on in life. Engström shows that the middle-aged person's exercise habits are instead closely connected to their cultural capital at the age of 15, as well as their social position and educational capital later in life.

Harding, 1991, stated that Up until 1960 it was illegal for a football club to recruit under 17's as full time professional employees. However, according to Monk and Russell (2000), young players were often recruited as 'ground staff' or 'office boys' undertaking manual and often menial activities such as cleaning equipment or maintaining the stadium. Such a lack of structure may lead to a situation where educational needs were not addressed.

As a result, in 1960, the Football Association took the first steps to formalise the employment of young players by introducing the 'apprentice player' who was able to join a football club at the age of 15. The guidelines did not explicitly require educational provision but did state that apprentices should be able to explore education activities as part of their apprenticeship. At this time football clubs were able to sign 15 apprentices.

FIFA as a led organization of football global has already acknowledged that football is an excellent tool to achieve all kinds of development objectives. Its enormous potential is especially evident in youth work, where it teaches qualities such as fair play, discipline, respect, solidarity and, with an ever-increasing number of girls playing, it also teaches equality. Football is also a way to access young people who cannot be approached in any other way, www.inexsda.cz, www.fotbalprorozvoj.org.

FIFA further underscores that football is an excellent tool to achieve all kinds of development objectives. Its enormous potential is especially evident in youth work, where it teaches qualities such as fair play, discipline, respect, solidarity and, with an ever-increasing number of girls playing, it also teaches equality. Football is also a way to access young people who cannot be approached in any other way.

“The reason why football is a success story is that it has reached the hearts and minds of humankind and it is our duty to channel this untold potential into making the world a better place.” Joseph S. Blatter FIFA President

According to the United Nations (UN) 2003, sports including football are proved to realize the MDGs. At the general assembly at its 52nd Plenary Session, it passed resolution 58/5 entitled Sports as a means to promote Education, Health, Development and Peace and invited Governments, The UN System, Sports Organizations, NGOs, the Private Sector etc. to individually, collectively and in partnership, use sport as a medium for Development and Peace

So far, huge contemporary studies reveal that football can play substantial roles in all sectors of developments including peace building, social integration, health promotions, safeguarding child rights, promoting good governance, climate change adaptation, etc.

Empirically, football has, thus, revealed itself no longer to be considered only as a global luxury sport or attainment game, but also as a vital instrument to people for making a difference in their own lives as ensuring sustainable development all around the world.

A great number of literatures has, thus, suggested that youth football development has been identified the cheapest and effective strategies so as to maintain the multi-dimensional benefits of football in the world where youth football development to be considered as one of their paramount objective of any football governing bodies, including FIFA, globally.

FIFI regularly underscores and promotes youth football as the right choice and roadmap in pursuit of the broader contribution of the game from generation to generations due to the fact that the world's youth population is at an all-time high, rapidly growing and representing the highest index in the world.

According to population facts, UN May 2015 No. 2015/1 there were 1.2 billion youth aged 15-24 years globally in 2015, accounting for one out of every six people worldwide. Due to their numerical advantages as well as active developmental stage, UN reveals that youth can be a positive force for development when provided with the knowledge and opportunities they need to thrive.

In particular, young people should acquire the education and skills needed to contribute in a productive economy, and they need access to a job market that can absorb them into its labor force ([www.un.org/esa/socdev/documents/youth/fact-sheets.](http://www.un.org/esa/socdev/documents/youth/fact-sheets/))

Youth football project categories on the basis of their ages include:

- Infancy or childhood stage (6-10 years)
- Ante-puberty stage (10-12 years)
- Age of puberty: 1st phase (13-14 years)
- Age of puberty: 2nd phase (15-16 years)
- Youth: (17-18 years)

2.2. Major components of youth football project

Primarily, youth football should have clear and well-articulated plan that is derived from the approved youth football project documents which govern the entire implementation, FIFA Coaching Manual (2004:2) as well as International DFB-Coaching Course (B-license) (2008:72).

Consequently, having differences among countries in the world contextually to youth football, it has become clear that certain components such as players characters, coaching, infrastructure, etc. can successfully transcend through all youth programs.

Today, youth have greater expectations of their coaches and coaching is therefore becomes one of the core elements football training programs. In this regard, some of the basic components of youth football program or project are well described below based on FIFA coaching manual (<https://premierfootballinstitute.com>).

For example, Football Federation Australia (FFA) includes in youth football project the following components, from <http://www.health.gov.au>:

- A player and coach community engagement component involving appearances and participation in grassroots clinics and other community and social engagements;
- A school engagement component involving (to the extent reasonably possible) visits to as
- many of the more than 150 schools in the region by Club community officers, players and
- other Club representatives to promote participation in football and sport more generally and support for the Club;
- A component designed to encourage and grow the participation in the Club of players of CALD and indigenous heritage whether through talent identification, membership, staffing or volunteer programs;
- Use of the Club's training and administrative facilities for the conduct of certain community engagement activities such as member and fan days, junior training clinics, gala days, award nights.

A number of researchers have consistently argued that professional football club culture may not support the development of a clear sense of identity in young players, as it has often been described as one that espouses notions of power, dominance, authority and insecurity (see e.g. Parker, 1995, 1996, 1998, 2001; Roderick, 2006, 2006a).

With regard to youth team football, there is only one case study available to researchers; Parker's seminal ethnographic research on (trainee) masculinity at Colby Town Football Club. This is now over 20 years old and although it did not focus on the concept of identity, it provided valuable insights into the development of a hyper-masculine self in players through their need to conform to a range of formal and non-normal cultural norms, traditions and working practices.

Despite this work, it is felt that there is a need to add more depth and breadth to our understanding of the lived experiences of youth team footballers, especially to understand who these players are, and how their identity is connected and influenced by involvement in professional football club settings.

South Africa is one of African countries that launched youth football project such as in Gauteng Province with a close cooperation with NGO partners Altus Sport, Greenfeet and Karos & Kambro has grown into a national programme in just over three years. Today youth football project is implemented in all nine South African Provinces. Current partners were selected following an open call for proposal.

The approaches in the provinces differ according to the local needs. While the focus is still on school sport and toolkit implementation in Gauteng, youth football project embarked on a public private partnership with Volkswagen South Africa in the Eastern Cape. Two 'soccer busses' are

touring the province, bringing coaches and equipment to remote rural areas in order to implement the HIV prevention programme using youth development through football approach.

In the Western Cape, where quite a number of substantial non-governmental organisations and institutions tried to tackle the problems that the province is facing, youth football project initially focused on networking, following a bottom-up approach and only started implementing in a second step. Independent of the individual procedure in a province youth football project always involves the responsible political level, thereby guaranteeing the sustainability of the project, from <http://www.za-youth-football-project.org>.

2.2.1. Areas of development for the young footballer

Scholars such as Wade (1996) explained that the principles of play most widely referred to were proposed who states there are three principle phases within football; Attack, Defense and Preparation (also referred to as mid-field play). Within these the principles are split with attacking principles consisting of penetration, width, mobility and improvisation.

In the meantime, defensive principles include delay, concentration, balance and control/restraint. The principle of depth is found under both attacking and defending strategies. These principles suggested by Wade (1996) are necessary to underpin and support the systems of play and tactics implemented by coaches. Wade (1996) stresses the importance of fitting systems to players as opposed to forcing players to play in a certain way in which their creativity and technical ability is neglected. Wade (1996) also looks at the game of football from an individual perspective concluding performance is affected by individual skill and technique, understanding (intelligence), and mental and physical fitness. He advises that players should not underestimate

each of these aspects as a player lacking in one will have an effect on the other two factors, establishing them as interdependent.

According to Jamie Macri, Newsletter issue No.7 September 2015, player development can, at times, be underestimated, even forgotten in the already heavy schedule of any senior or junior coach. It is vital to find time to develop young players so they can reach their potential which in turn will improve your team's performance. Very often, young players are "all or nothing" and attempting to get them to play consistent football comes back to analysis of their game. Even seasoned veterans can need some fine-tuning and improvement in their games.

Further, Jamie Macri stated that the three key areas in developing players are identifying their strengths and weaknesses and then providing a focus area to work on. For example, a player may be struggling with positioning themselves in defensive situations. The player will need to practice this skill before and after training and at every other opportunity in order to improve.

This could be a key focus area over a two or even three-week period. Once the player has remedied this he automatically becomes more confident when this situation arises and thus further improvement and skill acquisition should place during matches and at training. It is then time to work on the next "weakness" or focus area. Players should be encouraged to identify these focus areas themselves or in conjunction with the coach or his assistants.

According to Jamie Macri, time is always an issue for any coach, so it may benefit the playing group by grouping or pairing them in focus areas that need attention. I am sure your players and team will show some real progress if this strategy is adopted. Mentoring is also another way of finding extra time to develop players.

2.2.2. Coaching

Initially, any football coach must understand players, teaching methods, learning styles, psychology and even parental involvement in youth sport. FIFA coaching manual has revealed that there are commonly three type of coaching which include:

- Free coaching: This type of coaching entails strict instructions are not necessary
- Directional coaching: In this method only order are given
- Creative coaching: During this type coaching suggestions are given based on the freewill of the players without any enforcement

In general, any coaching style has to focus on educational aspects of football through the process of training youngsters. Thus, any football training must endeavor to develop the skills necessary to the game as through applying a holistic approach so as to enhance the young people's personal and social skills.

The FIFA coaching manual also categorize the key coaching traits in to three broad parts including coach personality, coach qualities and management styles of a coach.

2.2.3. Facilities and infrastructure required for youth football project interventions

Youth football basically seeks some facilities and infrastructures such as good nutrition supply, hygiene and sanitation facilities, playground as well as sport wears.

Some scholars (Dewitt J. (2001:55) and Frank F. Diclemente (1995:8) reveal the following key facilities and infrastructure for football project:

- Conducive football field
- Modern sport wears
- Balanced diet regularly
- Medical experts and facilities

- Training manuals, videos etc.

- Guidance (Psychological)

2.3. Progress of youth football project in Ethiopia

Football is the oldest modern sport practiced in Ethiopia. It is known that Ethiopia is one of the African nations that have given due emphasis on grass root youth centered football promotion. However, studies reveal that a long miles has remained to make Ethiopian be qualified to CAF and World Cup. Thus, various studies have concluded that the progress of youth football in Ethiopia evolutionary and at its infant stages due to too many bottlenecks.

According to Danial Yifru Master thesis, August 2013; youth football project which aims at enhancing the performance level of youth football players in Ethiopia such as Debre Berehan is not successful due to intertwined factors such as:

- Lack of basic facilities and equipment such playing field, sporting materials
- Low nutrition\balanced diet supply before and after training continuously
- Absence of clear accountable organizations

Demelah Amare (Master thesis, May 2014) also indicated that poor coaching is attributed to low achievement of youth football in Ethiopia. Demelash outlined the major problems face Addis Ababa youth football project below:

- Lack of required coaching skill and capacity that is guided by coaching philosophy as modern football needs advanced sports science information and input
- Inadequate participatory planning, implementations and monitoring of the project activities
- Inadequate coach player relationship, mutual learning and feedback mechanism

In similar terms, Betigilue Befekadu (Master thesis, June 2013) highlighted some of the following challenges face the youth football project in respect to Godera Woreda, Majjanger Zone, Gambella Region.

- Primarily, the target football player were not visionary to be elite players
- Majority of the coaches lack the required and were not committed
- Inadequate infrastructures and facilities such as shortage of medical, psychological and nutritional facilities.
- Absence of well-organized governing structures
- Inadequate participations of key stakeholders in planning, implementation and following up of the project.

Chapter Three

Research methodology

3.1. Research design

The researcher initially decided to use entirely qualitative research to direct the study because this methodology found to be more suitable for studying the youth football project as it is basically surrounded by a number of actors and intertwined or complex social issues.

Moreover, the researcher has already developed a methodological conviction that motives him to adhere to qualitative methodology stemmed from of his deep rooted grass root exposure as football player and a coaching role at school and sub city levels in similar undertakings around the proposed theme, football. Further, the researcher is currently the Football President of Addis Ketema Sub City, Addis Ababa, Ethiopia which created broader opportunities to learn the complex managerial, technical and social-economic factors that challenge the game.

Thus, the reasons for employing a qualitative method lie in the need to investigate success and failure factors of the youth football project in Ethiopia through exploring the experiences of target youths as well as diverse stakeholders including the governing bodies, coaching staff, etc.

As a result, a qualitative approach was administered throughout the study in order to assess the relevance of male youth football project to provide qualified young elite players for the Ethiopian National Male Football Team.

According to Manning (1996), qualitative research is regarded as research that produces descriptive material based on spoken or written words and observable behavior. The qualitative approach considered in this research study will view the prospective respondents or participants as "co-researchers" and in many cases will review their analysis of the meaning of an experience in relation to youth football project.

It is widely stated that qualitative research seeks to understand the meaning of a lived experience from the perspective of the participants (Jackson, 2003). Lived experiences are, "the everyday human experiences that are real to the individuals who experience them" (Jackson, 2003).

This research was, therefore, based on qualitative approach that frequently employed qualitative data collection method guided semi-structured open ended questionnaires such as KIIs, FGD, etc.

3.2. Research methods

As the researcher strategically selected a qualitative framework for the proposed study, the data collection methods that enabled the direct and active participation of the respondents in the study were preferable.

Consequently, the researcher placed great emphasis on data collection methods that supported some critical issues such as:

- Data collection methods that brought the researcher closer to the reality of concerned bodies, one way or the other, and their interactions as well as their experiences in regard to youth football projects where by the researcher becomes a part of the study contexts as the proposed participants/respondents will do.
- Data collection methods that were open in such a way they can be changed as well as adjusted during actual data are being collected
- Data collection methods that were flexible and allow modification in order to adjust it to the data
- Data collection methods that were as much as possible naturalistic: interactions and communication of the respondents was in their day actual setting or reality

In collecting the primary data, semi structured interview guide were originally prepared in English (Please refer Annex-1).

The data collected for this research, thus, proceed from interviews with Government officials and concerned persons of Ethiopian Football Federation at all level and YFP coaches to target youth including various stakeholders.

In general, in order to obtain adequate information which was relevant to the present study, the researcher utilized the following data collection methods or techniques include: key informant interviews, in depth interviews, focus group discussions, and observation.

In order to complement the primary data, various secondary documents on football related issues were reviewed from vast web based secondary sources.

3.2.1. Secondary data review

In order to gain an in depth insight into YFP in the study areas, some relevant data was collected through reviewing a sizable collection of literature and secondary documents.

A great deal of secondary documents such as international or national surveys and reports, thesis, etc. from the internet and also supplied by key local government stakeholders were carefully reviewed and information obtained from documents were mapped against the objective of the research. Hence, key data was extracted to inform the analysis.

3.2.2. Primarily data collection

3.2.2.1. Semi-structured Interviews

It is widely acknowledged that semi-structured interviews are selected as the most suitable data collection method as they allow gathering information of sufficient depth and quality in order to provide a detailed picture of participants' experiences.

According to De Vos (1998), the face-to-face interview assists researchers to understand the closed worlds of individuals, families, organizations, institutions and communities.

The purpose of the in-depth, face-to-face interview is hence to understand the interviewee's life experience or situation as expressed in his/her own words (De Vos, 1998). Kruger (1988) further contends that the spoken interview allows participants to be as near as possible to their lived experience.

Strategically, the researcher, therefore, developed semi-structured open ended questionnaires or questions as it is flexible guide during interviews.

Thus, in the course of this study, the following semi-structured questions were administered as data collection instrument or techniques.

3.2.2.2. Data collection instrument/techniques

Key Informant Interviews (KIIs)

A. Government representatives from the Ethiopia Football Federation and Addis

Ababa Football Federation, Sub City and Woreda Levels

The KIIs were carried out with about 18 purposively selected key government representatives from the Ethiopia Football Federation and Addis Ababa Football Federation, Sub City and Woreda Levels. Accordingly, valuable qualitative information about YFP was carefully collected.

The interviews were intended to seize the free opinions of the respondents on some key issues such as:

- The YFP background, rationale, primary goal, objectives and major components or activities as well as targets or expected outcomes, mid-term and terminal reports
- Highlight about Ethiopian Football Philosophy
- The process conducted to develop the YFP including selection of the areas, the designing, planning, implementation, monitoring and evaluation processes in each stage
- Participation of key stakeholders such as target youth in these stages of the YFB
- The participation of the community and different stakeholders, academic and research institutions such Addis Ababa University in the planning phase of the project
- YFP Management, Monitoring and Evaluation Systems including database of YFP targets
- Accessibility of pertinent YFP documents in hard and soft copies such as YFP Proposal progress reports, evaluation findings, etc.

B. Representatives of Academic and Research Institutions, Primary and High Schools in relation to Football

A body of research documents reveals that in order to make football game modernized it has to be supported by scientific training and management methods.

As a result, to elicit the views of representatives of academic and research institutions as well as schools, a total of 14 purposively selected respondents were interviewed using KIIs methods. Some of the topics of the interview include:

- Knowledge about YFP at list its background, rationale, primary goal, objectives, etc.
- The chance or engagement in designing the YFP proposal
- Cooperation and partnership with key YFP stakeholders such as local government offices, families, NGOs, players and coaches

C. Coaches that were recruited for YFP at various levels

KIIs were conducted with 6 football coaches who were previously recruited for YFP in order to understand their individual experiences, opinions and feelings about YFP in Ethiopia. Some of the pertinent questions directed to the coaches include:

- The highlight about Youth Football Project (YFP) in Ethiopia such as its background, rationale, primary goal, objectives and major components or activities
- The engagement in developing the YFP including selection of the areas, the designing, planning, implementation, monitoring and evaluation processes in each stage
- Coach recruitment process for the YFP including academic background, professional experiences

- The coach football philosophy, coaching or management plan in relation to the main YFP documents that govern
- Information about relation and partnership with key YFP stakeholders such as local government offices, families, NGOs, schools, etc.
- Information about the success or failure stories of YFP?
- Information about tangible contribution of YFP in pursuit of Ethiopian Male National Football Team?
- Some perceived potential barriers that challenge the YFP progress

Focused Group Discussions (FGDs)

A. Targeted male youth football players that are currently successful in joining Clubs or National Football Team

The FGDs were carried out 3 groups. A total of 12 successful players were engaged in the discussion in order to unleash their experiences in relation to YFP which served to complement the desk review and key informant interviews.

The major interview and probing questions listed as follows:

- The highlights about their football background before joining the YFP
- Briefing how they first came to know about YFP

- The highlight about their participation in the designing process of the YFP
- Information about the YFP targeting process and eligibility
- The highlight about the entire scenarios of the YFP during its implementation period such as coaching basics, access to food and health care as well as football facilities, etc.?
- Information the support you obtained from various stakeholders such your families, villagers, private groups, local government representatives, etc.
- The highlight how well the YFP to develop your abilities and football skills in pursuit of being an elite football player for renowned football clubs and National Football Team
- Informing how they were transitioned or joined the National Football Team or Club

B. Targeted male youth football players that failed to join Clubs or National Football Team

The FGDs were administered to a single group comprise of 4 individuals who were a dropout from the YFP. Some of the issues discussed were under the following probing topics:

- Information about their football background before joining the YFP
- Briefing how you they came to know about YFP

- The highlights about your participation in the designing process of the YFP
- The highlight how well the YFP to develop your abilities and football skills?
- Information about some factors that restricted them to be qualified for prestigious football clubs or National Football Team?
- Information about things coaching staff needs to improve?
- Briefing the measure strong and weak sides of the YFP that can be taken as lessons for future similar undertakings

Individual Interview

A. Sport journalist or media person

Complementing the interviews, a total of 4 media persons were individually interviewed to obtain general information about the YFP in Ethiopia. Some of the guiding interview topics include:

1. The highlight on their knowledge about YFP
2. Information about the media coverage and promotion of YFP
3. Information on some mechanism to increase social media engagement

B. Families

Parents are a very key stakeholders not only football but also any practices that concern their children. During the study, a total of 8 parents were purposely identified and interviewed to know their interactions with their targeted children. Some of the leading topics under which discussions were made include

1. Information about their knowledge about YFP in which their sons targeted
2. Information about their feeling on their sons being targeted
3. Information about their regular support provided to their sons while he was in YFP
4. Briefing about parents peer relation with other parents

3.2.3. Participant observant

Observation is one the oldest methods of data collection. It is an indirect method of data collection since in most case it collects information without the full knowledge of the respondents. Observation is as a method of data collection is generally considered to have the following advantages over other methods (Mahr, 1995).

- Provides information when other methods are not efficient.
- Employ a relatively less complicated and less time-consuming procedures of subject selection
- Offers data when respondents are unable or unwilling to cooperate or to offer information

- Approaches reality in its natural structures and studies events as they evolve
- Offers firsthand information without relying on the reports of others
- Allows the collection of wide ranges of information, even this information though to be, at the time of study, irrelevant.

The researcher has potentially used his deep rooted exposure on football related scenarios, as a football player, coach and management team since childhood in order to reinforce the findings of this study.

In general, additional to all these methods, the research has exhaustively demonstrated to interview with diverse and huge numbers of individuals so as to address the fundamental issues surrounding not only YFP but also the whole football games in Ethiopia, a case in point.

Accordingly, face-to-face interviews, discussion and explorations were carried out in relation to YFP as well as the overall situations of football in Ethiopia where vital views on YFP major achievements, challenges that faced during the implementation of the Project seized.

3.3. Sampling and sampling techniques

As specified above, the methodology selected for this study was qualitative which normally invites to employ qualitative sampling methods so as to decide where the study would be carried out, how many respondents or participants included in it, who these respondents

would be, how they would be chosen and finally what proportion of the populations be considered.

The study was carried out in Addis Ababa. A number of respondents were identified purposively using non-probability sampling design or procedure (Non-statistical estimations).

It is widely known that non-probability sampling is usually used for exploration and qualitative analysis whereby it doesn't employ the rule of probability theory, doesn't claim repetitiveness.

Some of non-probability sampling methods or techniques that were employed include:

- Purposive (Judgmental sampling)
- Snowball sampling
- Accidental sampling(Convenience, grab and haphazard sampling)

Thus, emphasis was made to sample the following persons:

- Persons who had fundamental and deep rooted knowledge about football, youth centered in particular
- The persons who were responsible to formation or introduction of youth football projects

- The persons who were key stakeholders such as government bodies and experts, CSOs, donors, research institutions and colleges

In general, the researcher was able to interview a total of 54 participants or respondents guided by semi-structured interviews.

The respondents provided very vital information about the whole scenarios youth football projects in Ethiopia. The information from these interviews formed the core results of the study.

3.4. Data processing and analysis

Various study indicate that a qualitative research begins with assumptions, a worldview, the possible use of a theoretical lens and the study of research problems inquiring into the meaning individuals or groups ascribe to their problem face in a given issue.

Scholars such as Creswell (2007) revealed that qualitative researchers use an emerging qualitative approach to examine the collection of data in a natural setting sensitive to the people and places under study, and data analysis that is inductive and establishes patterns or themes. The final written report or presentation includes: the realities and voices of participants, the reflexivity of the researcher and the complex description and interpretation of the problem, and it extends the literature for urgent actions (Creswell, 2007, p 37).

As a researcher employed qualitative data collection methods, the data processing and analysis were carefully administered continuous process of reviewing information as it was

collected, clarifying it, formulating additional questions, verifying information and drawing conclusions. The analysis should not be left until the data has been collected.

As a result, the data analysis was a continuous process of reviewing the information as it was collected, classifying it, verifying information and drawing conclusion.

Finally, the researcher checked findings and conclusions by presenting them to his peers and some key respondents who had stake for youth football project in the study areas. Moreover, a body of literature was used to support or reject conclusions during the analysis period.

Chapter Four

Presentation of findings and discussions

This Chapter presents the main findings garnered through document review, participant observant as well as the semi structured questionnaire that was administered in the form of KIIs, FGDs, Individual Interview as well as discussion with wide ranges of football stakeholders based on the research questions formulated.

4.1. Absence of written documents in relation to YFP at all tiers in Ethiopia

As it was clearly stated in the earlier section, this research primarily aimed at assessing the relevance of male youth football project to provide qualified young elite players for the Ethiopian National Male Football Team. As a result, the researcher was convinced and determined to seize the YFP documents which could be a bench mark or targets against which any changes or difference recorded during the implementation period of the Project could be practically or statistically triangulated or measured.

So far, during the study, almost all participants whether KIIs, FGDs or individual interview in a number of discussions explained that none of them accessed any written documents in relation to Youth Football Project (YFP) at all tiers in Ethiopia.

Further, the participants including high level government authorities, coaches, etc. could not bring any supporting documents in hard copies that simply depicted the major structures or intervention logics of the youth projects such as the YFP's goal, purpose,

intermediate results, activities and key performance indicators against which any progress triangulated. Though, a very potential secondary data sources such as web based and electronic storages were exhaustively explored by the researcher for the last several months there was no any footprint that could easily give significant data about the story of YFP in Ethiopia, yet.

In concrete terms, even none of the respondents including the coaches explained confidently the YFP verbally in terms of its main project structures and main components, a minimum. Some respondents indicated that YFP had no clear monitoring and evaluation mechanisms in order to assess its effectiveness and impact. Majority of the KIIs explained that the YFP was suffering from poor documentation and management of the progress reports accompanied by high staff turnover at all levels as well as poor handover or takeover notes.

In practical terms, all informants acknowledged that YFP was not properly planned with the active engagements of key stakeholders. However, during the initial stage of the study, the researchers tried to identify some key perceived

YFP profiles and components/activities form different respondents which brought a central role in answering and measuring the subsequent research questions specified in this document.

Accordingly, some of the perceived YFP project profiles collected from diversified sources are assembled and highlighted below in the shaded italic format:

Perceived overview of the Youth Football Project (YFP) in Ethiopia

The Youth Football Project (YFP) started in Ethiopia in 2001/2 under the auspice of FIFA with the overall responsibility of the Ethiopian Football Federation. The YFP was initially implemented in all regional states through the country by targeting youth group ages U-15 and U-17 with the ultimate purpose of project to provide qualified young elite players for the Ethiopian National Male Football Team.

The primary goal of YFP was to assist talented/underprivileged children to participate in sports and create opportunities for them to achieve their dreams of taking up careers in sport. Specific objectives included:

- To encourage and support children to take sport as a tool for personal and social development.*
- To create more awareness on grassroots football and its benefit to society*
- To educate children on the importance of sport as an alternative to crime and other social vices; a means for healthy living and the opportunities it could offer for a brighter future.*
- To provide and encourage platforms and opportunities for all children irrespective of their background to participate in sports and sporting activities.*
- Provide the platform and opportunities for less privileged Children to participate as well as achieve career dreams in sports.*

- *Assist and support children with sufficient skills in sport to develop those skills to the highest level.*
- *Provide support and assistance for, as well as promote efforts of individuals, organizations and governments in the organization and promotion of youth sports*

The major YFP components or activities included

- *Conduct training for a large number of football coaches*
- *Conduct training a huge number of children in various aspects of football with a view to increasing their knowledge of the game.*
- *Create more awareness on grassroots football and its benefit to wider audiences*
- *Setting up grassroots football leagues for grassroots clubs.*

4.2. Positive experiences or achievements of YFP

All participants or respondents to the semi-structure interviews suggested that the YFP facilitated an eye-opener opportunities for enhancing the coaches and the targeted youth football game required skill and capacity through the intensive training in a modern setting and significant facilities.

The data collected from the coaches through KIIs implied that that YFP enhanced their coaching skills in multiple ways including skills such as dribbling, passing, and tackling, tactical skills such as team formations and controlling the midfield and psychological skills including being prepared to play.

Some of the key informants revealed that they were confidently able to discharge their roles and responsibilities, which included ensuring young players develop their football skills and that their social and psychological needs were taken care of during YFP period.

In general, the informants witnessed that the YFP enabled them to acknowledge shouldering a lot of responsibilities not only to the players, but also their parents and others involved with youth football in order to attain the desired outcomes of football games.

Similarly, majority of the target YFP FGD and in-depth interview participants expressed pride in having experienced modern football games basic skills such as like passing, dribbling, shooting and tackling by joining the YFP which resulted in separating the YFP players from the conventional players.

As a result, they were able to join some prestigious Football Clubs in Ethiopia including to eligible for Ethiopian National Male Football Team.

In another notes, during FGD and in-depth interviews, participants reported that the YFP was able to motivate a huge number of non-targeted youth in order to practice grass root football games in their respective areas on account of their peer influences.

Participants highlighted that significant number of youth centered football teams was established by public private groups, NGOs, individuals, league clubs, etc. in their vicinities. Based on the data generated from the interviewees, it was realized that some of the YFP targets were eligible for some clubs as shown below in Table.

S/N	Name of target		Year of EC
	Youth	Club	
1	Salhadin Seid	Benshanguel	1990 to 1995
2	Berhanu Bogal	Dedebit	1990 to 1995
3	Miniyahil Teshop	Buna	1990 to 1995
4	Andualem Nigussie	Assela	1990 to 1995
5	Tafesse tesfaye	Awassa	1990 to 1995
6	Mesuin Mehamode	St George	1990 to 1995
7	Fasika Asfaw	Defence	1990 to 1995
8	Selomon Limich	Buna	1990 to 1995
9	Aknlilu Ayenewe	Buna	1990 to 1995
10	Getahun Mulugeta	Sululta	1990 to 1995
11	Gemal Tasew	Defence	1990 to 1995
12	Biniam Taye	Gisila	1990 to 1995
13	Siyoum Tesfaye	Buna	1990 to 1995
14	Mulugeta Mihiret	ELPPA	1990 to 1995
15	Ismail Abubeker	St George	1990 to 1995
16	Salhadin Bergecho	St George	1996 to 2000
17	Tafesse Selomon	Awassa	1996 to 2000
18	Habtamu Mulugeta	Buna	1996 to 2000

4.3. Major intervention challenges or gaps of the YFP

Despite the undeniable positive aspects of YFP, the findings suggested that the YFP was surrounded by complex administrative and practical challenges.

Both the secondary documents and an overwhelming majority of study participants reported that one of the fundamental intervention gaps or changes of YFP was its lack of any agreed document that showed what type of football model the YFP followed, the starting point, a direction in which to head in order to its ultimate purpose or objectives.

All interviewees mentioned that they could not define the YFP basics and rules as they were not communicated clearly from the outset.

To the extreme cases, the KIIs group such as Government representatives from the Ethiopia Football Federation and Addis Ababa Football Federation, Sub City and Woreda Levels, Academic and Research Institutions, Primary and High Schools could not articulate confidently or show any hard copy documents of the background and the blueprint of the YFP particularly the following decisive profiles and components of any project:

- Description of situation, problem and project stakeholder analysis
- The proposed Project Target groups
- Description of the proposed Project intervention
- Goal

- Objectives
- Expected Outcomes
- Output
- Activities
- Description of the strategies of the proposed Project intervention to achieve the Project objective/s
- Project Management, Monitoring and Evaluation
- Sustainability
- Logical framework Matrix of the Project
- Schedule of activities (Gantt chart)
- Budget for the Project period

Consequently, majority of the respondents revealed that all actors surrounding the YFP including target youth were reportedly misunderstanding and confused on the clear desired expected outcomes and other shared objectives which led to with a specific football outcome in mind.

Beyond this evidence of misunderstanding and confusion, views on the desired YFP football philosophy, football vision, playing style, team model and knowledge were ranged broadly, sometimes paradoxically.

Consequently, several study participants further suggested what they perceived as implementation challenges of YFP that have a causal relationship as outlined below:

- Lack of sufficient football facilities such as playing field, adequate training materials and hygiene and sanitation facilities
- Inadequate access to coach-educators, training equipment and teaching materials
- Lack of access to sufficient nutritious diet sustainably before and after the training
- The players had no any balanced diet before and after the training, this nutritional factor hindered the progress.
- Exposure of players to practice through a series of random activities or general exercises.
- Poor communication and partnership among multiple youth football stakeholders including lack of clarity on their role and expectations
- Very wide difference among target FYP players performances
- Coaches were mainly focused on short term plans by neglecting the long-term development view in YFP
- The leadership and governing stakeholders were not highly effective enough in delivering multi-partnership arrangements in order to smoothly implement the YFP
- Inadequate promotion and media coverage of YFP

In general, a huge number of participants underscored that the FYP had no clear direction and was lack of progress towards a shared objective which practically made the YFP be failed at its infant stages.

4.4. Way forewords to further promote youth football project

Through the final session of the semi-structured interviews, participants and key informants were inspired to offer way forewords to further promote YFP through the country. Thus, some vital opinions were offered as outlined below:

- The need to greater emphasis on facilitating participatory football game basic and intermediate problem identifications and objective setting which practically allow all stakeholders can give informed decisions with greater synergies and renewed commitment. Accordingly, it must be strategically articulated the solid philosophical principles of Ethiopian football culture through a logical process of study and analysis
- The need to design a shared strategic document that can clearly depicted the roadmap Ethiopia would like to follow in pursuit of football games and other state-of-the arts of modern football
- Clarifying the purpose and function of multi-stakeholders arrangements in relation to their responsibility and accountability.

Chapter Five

Conclusions and recommendations

5.1. Conclusions

The conclusions presented here are mainly linked to the findings set out in the previous section.

This study has brought conclusions that are mainly linked to some key findings set out in the previous section that are important for learning and designing initiatives that will central in promoting football game in a modern ways, meaningfully.

Some of the key conclusions generated from this study are summarized below:

- Although, there is currently insufficient data to accurately estimate the contribution of male Youth Football Project to National Male Football Team in Ethiopia, practical evidences have revealed that YFP adds values to the increases number of elite players..
- It was recognized that YFP was undertaken arbitrarily without strategic plan or project documents as well as insignificant involvements of diverse but key stakeholders including key government actors and politicians, academic and research institutions, NGOs, public-private groups and the wider grass-root communities at all level.

- Whilst the YFP moved on its own direction and approach, it also brought some changes, improvements and left track records behind in terms of contributing to the development of elite male football players in Ethiopia, relatively.
- YFP also contributed to improve the capacity of coaching staff and football some governing bodies through arranging capacity enhancement mechanisms
- However, in strictly speaking, as far as there is no clear agreed and shared documents regarding the YFP during the inception period, it is hardly possible to conclude both empirically and statically whether or not the YFP:
 - Has reached its objectives and verifiable indicators
 - Has been significantly relevant to the selected target
 - Has created valuable experiences, easily to be repeated and duplicated,
 - Has consolidated workable partnership
 - Has ensured a transfer of know-how on youth centered football interventions
- Consequently, it can be concluded that YFP was fundamentally suffering misunderstanding and confusion on the blueprints of YFP.
- Further, it can be concluded that this fundamental bottle-necks had played the pivotal roles in generating the major problems of YFP stated in the previous sections including:

- Ineffective multi-stakeholder partnership among multiple youth football stakeholders due to lack of clarity on their role and expectations
 - Failure of the leadership and governing stakeholders to ensure multi-stakeholder partnership arrangements to implement the YFP
 - Absence of transparency and accountability
- It is also concluded that the YFP has hardly been supported by analysis and scientific research

Finally, the study practically concludes that there is a deep-rooted and clear enthusiasm among all Ethiopian regardless of their diverse social backgrounds and institutional positions for transforming their football status through realizing fundamental reform at all tiers.

5.2. Recommendations

The study examined the progress of youth Male football project in Ethiopia where participation in youth football project is increasingly popular and widespread in Ethiopia. Although there is lack of reliable written documents and data, especially with regard to the basics of YFP, the study realized that YFP has contributed to development of the elite players for male National Football Team of Ethiopia.

The study also indicated some short term and long term bottlenecks that adversely affect the progress of YFP. In order to addresses all issues surrounding YFP the following

practically recommendations are flagged up very central to enhance YFP to the required level:

- Primarily, all football stakeholders must acknowledge and view grass-root youth football as a tool for stimulating the growth of football whereby commitment to enhancing mass participation is highly sought.
- As much as possible, identifying and screening at the earliest possible age the children with a potential to football
- Organize specialized training of football coaching staff and grass root youth football development sectors, periodically
- Improve the visibility of grass-root youth football project through mass media imitative and campaign
- Expand the basic grass root football structure and facilities with elite football development program
- Create a community based fund to finance grass root youth football project aimed at sustaining the best practices of project deliverables
- Improve the culture of having a written grass root football plan and philosophy
- In the long term efforts, it is highly recommended to place greater emphasis on modeling of Ethiopians football game philosophy and goals that must be shared by everyone including football governing bodies, coaches, players, academic and

research institutions, schools, parents and wider communities. Consequently, the story of different governing bodies, coaches, players and stakeholders with different philosophy goals must end up

- Based on strong the relationships and trust amongst these actors Ethiopia has to identify the measure football games gaps and what type of football Ethiopians play be defined and visualized which is really a process and needs to undergo significant attitudinal change overtime. As a result, anyone can logically learn and define the types of players and coaches that can fit to football model Ethiopia prefers
- Rationalizing football governance and accountability structure which can support to establish links from grassroots to Ethiopian Football Federations, a key step to building future success.
- Accordingly, participatory activities and sensitization efforts on the model must be promoted a firm grounding in each local context in the country.
- There must be accessibly documents in hard and soft copies be it program or project or any official undertaking in relation to football
- There must be participatory monitoring, evaluation, learning and sharing mechanism that easily show the progress of Ethiopian football against the prescribed philosophy or objectives. Unless, what works and why, the theory of change will never be known and the

References

1. Abraham, A., Collins, D., & Martindale, R. (2006). The coaching schematic; Validation through expert coach consensus. *Journal of Sports Sciences*, 24 (6), 549-564.
2. Adrsien,L. (1996). *The Shoe in Sport*, Wolfe Publishing, London.
3. Alagich R. (1995) *Football coaching bible*, human kinetics publishers, In Canada
4. Australian Football League (AFL) (2011). *Youth Coaching Manual*, Australian Football League
5. Barrett, L., and others. 2007. "The Experience of Emotion," *Annual Review of Psychology*, Vol.58, 373–403.
6. Becker, A.J. (2009). It's not what they do, it's ho w they do it: Athlete experiences of great coaching. *International Journal of Sports Sciences & Coaching*, 4 (1), 93-119.
7. Bloom, G., Crumpton, R., & Anderson, J.E. (1999). A systematic observation study of the teaching behaviors of an expert basketball coach. *The Sport Psychologist*, 13, 157-170.
8. Bloom, G., Durand-Bush, N., & Salmela, J.H. (1997). Pre-and post competition routines of expert coaches of team sports. *The Sport Psychologist*, 11, 127-141.
9. Bloom, G., Stevens, D., & Wickwire, T. (2003). Expert coaches' perceptions of team building. *Journal of Applied Sport Psychology*, 15, 129-143.

10. C.K Kothari (2004).Research Methodology. New Age International Publisher Ltd.
Copy right © 2006 American Dietetic Association.
11. Coaching junior football manual (2007)
12. Cohen, J., and others. 2005. Helping Young Children Succeed: Strategies to Promote Early Childhood Social and Emotional Development External link opens in new window or tab.. Washington, DC: National Conference of State Legislatures and Zero to Three.
13. Comparative Physical Education and Sport, 15(2), 14-23.
14. COSTILL (1999).Physiology of Sport and Exercise , Human Kinetics, USA.
15. Darnell, S (2012) Sport for Development and Peace: A Critical Sociology. London: Bloomsbury Academic. Google Scholar
16. Darnell, S. and Black, D. 2011. Mainstreaming Sport into International Development Studies. Third World Quarterly, 32(3): 367-378.
17. Dawitt,J (2001).Coaching Grils' Soccer. Three Rivers press New York. Exploring the practice of sports coaching graduates. Reflective Practice, 7 (2), 163-
18. De Martelaer K, Theeboom M. Physical education and youth sport. The Handbook of Physical Education. Thousand Oaks, CA, London; SAGE Publications, 2006

19. Federation International de Football Association/ Merber Association and FIFA –Stross
20. P.O.Box 8044 Zurich Switzerland.
20. FIFA Coaching Manual (2004)
21. Foundation Soccer Coaching Manual (2008:234)
22. Fundamental Coaching Manual (2008).
23. Governing Sport the Role of the Board © 2005 Australian Sports Commission.
24. Hanin, Y (ed.) 2000, Emotions in sport, Champaign, IL: Human Kinetics, Retrieved on:
February 22, 2009, Available at: <http://www.amazon.com/exec/>
25. Hedstrom R. & Gould D. (2004) Research in Youth Sports: Critical Issues Status White
Paper Summaries of the Existing Literature.
26. Huddleston, D. & Huddleston, K. 2007, Football field size, Retrieved on March 06,
2007
27. International DFB Coaching Course Manual / License (2008). Jack H. Wimore and
David L.
28. J.Lyle (Eds.), The coaching process: Principles and practice for sport. (pp. 1-
29. John H. Michael H, AND Helen M, (2000) Advanced Physical Education and Sport,
Stanley Thornes (publisher) Ltd.

30. John, J(1978) .Junior Soccer. Film Type Service Ltd. Great Britain Official US Soccer Coaching Manual (2002).
31. Jones, 1997 Lyle, 1999: Smith & small, 1993 saucy &DENAND 1998 Youth projects
32. Knowles, Z. Tyler, G., Gilbourne, D., & Eubank, M. (2006). Reflecting on reflection:
33. LA84 foundation (2012) Football Coaching Manual- LA84 Foundation.
34. Launder, A. (1993). Coach education for the twenty first century. Sports Coach,
35. Lee, M. (1993). Coaching children in sport: Principles and practice. London: Chapman & Hall.
36. Lyle, J. W. B. (1999). The Coaching Process: Principles and Practice. In N.Cross &
37. Lyle, J.W.B. (1993). Towards a comparative study of the coaching process. Journal of
38. Martens, R. (1987). Science, knowledge and sport psychology. Sport Psychologist, 1,
39. McAllister, S.G., Blinde,E. M., & Weiss, W. M. (2000). Teaching values and
40. McCullick, B., Belcher, D., & Schempp, P. (2005). “ What works in coaching and sport instructor certification programs? The participants view”. Physical Education and Sport
41. McCallister, S. G., Blinde, E. M., & Weiss, W. M. (2000). Teaching values and implementing philosophies: Dilemmas of the coach. Physical Educator, 57(1), 35-45.

42. Payne, S. 2007, Let Children Play Football Like They Do in Brazil, Retrieved on: February 20, 2009, Available at: <http://www.telegraph.co.uk/sport/main.jhtml?>
43. Pedagogy, 10(2), 121-137.
44. Russell C. Smeller Westont College Santa /Head Coach CA/93/08 USA Professor of Kinesiology Head Coach Men's and Momen's Cross Coyntury Ttrack and Field.
45. The youth sports club as a health-promoting setting: An integrative review of research. Scand J Public Health. 2013 May; 41(3): 269–283
46. Soccer Journal January –Felmary (2011) [http://www Soccer Performance org/training/overtraining.htm](http://www.SoccerPerformance.org/training/overtraining.htm).
47. United State Soccer Federation (USSF) Coaching Manual (1973).
48. US soccer manual (2010)
49. UN Chronicle Vol.LIII No.2 2016: Sport Aims for the Goals
50. Westre, K., & Weiss, M. (1991). “The Relationship B etween Perceived Coaching Behaviors and Group Cohesion in High School Football Teams”, The Sport Psychologist, 5, 41-54.
51. Williams, A. M., & Hodges, N. J. 2005, ‘Practice, instruction and skill acquisition: Challenging tradition’, Journal of Sport Sciences, vol. 23, no. 6, pp. 637-650.

52. Wondmu Tadesse (Ass.pro) and (2004) Football Performance with Specific Reference to the National Team of Ethiopia (unpublished).
53. Woodman, L. (1993). Coaching: A Science, an art, an emerging profession. Sport Science Review, 2(2), 1-13
54. Yougessh, K., sign, (2006) Research Methodology and Strititcs. New International Publisher Ltd.

Annex – 1 Semi Structured Interview open ended questionnaire for a research proposal: Assessing the contribution of youth football project in pursuit of Ethiopian Male National Football Team, Addis Ababa University, AAU Department of Sport Science

Demelash Delelegn Genbaw, May 2018, Addis Ababa

Dear Respondent/s,

My name is **Demelash Delelegn Genbaw**, a student of **Addis Ababa University in Department of Sport Science**. I am currently conducting my studies for partial fulfillment of the requirements for the **Degree of Master of Science**. My research titled: **“Assessing the contribution of youth football project in pursuit of Ethiopian Male National Football Team”** is strategically designed to advocate football game, beyond its entertainment values, as the nucleus to transform the wellbeing of human fellows irrespective of their diverse social, institutional and economic backgrounds, both locally and globally.

It is widely known that grass root youth football projects have been implemented for the last two decades throughout the world including Ethiopia with the leading role, technical and financial assistance of FIFA, mainly. Thus far, my research focuses on assessing the relevance of specifically male youth football project to provide qualified young elite players for Male Ethiopian National Football Team. Thus, I kindly request you all to share your practical experiences and essential documents in a friendly atmosphere.

1. Key Informant Interviews (KIIs)

1.1. Government representatives from the Ethiopia Football Federation and Addis Ababa Football Federation, Sub City and Woreda Levels

1. Would you please highlight me about Youth Football Project (YFP) in Ethiopia such as its background, rationale, primary goal, objectives and major components or activities as well as targets or expected outcomes, mid-term and terminal reports? Project area/s, starting date, total budget of the project if applicable?
2. Would you please describe the process conducted to develop the YFP including selection of the areas, the designing, planning, implementation, monitoring and evaluation processes in each stage?
3. Would you please highlight me about your engagement including key stakeholders such as target youth in these stages of the YFB?
4. Would you please provide me information about the participation of the community and different stakeholders, academic and research institutions such Addis Ababa University in the planning phase of the project?
5. Would you please inform me your communication and partnership with various YFP stakeholders such as target youth, their families, communities, etc.?
6. Would you please describe the targeting process and selection criteria including methods or tools for YFP

7. Would you please describe the underlying intervention strategies administered to achieve the set objective/s of YFP?
8. Would you please brief me about the policy or guideline used to govern the YFP?
9. Would please inform me the YFP Management, Monitoring and Evaluation Systems including database of YFP targets?
10. Would please also elaborate on internal reporting system the external evaluations during the YFP period?
11. Please describe the YFP's key achievements, especially concerning its objectives, and the challenges?
12. Would tell me the reasons or factors lead to maxim achievements or low performance of YFP?
13. How do you see the progress of YFP in general? Is the YFP on the desired track?
14. Any suggestions, views and opinions that you consider very decisive for realizing the objectives of this studies?
15. In general, what do you say about football game contribution and impact on peace building, sustainable development, human wellbeing and security regardless of their complex backgrounds and social origins?

16. Would you please provide me with the hard or softcopies of the YFP related vital documents including the proposal, interim reports, and progress reports, mid and final term evaluation documents, etc. which are a springboard to measure the overall journey of the YFP in Ethiopia?

Thank you for your active participation in the KIIs

1.2. Representatives of Academic and Research Institutions, Primary and High Schools in relation to Football

1. Would you please highlight me your knowledge about Youth Football Project (YFP) such as its background, rationale, primary goal, objectives, etc.?
2. As a representative of a key academic football stakeholder institution, it is obvious that you can play a pivotal role in such way that football science in school could be given to positively impact the YFP. Accordingly, would you please highlight me about the chance or your engagement in developing the YFP including selection of the areas, the designing, planning, implementation, monitoring and evaluation processes in each stage?
3. Would you please inform me about your relation and partnership with key YFP stakeholders such as local government offices, families, NGOs, players and coaches?
4. Would you tell me some efforts performed by YFP governed bodies to develop and encourage academic and research institutions and exploit the science of football training and improve the level of scientific training?
5. Any suggestions, views and opinions that you consider very decisive for realizing the objectives of this studies?

6. Finally, what do you say about football game contribution and impact on peace building, sustainable development, human wellbeing and security regardless of their complex backgrounds and social origins?

Thank you for your active participation in this interview

1.3. Coaches that were recruited for YFP at various levels

1. Would you please highlight me about Youth Football Project (YFP) in Ethiopia such as its background, rationale, primary goal, objectives and major components or activities as well as targets or expected outcomes, mid-term and terminal reports? Project area/s, starting date, total budget of the project if applicable?
2. Would you please highlight me about your engagement in developing the YFP including selection of the areas, the designing, planning, implementation, monitoring and evaluation processes in each stage?
3. Would please brief me your recruitment process to coach the YFP including your academic background, professional experiences?
4. Would you please inform me about your football philosophy, coaching or management plan in relation to the main YFP documents that govern?
5. Would you tell me about your planning process in talent selection, identification and participating target youth for YFP as well as in your coaching plan?
6. Would you please inform me about your relation and partnership with key YFP stakeholders such as local government offices, families, NGOs, schools, etc.?
7. Would you please describe the support obtained from various stakeholders while you managed the YFP?
8. Would you tell me the success or failure stories of YFP?

9. Would you please describe your opinions on the tangible contribution of YFP in pursuit of Ethiopian Male National Football Team?
10. Can you tell me some perceived potential barriers that challenge the YFP progress?
11. Can you tell me some ideas that will be necessary in order to improve the above barriers?
12. Would you brief me the mechanism that is used to identify best performance players and link successful targets into clubs and National Team?
13. Can you brief me about the database and information tracking on target players and the sharing of data for concerned audiences?
14. Can you mention some of successful elite players who were under your coaching including their current Clubs?
15. Any suggestions, views and opinions that you consider very decisive for realizing the objectives of this studies?
16. Finally, what do you say about football game contribution and impact on peace building, sustainable development, human wellbeing and security regardless of their complex backgrounds and social origins?

Thank you for your active participation in this interview

2. Focused Group Discussions (FGDs)

2.1. Targeted male youth football players that are currently successful in joining Clubs or National Football Team

1. Would you please tell about your football background before joining the YFP?
2. Would you please brief me how you first came to know about YFP?
3. Would you please highlight me about your participation in the designing process of the YFP?
4. Would you please inform me the YFP targeting process in which you were eligible?
5. Would you please highlight me about the entire scenarios of the YFP during its implementation period such as coaching basics, access to food and health care as well as football facilities, etc.?
6. Would you please brief me about the communication between the coach and other target youth?
7. Would you please inform me the support you obtained from various stakeholders such your families, villagers, private groups, local government representatives, etc.?
8. Would please highlight me how well the YFP to develop your abilities and football skills in pursuit of being an elite football player for renowned football clubs and National Football Team?

9. Would you please inform me to what extent the YFP was important to you to be qualified for your current football team, National or Club?
10. Would elaborate me the add values YFP brought on your football excellence compare to other conventional practices?
11. Would you inform me how you were transitioned or joined the National Football Team or Club? Was the placement in your own personal effort or through support of YFP or other career development mechanisms?
12. Would you brief me the measure strong and weak sides of the YFP that can be taken as lessons for future similar undertakings?
13. Would please tell me things your coaching staff needs to improve?
14. Did your family encourage you to do your best and also was your stay in YFP an enjoyable experience for your family?
15. Any suggestions, views and opinions that will be decisive for this research?
16. Finally, what do you say about football game contribution and impact on peace building, sustainable development, human wellbeing and security regardless of their complex backgrounds and social origins?

Thank you for your active participation in the FDGs

2.2. Targeted male youth football players that failed to join Clubs or National Football Team

1. Would you please tell about your football background before joining the YFP?
2. Would you please brief me how you first came to know about YFP?
3. Would you please highlight me about your participation in the designing process of the YFP?
4. Would you please inform me the YFP targeting process in which you were eligible?
5. Would you please highlight me about the entire scenarios of the YFP during its implementation period such as coaching basics, access to food and health care as well as football facilities?
6. Would you please brief me about the communication between the coach and other target youth?
7. Would you please inform me the support you obtained from various stakeholders such your families, villagers, private groups, local government representatives, etc.?
8. Would please highlight me how well the YFP to develop your abilities and football skills?
9. Would you please inform me some factors that restricted you to be qualified for prestigious football clubs or National Football Team?

10. Would please tell me things your coaching staff needs to improve?
11. Did your family encourage you to do your best and also was your stay in YFP an enjoyable experience for your family?
12. Would you brief me the measure strong and weak sides of the YFP that can be taken as lessons for future similar undertakings?
13. Any suggestions, views and opinions that will be decisive for this research?
14. Finally, what do you say about football game contribution and impact on peace building, sustainable development, human wellbeing and security regardless of their complex backgrounds and social origins?

Thank you for your active participation in the FDGs

3. Individual Interview

3.1. Sport journalist or media person

1. Would you please highlight me your knowledge about YFP?
2. Would you please tell me about the media coverage and promotion of YFP?
3. Would you brief me the measure strong and weak sides of the YFP that can be taken as lessons for future similar undertakings?
4. Would you tell me some mechanism to increase social media engagement?
5. Any suggestions, views and opinions that will be decisive for this research?
6. Finally, what do you say about football game contribution and impact on peace building, sustainable development, human wellbeing and security regardless of their complex backgrounds and social origins?

3.2. Families

1. Can you inform me your knowledge about YFP in which your son targeted?
2. Would you tell me about your feeling on your son being targeted?
3. Would you tell me about your regular support provided to your son while he was in YFP?
4. Would you brief m about your parent peer relation with other parents?

Thank you for your active participation in the interview